

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

East Nicolaus High School

2454 Nicolaus Avenue

Nicolaus, California 95659

East Union Joint Union High School District

February 25-28, 2024

Visiting Committee Members

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Introduction

East Nicolaus Joint Union High School District (ENHS) was established in 1924 in a rural, agriculturally-oriented area in south Sutter County, located roughly 20 miles north of Sacramento and 20 miles south of Yuba City. The district encompasses about 150 square miles and hosts one campus, East Nicolaus High School (ENHS), which was built in 1974. The school serves approximately 300 students annually, drawing from various feeder districts and through inter-district applications.

ENHS offers a comprehensive curriculum focusing on subjects like AG Mechanics, Agriscience, and Business Management, along with honors courses in various disciplines. The school is committed to academic achievement and implements standards-driven instruction to ensure students meet grade-level standards.

The WASC (Western Association of Schools and Colleges) accreditation process is integral to ENHS's improvement efforts. The school received a six-year accreditation in 2017, with ongoing evaluations and progress reports. Despite challenges posed by the pandemic, ENHS has shown resilience, fostering a supportive environment and enhancing collaboration among staff.

The school's philosophy emphasizes providing opportunities for individual growth across intellectual, cultural, emotional, social, and physical domains. Open communication, qualified educators, and responsive policies are key commitments of the school.

The vision of East Nicolaus High School is to cultivate positive self-esteem, strong work ethics, and academic achievement, preparing students to become exemplary citizens with a lifelong commitment to learning and respect for diversity. The mission of the school, in partnership with families and the community, is to promote academic excellence, a safe and supportive environment, school pride, diverse opportunities, and leadership skills among students.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

As per the report and as gathered through interviews, the writing of the WASC document was a collaborative effort that was led by teachers. During the visit, it was clear that the administration and the staff were transparent and focused on improvement.

Chapter 1: Progress Report

Since the last WASC visit, several key initiatives aimed at enhancing educational standards and support at East Nicolaus High School:

1. **Implementation of California Standards:** The school is committed to implementing California standards rigorously across core content areas, using benchmark assessments to inform instructional decisions.
2. **Professional Development:** Staff and students receive additional support through professional development sessions focusing on California standards and benchmark assessments. Collaboration with educational partners enhances learning opportunities.
3. **Increased Collaboration Time:** Weekly collaboration sessions provide dedicated time for departmental collaboration, staff meetings, and the development of local student assessments, facilitating better understanding of student progress and needs.
4. **Schoolwide Action Plan:** A comprehensive Schoolwide Action Plan is developed in consultation with various stakeholders to address identified needs, with regular monitoring of progress to ensure effectiveness.
5. **New Teacher Mentoring:** While lacking a formal program, the school supports new teachers through informal mentorship provided by veteran staff, helping them integrate into the school community and develop successful teaching practices.
6. **Site Council Oversight:** The school has maintained an active Site Council, conducting meetings throughout the 2022-2023 and 2023-2024 school years. The council has addressed various topics including the WASC process, LCAP, Schoolwide Action Plan, safety plans, parent survey results, and student concerns such as vaping and discipline.

7. CTE Pathway Development: East Nicolaus High School offers five CTE pathways aligned with California standards. However, dual enrollment courses in AG science were discontinued due to teacher turnover. Efforts are underway to reinstate these courses and explore alternative dual enrollment options. The school has been awarded grants to enhance dual enrollment opportunities through programs like CCAP and MCEC, providing students with priority registration, career-aligned pathways, and access to college courses while in high school.

Overall, these initiatives aim to improve educational outcomes, support staff development, and foster a collaborative and supportive environment at East Nicolaus High School.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

ENHS has taken steps to offer additional opportunities for professional development. The school and union have worked together on adding a teacher collaboration day on Mondays. The teachers made positive reports regarding veteran teachers mentoring new teachers and administration allowing for opportunities to observe in other classrooms on campus. Although teachers also reported that it would be beneficial to have an opportunity to observe in a similar subject classroom in a nearby district. The school developed a schoolwide action plan which included aspects that were important to the school but not necessarily areas of growth. ENHS continues to build and expand on their exemplary CTE pathways program. The school has noted that implementing California standards rigorously across core content areas, using benchmark assessments to inform instructional decisions continues to be an area of growth.

Chapter 2: School and Student Profile and Supporting Data

East Nicolaus Joint Union High School District (ENHS) was established in 1924 in a rural area of south Sutter County, roughly 20 miles north of Sacramento and 20 miles south of Yuba City. The district encompasses approximately 150 square miles and is primarily agricultural. East Nicolaus High School, the district's sole campus, was established in 1970 and currently serves around 300 students annually from both local feeder schools and neighboring districts.

The school offers a comprehensive academic and vocational program, with graduation requirements including 240 credits and a senior portfolio project. Despite its small size, East Nicolaus High School boasts a diverse range of academic, vocational, athletic, and extracurricular opportunities for students.

The school has a successful history in athletics, particularly in football, softball, volleyball, and wrestling, with numerous championship titles. Additionally, many students have gone on to play collegiate athletics. Active parent and community involvement is evident through organizations like the ENHS Boosters, Sober Grad Night Committee, Spartan Foundation, Alumni Association, and Jr. Spartans Football and Cheer program. Enrollment at East Nicolaus High currently stands at 299 students, with a slight decrease from the previous year, and the student body reflects a diverse mix of ethnicities.

The school's current staffing and facilities are optimized for a student population of up to 360 students, with a cap on class enrollment not to exceed 90 students per class. The majority of students attend through School of Choice and Inter-district transfer programs, with no current cap on these enrollments.

VISION STATEMENT

The 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 life-long respect for learning, and an understanding of world-wide diversity in order to meet future challenges 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, career preparation & technological understanding
- 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

GRADUATE PROFILE/SCHOOLWIDE LEARNER OUTCOME (SLO'S)

Critical Thinking and Problem Solving: Students will reason effectively, identifying and solving complex issues and essential questions.

Creativity and Innovation: Students will be creative, taking risks, exploring multiple possibilities, questioning established norms, continually improving processes and outcomes with varied methods.

Civic and Cultural Awareness: Students will continually evolve their sense of responsibility toward civic duties and their appreciation for cultural diversity.

Adaptability and Resilience: Students will adapt to varied roles and contexts, persevering in a complex and ever-changing world while overcoming obstacles and achieving personal and professional goals.

Collaboration: Students will collaborate with respect and empathy in groups of differing opinions, skills, and strengths, always assuming shared responsibility.

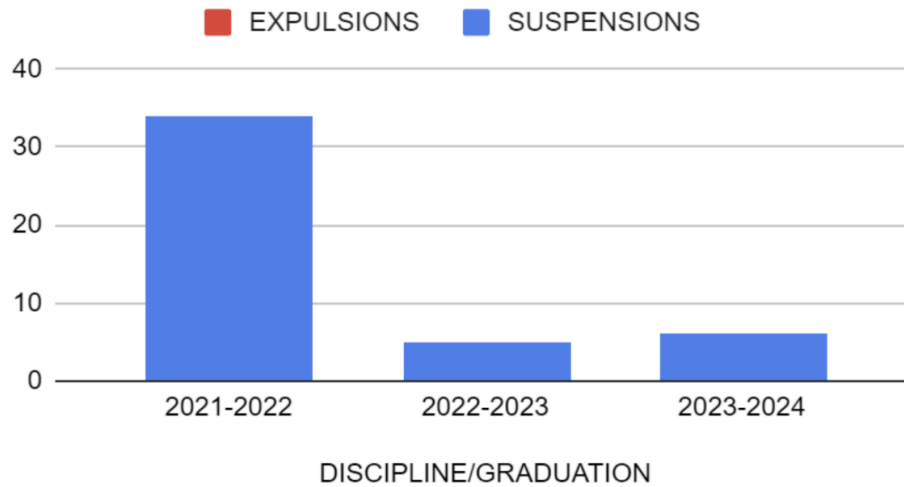
Communication: Students will speak and write clearly, listen actively, and read discerningly. Understanding their audience, they will enhance their messaging using precise written and visual language for better engagement.

