

East Nicolaus High School

ACS WASC/CDE MID-CYCLE VISIT SCHOOL PROGRESS REPORT



**2454 Nicolaus Avenue,
Nicolaus, California 95659
(530) 656-2255**

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

May 8-10, 2022

Neil Stinson, Superintendent
Jacob Geivett, Principal

*Board of Trustees Members:
David Adams, Tyson Earhart, Tom Engler, Ed Henderson, Jeff Tudor*

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I. Student/Community Profile Data

Include the following:

- Student/community profile that has been updated annually since the last full visit.
- From the analysis of the updated student/community profile, include the following:
 - An updated summary with implications of the data, including California Dashboard indicators, and identified student learner needs.
- ✓ Note: See ACS WASC/CDE Student/Community Profile Guide, of the ACS WASC/CDE Focus on Learning manual.



East Nicolaus Joint Union High School District (ENHS) was established in 1924. The current location of East Nicolaus High School was first opened in 1970. The district is rural in character and the economy is agricultural with three major rivers bordering and crossing it. It comprises approximately 150 square miles in south Sutter County and is located approximately twenty miles north of Sacramento and twenty miles south of Yuba City, east of Highways 99 and 70.

The district hosts one campus, a comprehensive high school (ENHS). The present ENHS campus was built in 1974. Three separate K-8 feeder school districts (Browns, Marcum Illinois, and Pleasant Grove) contribute to the makeup of the high school population. ENHS also attracts students from nine different school districts as Inter-District applications and the school of choice protocol. The district is taking several measures to prepare for future growth as part of Measure M, a Sutter County growth initiative approved by voters. Measure M has been scaled down from the past. At one time an estimated 17,000 new homes with infrastructure and local community district services were planned. This has since been scaled down to roughly 3000 units of various sizes. The growth is projected to yield approximately 500 new high school students over the next 10 years.

Philosophy

The purpose of our school is to provide educational opportunities for the maximum growth of each individual within our educational system. We believe a positive self-image, self-realization, and constructive participation in our society are best enhanced through the intellectual, cultural, emotional, social, and physical development of each person.

Recognizing that successful education is the mutual responsibility of the community and the educator, the School District commits itself to:

- Open, effective communication among students, parents, citizens, and educators.
- Secure qualified educators who create dynamic learning situations, communicate effectively with all individuals and function cooperatively within the school community.
- Develop school policies that utilize available resources to fulfill the needs and interests of participants in the educational process.

Graduate Profile and Expected Schoolwide Learner Outcomes (SLO's)

Critical Thinking and Problem Solving

Students reason more effectively in order to identify, define, and solve complex problems and essential questions.

Creativity and Innovation

Students take risks, explore multiple possibilities, challenge the status quo, and seek to continually improve processes and products. They deliberate through a design process to solve problems and act on creative ideas.

Civic and Cultural Awareness

Students will develop and establish an awareness of the responsibilities of contributing individuals in a diverse society. They recognize and respect the differences in values that may exist between themselves and people from other various ethnicities or from varying social and cultural backgrounds.

Adaptability and Resilience

Students adapt to varied roles, responsibilities, and contexts, working effectively in a climate of ambiguity and changing priorities. They persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals.

Collaboration

Students work effectively, respectfully, and with empathy in a team of differing opinions, skills, and strengths. Students assume shared responsibility for collaborative work.

Communication

Students speak and write with clarity, listen actively, and read with comprehension. They know their audience, understand the purpose, choose precise language, and when appropriate, incorporate media to enhance ideas.

Vision Statement

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

Mission Statement

Through partnerships with families and community, East Nicolaus High School is committed to:

- Academic excellence, college and career readiness preparation, and (twenty-first century skills) 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

Staff Details and Demographics

Our staff comes from a variety of backgrounds and experiences. Some of our teaching staff

Last, First Name	Department	Time at East Nicolaus
Adams, Mary Ann	Culinary Teacher	1 year, 11 months
Alvarez, Tito	Transportation	9 years, 0 months
Arias, Kim	Science Department	1 year, 10 months
Bangar, Ginny	Math Department	0 years, 5 months
Barker, Travis	Shop/Ag Department	23 years, 5 months
Bovee, Kris	Math Department	4 years, 5 months
Brackett, Dave	Transportation	15 years, 0 months
Cheema, Preet	Director of Student Counseling	1 year, 5 months

Coupe, Dave	Lead Maintenance Department	2 years, 5 months
Coupe, Debbie	Administrative Asst. /ASB Clerk	6 years, 5 months
Daoust, Chuck	Grounds Department	1 year, 9 months
Earhart, Teena	L. C. Resource Assistant/Paraeducator	8 years, 10 months
Evans, Jessica	Science/Leadership/Ag Department	2 years, 5 months
Foster, Maria	Fiscal Administrator	6 years, 8 months
Geach, Alecia	Physical Education Department	13 years, 5 months
Geivett, Jacob	Principal	3 years, 10 months
Jopson, Sandy	L. C. Resource	6 years, 3 months
Krieg, John	Custodial Department	2 years, 3 months
Lauppe, Leslie	Work Base Learning	0 years, 5 months
Limary, Chris	English Department	0 years, 5 months
Lydon, Rachel	English Department	0 years, 4 months
Melgart, Raul	Maintenance Department	0 years, 0 months
Milligan, Melissa	Foreign Language	2 years, 4 months
Packer, Erik	Foreign Language	1 year, 5 months
Ramirez, Liz	School Psychologist	
Reese, Megan	Administrative Assistant	2 years, 2 months
Roddick, Trever	History/Leadership Department	6 years, 5 months
Ruiz, Maria	Administrative Assistant	8 years, 4 months
Scheiber, Shelby	Science/Leadership/Ag Department	0 years, 5 months
Stinson, Neil	Superintendent	7 years, 4 months
Tibbetts, Kathi	Nutrition Service Assistant	9 years, 4 months
Ward, Robbie	Nutrition Service Manager	0 years, 6 months
Yocum, Jodi	English/Art Department	12 years, 5 months

Certificated Staff

Number of Staff Less than 2 years	Total Staff
10	21

There has been significant certificated staff transitioning in and out of East Nicolaus within the last two years. Certificated staff members have left for better paying positions in other surrounding school districts, leaving on their own due to workload or wanting to pursue other possibilities. Two staff members have come back to East Nicolaus High School since the last WASC visit in the administration department. Jake Geivett has come back to East Nicolaus High in the capacity of Principal and will be starting on campus in January. Preet Cheema has come back to ENHS in the capacity of Director of Student Guidance. This has provided ENHS with a dedicated staff member that has a school counseling background. Since the last WASC visit there has been a movement in the Superintendent position for the school and district. Mary Lynch who was the Superintendent/Principal on the last WASC visit has moved onto another position in a surrounding school district. Mark Beebe, who took over after Mary Lynch left and was the Superintendent/Principal for 3 school years and has since left for another position in a surrounding school district. With the departure of Mark Beebe, Neil Stinson has assumed