School Data

| | ENHS | State Average |
|-----------------|--------|---------------|
| Attendance Rate | 94.49% | 91.01% |
| Truancy Rate | 16.41% | 30% |
| Drop Outs | 0% | 8.9% |

ENHS attendance data is strong, particularly for a school in a rural setting that serves students across a large geographic area.

SUSPENSIONS and EXPULSIONS



| DISCIPLINE/GRADUATION | 2021-2022 | 2022-2023 | 2023-2024 |
|-----------------------|-----------|-----------|-----------|
| SUSPENSIONS | 34 | 5 | 6 |
| EXPULSIONS | 0 | 0 | 0 |

Suspensions have decreased significantly with the change in administration and due to a commitment to use other means of correction when appropriate. This shift in approach to discipline has necessitated messaging to all stakeholders who were accustomed to a more punitive approach.

| Ethnic Codes | Female | Male | Other Gender | Total | Percent |
|--|--------|------|--------------|-------|---------|
| HISPANIC OR LATINO | 37 | 50 | 0 | 87 | 29.19% |
| 700 - WHITE (NON-HISPANIC) | 85 | 92 | 0 | 177 | 59.40% |
| 100 - AMERICAN INDIAN - ALASKAN NATIVE | 1 | 1 | 0 | 2 | 0.67% |
| 200 - ASIAN (NON-HISPANIC) | 4 | 0 | 0 | 4 | 1.34% |
| 300 - PACIFIC ISLANDER (NON-HISPANIC) | 2 | 0 | 0 | 2 | 0.67% |
| 600 - BLACK (NON-HISPANIC) | 2 | 3 | 0 | 5 | 1.68% |
| MULTI-ETHNIC (NON-HISPANIC) | 12 | 9 | 0 | 21 | 7.05% |
| Totals: | 143 | 155 | 0 | 298 | |

ENHS students represent a diverse population, particularly in comparison to other rural schools.

| Free/Reduced Meal Eligibility Counts Based On: | | | | | | | | | |
|--|------------------|--------------------------------------|--------|--------------------------|--------------|----------------------|----------------------|--|---|
| School Name | Total Enrollment | Free & Reduced Meal Program: 181/182 | Foster | Tribal Foster Youth: 193 | Homeless (1) | Migrant Program: 135 | Direct Certification | Unduplicated Eligible Free/Reduced Meal Counts | Total Unduplicated FRPM/EL Eligible Count (3) |
| East Nicolaus High | 299 | 92 | 0 | 0 | 3 | 0 | 84 | 94 | 14 |
| | | | | | | | | | 96 |

The number of students qualifying for free and reduced lunch does not accurately reflect the number of students who should qualify. This fact is likely due to the fact that all students receive free breakfast and lunch. The school self-identified the need to implore or require families to complete the free and reduced lunch application.

Grade Distribution Data:

| <u>Grade Distribution</u> | 2021-2022 | | 2022-2023 | | 2023-2024 | |
|---------------------------|-----------|---------|-----------|----------|-----------|--------|
| Term | Fall | Spring | Fall | Spring | Fall | Spring |
| Number of A's | 1105=57% | 946=51% | 1164=52% | 1124=55% | 1156=57% | |
| Number of B's | 382=20% | 428=23% | 434=21% | 447=22% | 395=19% | |
| Number of C's | 232=12% | 239=13% | 221=11% | 219=11% | 250=12% | |
| Number of D's | 118=6% | 115=6% | 117=6% | 84=4% | 109=5% | |
| Numbers of F's | 48=3% | 58=3% | 43=2% | 36=2% | 61=3% | |

* percentages don't equal 100% due to some courses being credit/no credit and or students receiving an incomplete.

A-F data demonstrates that the vast majority of students are successful in their academic classes and are currently receiving the support they need.

CTE Completers Data:

| | 2020-2021 | 2021-2022 | 2022-2023 |
|------------------------------|-----------|-----------|-----------|
| AG Mechanics | 21 | 31 | 38 |
| Agriscience | 15 | 20 | 12 |
| Food Service and Hospitality | | | 4 |

Foodservice and Hospitality became a full CTE completer pathway in the 2022-2023 School year.

We have added additional CTE Completer pathways starting in the 2023-2024 school year in following areas:

Career and Technical programs have grown with the addition of the Food Service and Hospitality pathway. Student completion has shifted slightly but has grown overall.

Multiyear ELA CAASPP Results & Analysis

| <u>English Testers</u> | <u>Academic Year</u> | 2021-2022 | 2022 - 2023 |
|-------------------------------|--|-----------|-------------|
| | Students Who Met or Exceeded Standards | 48.24% | 37.26% |
| <u>Economic Status</u> | Socioeconomically Disadvantaged Students Who Met or Exceeded Standards | 47.37% | 23.52% |
| | Not Socioeconomically Disadvantaged Students Who Met or Exceeded Standards | 48.49% | 44.12% |
| <u>Ethnicity</u> | Hispanic or Latino Students Who Met or Exceeded Standards | 56.25% | 8.33% |
| | White Students Who Met or Exceeded Standards | 48.33% | 50.01% |

Multiyear MATH CAASPP Results & Analysis

| <u>Math Testers</u> | <u>Academic Year</u> | 2021 - 2022 | 2022 - 2023 |
|-------------------------------|--|-------------|-------------|
| | Students Who Met or Exceeded Standards | 18.82% | 17.65 |
| <u>Economic Status</u> | Socioeconomically Disadvantaged Students Who Met or Exceeded Standards | 5.26% | 11.12% |
| | Not Socioeconomically Disadvantaged Students Who Met or Exceeded Standards | 22.73% | 21.21% |
| <u>Ethnicity</u> | Hispanic or Latino Students Who Met or Exceeded Standards | 6.25% | 16.67% |

| | | | |
|--|--|--------|--------|
| | White Students Who Met or Exceeded Standards | 23.33% | 21.21% |
|--|--|--------|--------|

Both ELA and math CAASPP scores have not been an area of concern for the ENHS staff. Staff reports that conversations with students and history of large numbers of opt outs from state testing have significantly harmed scores. Additionally, the staff recognizes that students have not been expected to engage in higher stakes, long format testing that tests their stamina and focus.

Graduate Data Information

| | Total Graduates and Completers (Unduplicated) | Regular High School Diploma | Graduates Meeting UC/CSU Reqs | Graduates with Golden State Seal Merit Diploma | Graduates with State Seal of Biliteracy |
|-----------|---|-----------------------------|-------------------------------|--|---|
| 2020-2021 | 75 | 75 | 28 | 0 | 0 |
| 2021-2022 | 61 | 61 | 19 | 24 | 1 |
| 2022-2023 | 88 | 88 | 36 | 26 | 5 |

Graduation numbers and rates have been high and correspond with the level of academic achievement as measured by A-F grades.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

While internal measures (graduation rates, A-F data, CTE completion) indicate that students are largely successful, external indicators such as CAASPP and AP scores indicate that students are not performing at a high level. These two, discrepant sets of data prompt questions about the overall rigor of the academic program at ENHS.