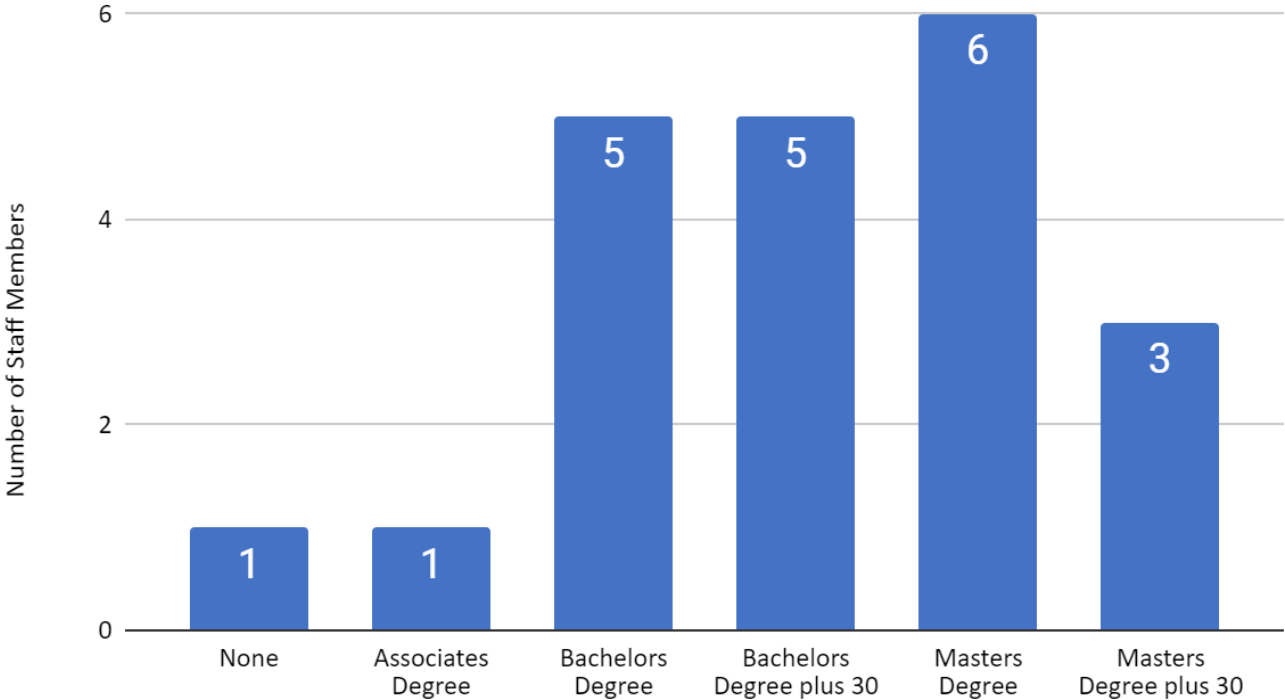
responsibility for the district and is the current Superintendent of Schools. Neil has come up through the teaching and administration ranks of ENHS to assume his new role as Superintendent.

Classified Staff

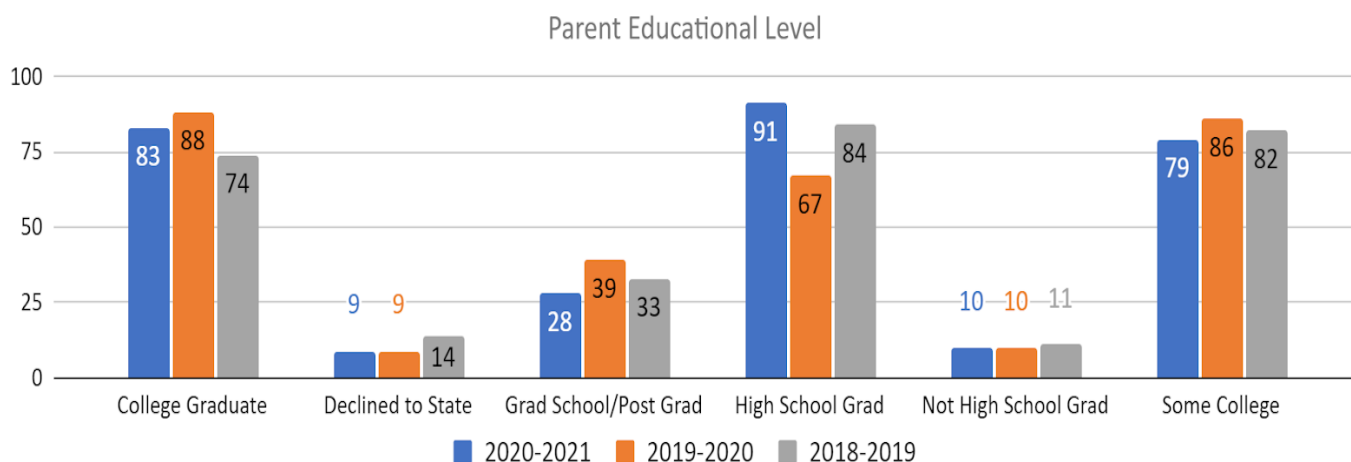
Number of Staff Less than 3 years	Total Staff
6	13

With regards to classified staff transitions this has been due to staff leaving for better paying positions in other surrounding school districts, leaving on their own due to workload or wanting to pursue other possibilities in the private sector. Most of the staff transitions have taken place in the Maintenance and Operations Department. Even with these staff turnovers ENHS has still been able to keep going and make sure that the facilities are maintained daily for students and staff.