Chapter 3: Quality of the School's Program**CATEGORY A. ORGANIZATION FOR STUDENT LEARNING: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES****A1: Vision and Purpose**

To what extent a) has the school established a clearly stated vision and purpose reflecting students' needs, current educational research practices, with a focus on diversity, equity, and inclusion and a belief that all students can achieve?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards and congruent with research, school practices, and aligned with district goals for students.

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals:

There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Visiting Committee Comments

East Nicolaus High School is dedicated to providing an education with a CTE emphasis in a safe and positive learning environment. Their mission emphasizes preparing students academically, vocationally, and socially to be responsible citizens. The Student Learner Outcomes (SLOs) have recently been updated using teacher input. The small size of the school allows for significant student influence on expectations and goals. The community, parents, staff, and students are drawn to ENHS for their exceptional CTE pathways. ENHS has an Academic Support class and several Learning Center courses to support students with IEP and struggling students. The mission and vision has remained strong with a significant emphasis on responsible citizenship and CTE Pathways. Educational partnerships with the community are essential to East Nicolaus High School's success which assists in the strength of their CTE program.

Vision and Purpose that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Rationale:

1. By emphasizing a vocational education, East Nicolaus High School aims to address various aspects of students' development, including academic, vocational, and social dimensions. For students who are on college track, rigorous a-g coursework was not observed during the visit.
2. The mission statement highlights the goal of preparing students to be responsible citizens.
3. The integration of Student Learner Outcomes as primary indicators influences both student skills and teaching practices. The teaching team shared that their SLOs encompass the learning goals. The Student Learner Outcomes (SLOs) have recently been updated using teacher input and are posted in most classrooms.
4. The mission and vision remain strong with a significant emphasis on responsible citizenship.
5. Actively engaging with the community through educational partnerships contributes to the success of the CTE pathways and sports program.
6. The small size of the school provides an environment where students have a significant influence on expectations and goals. This personalized approach allows for tailored support for exceptional CTE pathways.

A2: Governance

A2.1 Relationship between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

Visiting Committee Comments

East Nicolaus High School maintains strong connections with its educational partners, fostering effective communication and understanding of the governing board's decisions and initiatives. Various systems are in place to involve partners and keep families and the community informed. The board maintains a positive relationship with school staff, designating responsibilities to the superintendent and administrative staff for efficient school and district management. Collaboration between the governing board and district staff is evident, with board members actively volunteering at school and community events. The board's purpose and policies align with school-wide learner outcomes, academic achievement, and college readiness standards. Policies are implemented by professional staff, and the board regularly monitors results, approving the Local Control and Accountability Plan and the corresponding school-wide action plan.

Governance that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

1. By maintaining strong connections with educational partners, the school ensures access to additional resources, expertise, and support in the CTE pathways, sports, and parent volunteering support.
2. The emphasis on communication between the school's governing board, education partners, families, and the community ensures that all stakeholders are well-informed. Staff reports that families are actively involved in CTE, school climate events, and sports. Although families are less involved with academic planning including LCAP and SSC. Communication regarding the updated discipline policies is recognized as an area of growth, although discipline does not appear to be a significant issue on campus. During the visit, the students were very polite and well spoken even during passing periods.
3. The positive relationship between the governing board and school staff, as well as the clear designation of responsibilities, contributes to effective school and district management.
4. Actively volunteering at school and community events demonstrates a commitment from the board to be involved in the local community.
5. The alignment of the board's purpose and policies with school wide learner outcomes and college/career readiness standards demonstrates a cohesive partnership between the school and board. A strategic approach towards increasing academic achievement was not evident.
6. State data is reviewed annually by the board and site. Although the English department has developed writing rubrics that target the writing skills needed for the SBAC], most other departments did not appear to be taking strategic steps to increase

| |
|--------------|
| test scores. |
|--------------|

A3: Leadership for Learning

A3.1 Broad-based and Collaborative: The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

Visiting Committee Comments

The committee did not observe the use of data to determine student needs on a regular basis. Data is used for math course placement in ninth grade. Site administration has tasked the teachers to develop benchmarks. Development of bench marks appears to be in the beginning stages.

ENHS staff is clearly dedicated to the students. Staff reported that the current administration has worked on shared decision making which was evident through the WASC writing process. ENHS has added a weekly collaboration practice this year. At this point, this time has been devoted to participating in preparing for WASC. Staff reported that the leadership direction for future collaboration be on developing benchmarks and assessments. Staff feedback on developing benchmarks and assessments is very inconsistent. Their intervention program focuses primarily on supporting students with disabilities.

LCAP goals are continually monitored and adjusted to cater to changing demographics, mirroring how standards guide classroom instruction. It was observed that ENHS has used LCAP to fund the Learning Director which monitors the students academic progress closely. At the end of each grading period, the Learning Director targets students who have 2 or more failing courses. She meets with the students weekly to support by connecting with their teachers or meeting other needs such as connecting students to social emotional support.

Leadership for Learning that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

1. ENHS is at the beginning stages of developing identifying benchmarks and essential standards. It does not appear that common formative assessments are guiding teacher instruction and student learning outcomes.
2. ENHS has just recently added Monday collaboration time in their schedule. Staff has been focusing on WASC this year. ENHS would like to switch this collaboration time

to developing essential standards/benchmarks and assessments but lacks a focus on how this will look.

3. ENHS is still working on ways to align data analysis with the LCAP and School Wide Action Plan goals that demonstrates a strategic alignment of efforts.
4. ENHS reflects an understanding of interventions to support students with disabilities but are lacking focused interventions for general education students.

A4: Qualified Staff and Professional Development

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college- and career-readiness expectations.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Visiting Committee Comments

East Nicolaus High School (ENHS) prioritizes maintaining qualified personnel, aiming for 100% fully credentialed and highly qualified staff. The vetting process for new hires includes background checks, training assessment, and credentialing. Staff, mostly confined to authorized areas, often undergo specialty training for additional courses. The dedicated staff, including administrative, certificated, and classified members, work closely to enhance the school environment. The governing board emphasizes reflecting community interests and involvement in school affairs.

The introduction of pathways at ENHS has created staffing needs to support student pursuits. ENHS administrators are qualified, overseeing students and staff. Professional development opportunities have primarily focused on areas of growth from a previous WASC. Staff reported that they have had professional development in the area of utilizing classroom objectives. Staff reported that during last semester that this was evident in most classrooms. Although the visiting committee saw little evidence that this was still being utilized.

Communication is crucial at ENHS, facilitated through mass emails, the school website, and social media. Confidential information is handled with care, and the school maintains a balance in communication to keep families informed. Community members actively participate in school affairs, volunteering at events and following communication guidelines. ENHS is refining its student handbook, merging it with the athletic handbook for a comprehensive document. Additionally, efforts are underway to create an employee handbook for easy access to information and policies. Overall, ENHS is dedicated to continuous improvement and community

involvement, fostering a positive school culture.

Qualified Staff and Professional Development that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

1. ENHS is committed to hiring and maintaining qualified personnel even with the barrier of teacher retention due to lower pay scale.
2. Staff reported that professional development opportunities were available but there was no evidence of its impact on student achievement. ENHS did provide teachers time to visit other classes to observe various teaching practices.
3. ENHS is refining its student handbook, merging it with the athletic handbook for a comprehensive document. Additionally, efforts are underway to create an employee handbook for easy access to information and policies.

A5: Resources

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and goals of the schoolwide action plan/SPSA and the LCAP.

A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Visiting Committee Comments

East Nicolaus High School's budget development process involves allocating funds to designated categories, focusing on maintaining instructional materials, textbooks, equipment, technology upgrades, facility maintenance, and general school improvements. The allocation is a collaborative effort involving school leadership and staff feedback. Current resource allocations aim to improve and replace the aging bell and communication systems.

The school has received an exemplary rating for its safe, functional, and well-maintained campus, with a 1:1 student-technology ratio. The business department efficiently handles processes, ensuring transactions adhere to established procedures, resulting in positive audits and a well-functioning system.

Instructional materials adoption is governed by the board and implemented through a purchase-order process. Technology access has increased, and infrastructure changes support

curriculum activities. Recent upgrades include new materials for various subjects, reflecting a commitment to high-quality education.

A Facilities Need Assessment led to addressed needs, with annual inspections ensuring regulatory compliance. The campus has undergone modernizations, including a weight room, classroom upgrades, a floral lab, and improvements to the Ag. Barn. The facilities planning is financially supported by the administration, community involvement, and pride in maintaining a positive learning environment.

The community actively supports the school's maintenance efforts, emphasizing the campus as a cornerstone for events. Safety is a priority, with immediate repairs addressing any concerns. The overarching vision is to provide a positive environment for students.

Resources that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

1. The budget development process involves allocating funds to designated categories, with a clear focus on maintaining and enhancing instructional materials, textbooks, equipment, technology upgrades, facility maintenance, and general school improvements.
2. The collaborative efforts involving school leadership and staff feedback in the allocation process ensures that various perspectives are considered. Ultimately, fosters a sense of ownership and share responsibility for the school's success.
3. The 1:1 student-technology ratio, alongside continuous technology upgrades reflects a commitment to preparing students for the digital age.
4. The exemplary rating for the school's safe, functional, and well-maintained campus demonstrates a commitment to providing a positive learning environment.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- ENHS has a clearly established mission, vision, and schoolwide learner outcomes which are aligned with district goals for students.
- ENHS has communicated policies and procedures to all educational partners.
- ENHS allocates resources based on LCAP and School Wide Action Plan goals to increase student achievement.
- ENHS embraces a strong sense of community that is pervasive throughout the parental, staff, and student populations.
- ENHS promotes a community and family environment including a caring and professional staff.

- ENHS has a beautiful campus with clean and orderly facilities conducive to student learning. The CTE, academic, and sports facilities are exemplary. It's clear that the classified staff takes great pride in providing students with a campus which they can be proud of.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Recruitment of and retaining of high quality teachers.
- Increase parent understanding of the importance of high academic expectations for all students.
- Develop a multi-year plan to develop effective collaboration that focuses on student learning outcomes.
- Increase academic rigor and accountability by developing rigorous assessment based on essential standards.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Evidence of Strength:

- ENHS has a clear mission and vision.
- Schoolwide learner outcomes are posted throughout the school and were developed by the staff.
- ENHS has an amazing community and families which support CTE and sports.
- The school allocates resources based on LCAP and School Wide Action Plan goals to increase all student achievement.
- All educational partners report a strong sense of community and school pride.
- ENHS has a safe, well-maintained, and organized facility.
- ENHS has exceptional CTE facilities for their CTE pathways.

Evidence of Growth Areas:

- In the last decade, teacher retention has been a struggle to district pay scale and limited housing nearby for staff.
- Strategic multi-year professional development plan would help focus collaboration time.
- Develop a strategic plan to gather data (ie. formative and summative assessments) that provides feedback to teachers regarding learning and teaching.
- Find ways to improve on ensuring that all educational partners including parents understand and participate in the school's decision making such as SSC and LCAP.

CATEGORY B. CURRICULUM

B1: Rigorous and Relevant Standards-Based Curriculum:

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college- and career-readiness indicators.

B1.3 Academic Standards and College- and Career-Readiness Indicators: The school has college- and career-readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards and college- and career-readiness indicators.

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Visiting Committee Comments

East Nicolaus High School offers a comprehensive curriculum aligned with California Common Core, CTA, and Ag standards, integrating both textbook and online resources supplemented with real-world applications. The school emphasizes collaborative learning through programs like College Preparatory Math and NoRedInk for English classes, supported by ongoing professional development and research-backed strategies.

The school's administration and teachers have developed a Graduate Profile and Expected Student Learning Outcomes (SLOs) to guide curriculum alignment and assessment practices. A Senior Project requires students to demonstrate proficiency in these outcomes across various subjects throughout their senior year.

ENHS prioritizes college and career readiness through initiatives like a 21st Century Career Readiness course for freshmen, offering multiple graduation pathways, and encouraging participation in online college courses and work-based learning programs.

Writing is emphasized across all subjects, supported by a Writing Rubric for Universal Assessment, and interdisciplinary connections are fostered, such as exploring scientific developments in social studies and integrating math concepts into science and career exploration.

Community partnerships with local schools, colleges, businesses, and trade schools provide students with valuable opportunities for mentorship, work experience, and community engagement, contributing to a holistic educational experience.

The staff and administration team recognize the need to develop essential standards that ensure continuity of a rigorous curriculum, despite staff turnover. Development of the essential standards will also support the development of rigorous assessments as measured by Depth of Knowledge (DOK) tasks, projects and questions.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement

for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

- Staff was committed to supporting all students and staff worked hard to develop their curriculum, based upon standards.
- Staff shared that they did not have “essential standards” but often followed the textbook and then did not complete the text.
- Newer staff members shared that they had to map their own curriculum, based upon standards and the text, when they arrived at ENHS.
- Students shared that they love ENHS but were unsure if they would truly be prepared for college if they selected that route.
- In interviews, staff struggled to define what academic rigor meant to them.

B2: Equity and Access to Curriculum

B2.1 Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

B2.2 Access to Curriculum, including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school’s students.

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.

Visiting Committee Comments

East Nicolaus High School offers a diverse range of Career Technical Education (CTE) classes, electives, and pathways to help students explore various interests and prepare for life after graduation. These hands-on learning opportunities are aimed at providing students with practical skills and experiences.

The school strives to cater to the needs of all students by offering curriculum in different formats such as paper, online, visual, and audio, and ensuring that teachers are trained to accommodate students with Individualized Education Plans (IEPs) or 504 plans.

Additionally, there are multiple channels for parent-teacher communication, fostering a collaborative relationship to support students' academic journeys. Efforts are made to support parental involvement in both curricular and extra or co-curricular activities and supports. Staff shares that while general parent support is outstanding, support for academics—testing in particular—is lacking.

The school is working to find new ways to engage families regarding the importance of rigorous academics and the assessments that provide the school with feedback regarding the level of student preparedness. Defining and emphasizing the importance of academic rigor for the ENHS community—including students, staff and parents—will help ensure career and college readiness for all students.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

- ENHS students have access to a wide selection of CTE and academic courses to support their career and college goals.
- ENHS offers a coherent curriculum that reflects the needs and wishes of the community.
- Parents, students and staff report a sense of belonging to a school community that cares deeply about the success of all students.
- All students are exposed to college and career options in the ninth grade and all students complete a career research project and presentation in their senior year.
- Rigorous tasks that require extended or strategic thinking, as defined by Webb's Depth of Knowledge, is most visible in the project based learning environment of Career and Technical Education. Few examples of higher level thinking were observed outside CTE projects.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

- The ENHS staff shares a collective commitment to ensuring that all students are career and college ready.
- The course, co-curricular and extra-curricular activities offered by ENHS are extensive and meet the needs of the East Nicholas community.
- The ENHS staff is committed to reflecting on and improving their curriculum and practice.
- The ENHS administration is reflective and committed to meeting the needs of their staff and students as it relates to equity, access and curriculum.
- The ENHS staff values scheduled and informal collaboration that supports all students.

Growth Areas for Continuous Improvement for Curriculum

- The ENHS admin team and staff must commit to identifying essential standards

and corresponding, rigorous assessments that will ensure academic continuity despite staff turnover.

- The ENHS staff and admin team should develop a common understanding of academic rigor.
- The shared definition and examples of academic rigor and essential standards should be shared with all students, staff and families.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Students shared that they love ENHS but were unsure if they would truly be prepared for college if they selected that route.
- In teacher interviews, the staff had difficulty describing a shared definition of academic rigor.
- Students in CTE courses were observed thinking critically about their projects and developing creative solutions.
- Students have access to a wide selection of CTE programs for a school the size of ENHS.
- All students are required to conduct career research and complete a career research project and presentation in their senior year.
- ENHS staff reported that they value and have a shared commitment to collaboration.\

CATEGORY C. LEARNING AND TEACHING

C1: Student Engagement in Challenging and Relevant Learning Experiences

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Visiting Committee Comments

At East Nicolaus High School (ENHS), students are enrolled in classes designed to be relevant and to stimulate their growth throughout their academic journey. The school offers a range of courses, and each student receives personalized guidance from the Learning Director to develop a four-year plan aligning with college admission criteria, including community colleges, CSUs, and UCs. For students interested in private or out-of-state colleges, collaborative efforts between the student and the Learning Director are made. Academic courses at ENHS are led by experienced teachers proficient in instructional strategies, with a commitment to equity and ongoing professional development, including staying abreast of 504 and IEP accommodations.

Teachers and staff acknowledge, appreciate, and address the diverse strengths and needs of their students, providing various avenues for engagement with the curriculum. Departments and staff regularly convene to discuss instructional strategies aimed at achieving greater vertical alignment. The school administration plays an active role in communicating clear expectations for instructional practices and conducts both formal and informal classroom observations on a regular basis. Newly hired teachers undergo annual observations during their initial two years, while tenured faculty members undergo formal evaluations biannually. Additionally, administrators frequently conduct informal classroom visits to provide support and feedback.

At ENHS, it is emphasized that all students comprehend the standards and expected performance levels for each area of study to showcase their learning and readiness for college and career pursuits. Through active participation in the Career and Technical Education (CTE) pathways available at ENHS, students develop an awareness of the performance benchmarks necessary for college and career success. Moreover, in all academic courses, students and parents receive access to a comprehensive course syllabus, a document that is securely stored with the administration. Additionally, most teachers opt to share their syllabi on Google Classroom, where parental acknowledgment through a signature is typically required.

Teachers collaborate with the Resource teacher and our learner director to ensure accommodations are provided for students with IEPs and 504 plans. Various interventions, including math support, push-in/pull-outs, Learning Resource classes, and paraeducators, are in place to support students with academic needs, including a Spanish speaking para. .

The Work Experience course offers students the chance to delve into and comprehend career pathways thoroughly through a blend of classroom and on-the-job experiences. Students

experience work-based learning through an internship.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

- At ENHS each student receives personalized guidance from the Learning Director to create a four-year plan that aligns with their academic goals, including college admission eligibility.
- Teachers and school leaders are dedicated to equity and staying up-to-date with accommodations for students with 504 and IEP plans.
- Teachers and staff recognize and attend to the diverse strengths and challenges of the students they serve.
- Observations of Career Technical Education (CTE) pathways and the Work Experience course demonstrate the integration of career readiness into the curriculum.
- In classroom visits few examples of rigorous tasks or assessments were observed in the classroom.
- ENHS Students reported a lack of confidence in their college readiness.
- Little evidence of learning objectives displayed or discussed in the classroom.

C2: Student-Centered Instruction through a Variety of Strategies and Resources

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies and encourage student agency within an equity-centered environment.

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking and problem solving.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Visiting Committee Comments

ENHS teachers actively participate in ongoing training and collaborations to remain abreast of new methodologies and content standards. This commitment enables them to adapt content and instructional methods as necessary to meet the diverse needs of their students. Incorporating various learning modalities—such as visual, auditory, reading and writing, and kinesthetic—teachers ensure engaging lessons tailored to different learning styles.

Students at ENHS have opportunities to hone their leadership, strategic thinking, and problem-solving skills through a range of clubs, classes, sports, extracurricular activities, and school-led events. Students engage in decision-making processes, such as selecting class

activities and establishing classroom rules. Student-led discussions promote active participation, critical thinking, and sharing of perspectives, enhancing engagement in the subject matter. (See *evidence for list of specific opportunities throughout ENHS.*)

At ENHS, all classes require students to complete academic tasks utilizing technology. Chromebooks are utilized for research projects, Google Slides for presentations, and Google Docs for essays, with assignments submitted via Google Classroom. Digital content creation serves as a platform for students to showcase their creative abilities while enhancing learning. Effective content creation is achieved when students can express themselves in ways that highlight their strengths and accommodate their learning styles. Teachers at ENHS employ various online tools to augment student engagement beyond traditional textbooks.

ENHS educators and staff are dedicated to preparing students for life beyond the classroom. They achieve this by offering a comprehensive curriculum, providing hands-on engagement, and delivering a unique educational experience focused on practical skill acquisition. The ENHS staff emphasizes applied theoretical knowledge and experiential learning, aiming to impart technical skills while fostering a holistic understanding of students' chosen fields, including valuable networking and community resources.

The Work-Based Learning Program exposes students to real-world opportunities outside of ENHS, including industry tours, college/trade/apprenticeship tours, guest speaker sessions, job shadowing, internships, and career portfolio support. Upon graduation, ENHS students leave with a career portfolio tailored to aid in their future success.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

- Through Career and Technical Education (CTE) pathways, students gain an understanding of the level of performance required for college and career readiness. Both students and staff reported that the CTE pathways were an asset to the school and community.
- The Work Experience course provides students with hands-on experiences in their chosen career pathway, including internships. This practical exposure helps students to deepen their understanding of their career interests, develop essential skills, and make informed decisions about their future academic and career paths.
- Teachers work with the Resource teacher and Learning Director to ensure that accommodations are met for students with IEPs and 504 plans. Incorporating a variety of interventions, such as math support, push-in/pull-outs, and specialized classes, helps to meet the diverse academic needs of all students, supporting their success.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

- ENHS demonstrates a strong commitment to enriching students' experiences beyond traditional classroom settings.
- ENHS offers a diverse range of immersive experiences, including industry tours, visits to colleges and trade schools, apprenticeships, and sessions with guest speakers.
- The CTE Pathways programs at ENHS is recognized for its pivotal role in preparing students for future careers especially in the Agricultural Industry.
- ENHS offers tailored training and hands-on experiences. The program equips students with practical skills essential for success in the professional world, effectively bridging the gap between classroom learning and real-world application, setting students on a path towards career readiness.
- The Learning Director and the Spartan Success Center at ENHS guides students towards their interests and career aspirations.

Growth Areas for Continuous Improvement for Learning and Teaching:

- A backward mapped 5 year professional development plan focusing on the needs identified by the community.
- Develop a system of collaboration with a focus on student outcomes, through regular meetings and workshops.
- Develop essential standards and corresponding, rigorous assessment for all disciplines.
- Standardize teacher and student use of learning objectives.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Evidence of Strengths

- Students have one on one contact with the Learning Director to map out a 4 year high school plan, as well as, receive guidance for applying to Community Colleges, UC's, CSU's and Private institutions.
- In the Mathematics department, General Math utilizes APEX, Integrated Math 1, 2, and 3 employ CPM Math. Personal Finance instruction benefits from the Ramsey Classroom, fostering problem-based lessons to encourage active student engagement and conceptual understanding.
- FFA offers students the opportunity to choose SAE projects, from purchasing and raising animals to showcasing them, fostering hands-on learning and responsibility.
- ASB leadership enables students to plan events and address real-world issues with deadlines, representing their school and community.
- Spartan Insider focuses on students' communication skills and is shared with the community.
- Culinary students engage in hands-on projects like food truck events, cooking contests, and catering.
- Students create digital content to showcase their creativity and learning, providing a platform to express themselves.
- Work-Based Learning Program exposes students to real-world opportunities beyond

ENHS.

- Graduating students leave ENHS with a career portfolio aimed at facilitating future success in their chosen paths.
- ENHS offers pathways in Agriculture, Industrial Arts, Food Tech, and a newly offered pathway in Business Entrepreneurship, aligning with ENHS CTE Pathways and Cord Requirements starting with the Class of 2027.
- AG Mechanics/Ag Mechanic Heavy Equipment pathway prepares students for careers related to equipment construction, operation, and maintenance across various industries, ensuring hands-on training essential for success in specialized fields.
- East Nicolaus Spartan Store (ENSS), an on-campus apparel store where students actively engage in tasks such as order processing, logo design, and or embroidery.
- Freshman students undergo career exploration activities, including researching career options, exploring industry sectors, and developing a college and career vision statement.
- Project-based learning in the classroom emphasizes critical thinking, writing, speaking skills, and goal setting, culminating in the completion of a comprehensive Career Portfolio.

Evidence of Growth Areas:

- A clear expectation for instructional practices was not fully articulated by administration and staff.
- A plan to ensure diverse techniques for learning are implemented in the classroom as a result of focused collaboration and PD was not articulated in our observations.
- Collaboration groups are prioritizing vertical alignment.
- There was not enough evidence that students understand the standards for each area of study, fostering focus and motivation.
- Classroom objectives were not posted in all classrooms

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

D1: Reporting and Accountability Process

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

Visiting Committee Comments

The CAASPP tests, covering Math, Science, and English for all Juniors, generate data presented on a school dashboard, offering disaggregated information and historical comparisons. Individual results are shared with parents. Teachers adopt a learner-centered approach, employing diverse and equitable assessment methods like writing assignments and presentations to accommodate varied learning styles. Specialized education programs use various measures to assess students for 504s and IEPs, ensuring tailored support. Teachers, with the aid of an online gradebook (Aeries), track and communicate student progress regularly. Interventions and referrals to Student Success Teams (SST) are implemented for struggling students, emphasizing collaboration among stakeholders. Overall, the small school environment of ENHS allows teachers to monitor student work through daily classroom check-ins while the teacher walks around the classroom.

A consistent grading scale and proficiency level for students was not observed. The English department uses common writing assessments and a universal rubric to ensure writing proficiency and clarity in expectations. Math department employs placement exams to ensure accurate placement. A math teacher has added benchmarks to monitor progress toward the end of year summative assessment. The science department collaborates on a similar pacing guide so that agriculture science or college prep science are aligned. Honors courses are integrated into the general courses. Honors students have extension projects within the classroom. It was not observed that standardized tests like CAASPP, ELPAC, and PSAT provide valuable data for teachers to adapt teaching methods and implement interventions based on student needs and trends.

The school leadership and instructional staff consistently assess and ensure the effectiveness of programs for student success. New curricula undergo rigorous scrutiny to align with standards and prove useful in the classroom. In the rural context, a focus on agriculture and FFA participation is emphasized, with periodic assessments by a regional supervisor to maintain program quality and guide improvement.

Staff reported inconsistent feedback regarding the effectiveness of professional development with the Sutter County Office of Education. Teacher walkthroughs serve the dual purpose of observing veteran teachers in action and providing struggling teachers with opportunities for mentoring.

Reporting and Accountability Process that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

1. It was not observed that ENHS employs a comprehensive, targeted approach to student assessment.
2. The use of standardized tests like CAASPP, ELPAC, and PSAT provides an annual

review of data for teachers and administrators. The school is in the beginning stages of developing department essential learning assessments to monitor learning and teaching. It's unclear what standards are being assessed.

3. The school ensures transparency by presenting collected data on their school dashboard.
4. Teachers adopt a learner-centered approach by employing diverse and equitable assessment methods like writing assignments and presentations
5. A consistent grade scale, proficient level, and clarity in expectations was not observed. Although, the English reported that a universal writing rubric is used within the English department and has been shared with other departments.
6. Regular tracking and communication of student progress through an online gradebook, interventions, and referrals to Student Success Teams (SST) emphasize a proactive approach to addressing and supporting struggling students.
7. In the rural context, ENHS places emphasis on agriculture and FFA participation, with periodic assessments. This ensures the quality of the program and guides improvement, catering to the unique needs and interests of the community.

D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college- and career-readiness expectations.

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Visiting Committee Comments

ENHS utilizes platforms such as Aeries and Google, the school ensures around-the-clock access for students and guardians to stay informed about current grades and abilities. The Learning Director, Academic Support classes, and coaches consistently monitor grades, providing counseling and support to guide students toward graduation. The Learning Director closely monitors the students' grades at each grading period. If a student is failing two or more courses, the learning director will meet with the student weekly and offer various support to assist the student in improving their grade.

Seniors engage in a culminating project that integrates community service, resume building, job applications, and practice interviews, preparing them for real-world applications and future endeavors. The educational partners and students take a lot of pride in these senior projects.

CTE classes mandate continuous portfolios, culminating in significant tasks that showcase acquired skills. Overall, ENHS prioritizes effective communication, diverse assessment strategies, and consistent monitoring to ensure student success across various disciplines, fostering growth and development.

Students have abundant opportunities to showcase their knowledge and proficiency which was observed by projects throughout the school. The daily routine involves bell activities for a daily check-in. The committee observed teachers walking around the classroom to check for understanding.

Towards the end of units, teachers employ a range of assessment strategies, including tests, essays, projects, and presentations. The committee did not observe assessments that showed a depth of knowledge or higher order thinking.

Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

1. The small size of the school provides an environment where students have a significant influence on expectations and goals. This personalized approach allows for tailored support to enhance the school's CTE and sports programs.
2. Utilizing platforms like Aeries and Google ensures around-the-clock access for students and guardians to stay informed about current grades and abilities.
3. ENHS utilizes Learning Directors for academic and social emotional counseling. Academic Support classes provide additional support to students with disabilities. Athletic coaches consistently monitor grades as an additional accountability measure.
4. ENHS emphasizes diverse assessment strategies, including warm-up activities, ongoing check-ins, tests, essays, projects, and presentations that demonstrate an understanding and recall of information. ENHS has inconsistent depth of knowledge assessment practices including assessments linked to essential standards to guide and adjust instructional approaches.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

- Students are allowed to demonstrate understanding through a variety of modalities.
- The importance of benchmark assessments is recognized by the staff and benchmarks are in development.
- There is a strong sense of community accountability to student learning.
- Some departments utilize standards aligned rubrics and communicate with the student prior to the assessment (such as the writing rubric).

Growth Areas for Continuous Improvement for Assessment and Accountability:

- Establish essential standards and assessment in all courses to ensure consistency of the academic program despite teacher turnover.
- Focus collaboration time on ensuring student learner outcomes meet rigorous standards.

- Develop comprehensive rigorous formative assessments that align with essential standards.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Evidence of Strengths

- Students use various ways to demonstrate understanding such as posters, Google Slides, projects, essays, and presentations.
- In Science, students are given a quiz as a way to check for understanding prior to the Unit test that has more grade weight.
- The English department has created a writing rubric that focuses on the main writing standards and CAASPP.

Evidence of Growth Areas

- Maintaining consistency in assessments and benchmarks over time and across subjects, ensuring a stable and reliable educational framework.
- Focus collaboration time for creating and reviewing formative assessments that gauge higher-order thinking. Evaluate student learning and teaching, devising intervention plans as necessary.
- Identifying benchmarks and integrating rigorous formative assessments with detailed data analysis enhances a comprehensive and effective student evaluation and content mastery strategy.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Family and Community Involvement

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families and the community, valuing the identities of all individuals.

Visiting Committee Comments

ENHS staff and leadership establish trust and rapport with school stakeholders and families through the use of several outlets designed to inform and involve the community. Through the use of communication tools such as Aries, Google Classroom, social media and daily bulletins, families have multiple platforms with which to access ongoing information on programs and activities. Events designed to create student and family involvement occur throughout the school year, such as freshman orientation, back to school night, Senior college night, financial aid night, and alumni night. Many activities are designed with multiple staff members to promote rapport and trust. Activities such as Coffee and Conversation, Meet the Spartan Dinner, and Community Appreciation Night encourage student and community involvement and leadership. Student Counselor Mrs. Gillespie serves as a resource for students and families for course selection, college and career planning, and counseling and mental health information. Families are encouraged to join and participate in a number of advisory boards and committees to allow for parent input in the school governance and school board agendas and meeting dates are posted on the high school's website to offer school stakeholders the chance to work together to offer insight on instructional practice, learning opportunities, and topics of importance to the community.

The school offers multiple avenues for student success through the Spartan Success Center, which is available to all students and community members. The success center offers a wide variety of information and opportunities for students to access job and career opportunities, college information and available scholarships.

ENHS identifies cultural understanding as an area of growth. According to staff members, the homogeneity of the campus population limits opportunities for students to learn about and engage with diverse perspectives.

The school recognizes the need to establish and promote a global perspective. Students are offered the opportunity to explore diverse cultures through classroom exploration, the I-times social and cultural awareness curriculum, and on campus Spanish courses. Dia de los Muertos was celebrated by making tissue paper flowers and sugar skull cookies, and viewing a culturally relevant film. Teachers encourage questioning of cultural assumptions and exploration of diverse cultures to assist in developing a global perspective through the study of history, art, literature, and tradition. Additionally, the school staff is encouraging the growth of positive

character traits through the implementation of the Spartan characteristics traits.

Family and Community Involvement that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

- Easy to use, detailed, informative website for informational purposes.
- Multiple avenues from which families and stakeholders may obtain information, including family involvement events, advisory and school involvement committees and site council.
- The availability of the Spartan Success Center to students and community members for career and college opportunities.
- ENHS staff members acknowledge implementation of Inclusive Cultural Understanding as an area of challenge for the school. While there is some forward progress in this area, the school staff is working towards this goal.

E2: School Culture and Environment

E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Visiting Committee Comments

ENHS strives to provide policies, regulations, and resources to provide a nurturing environment for students. ENHS takes student and staff safety seriously. Catapult notification system is utilized to communicate incidents and emergency situations. Emergency procedures are in place and drills regularly take place. Evaluation maps and guides are posted in view in classrooms. Sign in is required at the front desk and cameras are placed in multiple areas for safety. Student IDs are utilized for library, textbooks, and food services. Students are required to pass safety tests prior to participation in labs, welding and shop classes. A digital readiness course is required for all freshmen. Staff participate in training and are required to pass each. All freshmen and juniors are required to participate in a 5-week anti vape course. Smoke and vape detectors are placed in various spots across the campus.

ENHS communicates academic and social expectations in a variety of ways. The Student/Parent handbook details the curriculum required for college and career readiness. Data is collected and used to guide progress and changes within the school. Progress is monitored by the school counselor yearly and staff members frequently to ensure progress towards student goals. Scholarship opportunities are discussed and available to students. Grade checks are conducted by coaches on a weekly basis to encourage high academics and positive

behavior. After school tutoring by teachers and guidance is offered to students before, after, and during lunch to promote student success and build positive student-teacher relationships.

Social and moral conduct is encouraged through multiple clubs that focus on community service. FFA, Boosters, Key Club and ASB leadership clubs host community events throughout the year to give back to the community.

It is clear that ENHS strives to promote an environment of trust and support within the school community. The principal communicates weekly with families and staff and staff is offered the opportunity to contribute to the school culture during early out Monday time. Staff PD and Keenan training promote student and staff safety and professional expectations. Events are held throughout the school year to inform and support positive student choices, such as Kindness Week, The Yellow Ribbon Program to promote suicide awareness, and the Red Ribbon Week to promote alcohol and drug abuse prevention. ENHS promotes academic achievement by awarding certificates for academic achievement. Additionally, students participate in events that contribute to the community, such as an annual Blood Drive

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

- **Safety measures** such as the notification system, emergency procedures, and regular drills. Visible signs, sign-in protocols, surveillance cameras, and safety tests for specific classes. Integration of digital readiness courses, safety training for staff, and mandatory anti-vape programs for freshmen and juniors
- **Academic and social responsibility** through clear communication of expectations, as in the Student/Parent handbook. Data collection and monitoring ensure progress towards student goals. Support structures like grade checks, after-school tutoring, and guidance services.
- **Community Service and Engagement.** Community-focused clubs and events such as FFA, Boosters, annual Blood Drive, and Key Club
- **School Culture:** Communication with families, staff involvement of such initiatives like Kindness Week and Red Ribbon Week, graduation events, new student activities.

E3: Academic, Social-Emotional, and Multi-tiered Supports

E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

E3.2 Multi-tiered Support Effectiveness: School leadership implements and assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.

E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college- and career-readiness.

E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Visiting Committee Comments

ENHS promotes personal support service, activities and opportunities to community members to ensure student learning and college and career readiness and success. The Learning Director and those involved in the Spartan Success Center work with community agencies to provide information and resources to assist students in learning about and attaining educational employment goals and services and mentorship opportunities. The school team works in conjunction with Sutter County to offer counseling in a variety of manners, and occupational therapy if needed. Students with extended illness are enrolled in the Home Hospital Program or the school's independent study program, with teacher support and tutoring available. Additionally, Sutter County created a Care Team that works with the school to provide social-emotional learning and has a psychologist available to assist in case of crisis.

Credit deficient students are placed in an academic support class with additional assistance to provide the opportunity to earn lost credits. Teachers provide scaffolding, before and after school tutoring, and differentiation of instruction to maintain academic achievement, engagement, and motivation.

Special Education students are supported by a special education team consisting of school administration, teachers, school nurse, and psychologist as needed, and the student. Accommodations are reviewed and updated by the team as necessary and paraprofessional push in support is available in classes. A Student Support Team is also in place for the benefit of students who have a 504, those who are struggling academically or need social-emotional support. A variety of accommodations are provided to ensure an equitable learning experience. Additional support in the way of character awards are in place to further encourage positive characteristics and behavior.

ENHS strives to promote student involvement through its competitive sports programs and many clubs. ENHS acknowledges the advantages of student participation in these activities on student confidence, healthy life skills, resilience by offering sports, leadership groups, and college and career based community involvement.

ENHS strives to provide opportunities for students to participate and advocate in school and for their future. A-G classes and college tours are offered for those who are college bound, and credit recovery offered for those who are behind and/or struggling academically. Work based learning opportunities and Workability are offered for those who are planning to go directly to the workforce after high school. A college and career symposium is offered for all students to offer information and advice while students plan their futures.

Academic, Social-Emotional, and Multi-tiered Supports that support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

- **Student Support:** A comprehensive range of services and activities focused on personal growth, learning, and college and career readiness. Specialized support is provided to credit-deficient students through academic support classes and tailored assistance,
- **Special Education** team collaborates closely with students, parents, and professionals to provide accommodations and push-in support, ensuring an inclusive and equitable learning environment. A Student Support Team addresses the needs of students with 504 plans or requiring academic or social-emotional support, offering accommodations and character awards to reinforce positive behavior.
- **Multi-tiered Support Effectiveness:** Panorama survey submitted to the county for referrals. Partnerships with Sutter County. Enactment of a Care Team emphasizes social-emotional learning and crisis intervention to further bolster student support.
- **Student Self Advocacy:** As evidenced through competitive sports programs, clubs, and leadership opportunities, recognizing their role in promoting confidence, resilience, and healthy life skills.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- ENHS has consistent enrollment and engagement in extracurricular activities including co-curricular clubs
- ENHS implements various support services catering to diverse learning styles
- ENHS employs Multiple modes of communication including student-led weekly bulletin to bridge the gap between school and home/community
- ENHS conducts regular collective and individual meetings focusing on academic progress and post-high school plans
- ENHS recognizes and celebrates student achievements in academics, attendance, and athletics
- ENHS staff addressing students' overall well-being through counseling, academic/career guidance, and athletic support

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- Implement clearer behavior expectations and consequences communicated to both teachers and students.
- Continuing ongoing dialogue among faculty and staff regarding school policies and practices to facilitate continuous improvement and alignment with educational goals.

- Increase cultural awareness among students and staff to foster inclusivity and understanding within the school community.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Strengths:

- Spartan Success Center with counseling Services through Ms. G provides multiple avenues to support student success and goals.
- There are multiple modes of communication from administration to staff, community members, and students.
- There are numerous committees and boards to encourage and promote parent and community participation in school and student activities.
- Safety enhancements are evident on campus with the placement of new cameras, vape detectors, and signage.
- There are multiple student groups and activities to encourage student involvement, success, and engagement.

Growth Areas:

- Opportunities for cultural awareness and diversity
- Timely communication from administration to staff members.

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

- The classified and support staff has set a tone of excellence by creating a safe, clean and inviting learning environment for all students and staff.
- All students have access to an exemplary CTE Pathways program that provides students with real world experiences that will prepare them for future endeavors.
- All students are exposed to college and career options in the ninth grade and all students complete a career research project and presentation in their senior year.
- There is a high level of commitment to support students from teachers, classified staff, administration, and the community.
- Staff and administrators report a high level of trust and commitment to student success.
- Diversity of co-curricular activities and extra curricular encourages student connectivity.
- Staff has recently recognized and committed to increased collaboration.
- ENHS truly embraces a strong sense of school pride which is reflective to positive student behaviors.

Schoolwide Growth Areas for Continuous Improvement

- Essential Standards need to be identified and communicated for every course. Staff and administration must develop a shared accountability to ensure all students reach proficiency on the essential standards. Essential standards should be communicated to staff, students and families.
- The staff must develop a shared commitment regarding teacher and student use of learning objectives that align with standards.
- ENHS staff and administrative team should develop a common definition and commitment to academic rigor to ensure that all students are prepared for college and careers.
- Rigorous assessments that align with essential standards should be developed in all courses to ensure that students are held to high academic standards.
- ENHS staff must develop a five-year professional development plan focused on the clear academic priorities of the staff.
- Develop a system of collaboration with a focus on student proficiency on the essential standards and following a cycle of continuous improvement.

Chapter 5: Ongoing School Improvement

The school action plan addresses a wide variety of goals including improved communication, attendance, consistency in discipline, extending professional development, continuing to develop benchmark assessments, deepening collaboration, and creating consistency in staffing.

There is recognition that the school action plan never encompasses the complete scope of a school's goals or work. However, the action plan should create focus for that work.

Per the recommendations of this visiting team, the ENHS staff and administrators will need to evaluate the current action plan and focus their actions around the structures that support academic achievement in a consistently rigorous program. The adjusted action plan should address the following:

- Establishing a shared definition of academic rigor and sharing this definition and examples of rigorous student work with stakeholders.
- Identifying essential standards for all courses.
- Developing corresponding, rigorous assessments for all courses that are aligned to essential standards.
- Aligning the practice of teacher and student use of learning objectives that are aligned with essential standards.
- Developing a system of collaboration that follows a continuous cycle of improvement by focusing on student learning outcomes.

The visiting committee has confidence that the ENHS staff and administrators are committed to this work and that they have the capacity and consistency to develop and monitor an effective action plan that supports these recommendations. The necessary resources are

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The current ENHS Schoolwide Action Plan/SPSA addresses numerous areas that ENHS intends to enhance, organize, or implement new policies and/or procedures. While many of these are worthy objectives, not all align with the goals identified resulting from the WASC visit. The Schoolwide Action Plan/SPSA will need to be revised and condensed to reflect the new goals.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The existing ENHS Schoolwide Action Plan/SPSA encompasses a diverse array of objectives and aspirations that the school faculty seeks to attain. Streamlining and refining these objectives into a concise set that effectively aligns with the WASC goals will enhance the feasibility of implementing and overseeing the Schoolwide Action Plan/SPSA.

Accreditation Status Factors Summary

| Accreditation Status Factors | Highly Effective | Effective | Somewhat Effective | Ineffective |
|--|------------------|-----------|--------------------|-------------|
| The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned prioritized areas of strength and growth. | X | | | |
| The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement. | | X | | |
| Acceptable progress by all students | | | X | |
| Vision and Purpose (A1) | | X | | |
| Governance (A2) | | X | | |
| Leadership for Learning (A3) | | | X | |
| Qualified Staff and Professional Development (A4) | | X | | |
| Resources (A5) | X | | | |
| Rigorous and Relevant Standards-Based Curriculum (B1) | | | X | |
| Equity and Access to the Curriculum (B2) | | X | | |
| Student Engagement in Challenging and Relevant Learning Experiences (C1) | | | X | |
| Student-Centered Instruction through a Variety of Strategies and Resources (C2) | | X | | |
| Reporting and Accountability Processes (D1) | | | X | |
| Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2) | | | X | |
| Family and Community Engagement (E1) | | X | | |
| School Culture and Environment (E2) | X | | | |
| Multi-tiered Personal, Social-emotional, and Academic Support (E3) | X | | | |
| Alignment of a schoolwide action plan/SPSA to school's areas of greatest need | | X | | |
| The capacity to implement and monitor the schoolwide action plan/SPSA | | X | | |