Staff Education Level



ENHS has gathered educational data on our staff that were willing to provide this information. From the chart above you can see that we have several staff members that went on to continue their education and received a Master's Degree. Ongoing professional learning is an important aspect that we want all our staff to continue to develop and seek out the various different opportunities.



ENHS was able to gather data from our student information system on our parents' educational level when they filled out our student emergency card. As you can see from the chart above we have a high number of our parent population that have received a college education. Many of those parents went on to receive a college degree and then further their education and went onto graduate school.

Student Demographics and Subgroup Data

East Nicolaus High School's population stays consistent around 300 students each year while trying not to exceed 90 students per grade level. With the district just having one campus, a comprehensive high school (ENHS) enrollment numbers each year for the incoming freshman class fluctuates every year. This is due to the numbers of our surrounding three separate K-8 feeder school districts (Browns, Marcum Illinois, and Pleasant Grove) graduating 8th grade class contribute to the makeup of the high school population. From there ENHS also attracts students from nine different school districts as Inter-District applications and the school of choice protocol applies that makeup the remainder of our student body. Below you will find several key demographic data on our student population.

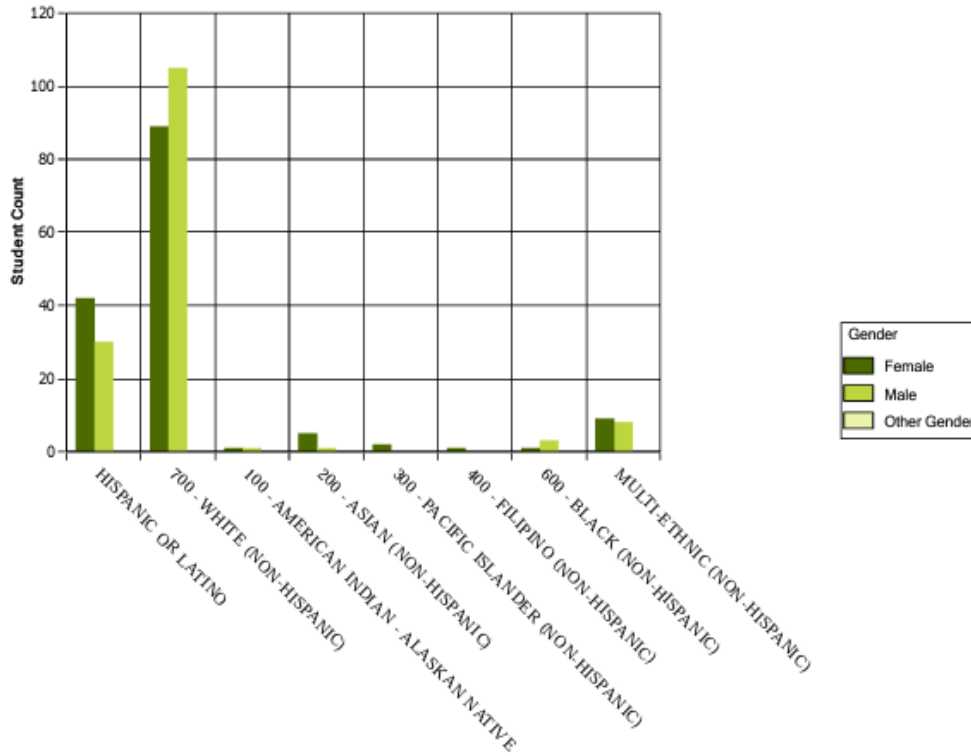
East Nicolaus High School

4/15/2022

2021-2022

Student Distribution By Ethnic Code

Page 1



Ethnic Codes	Female	Male	Other Gender	Total	Percent
HISPANIC OR LATINO	42	30	0	72	24.16%
700 - WHITE (NON-HISPANIC)	89	105	0	194	65.10%
100 - AMERICAN INDIAN - ALASKAN NATIVE	1	1	0	2	0.67%
200 - ASIAN (NON-HISPANIC)	5	1	0	6	2.01%
300 - PACIFIC ISLANDER (NON-HISPANIC)	2	0	0	2	0.67%
400 - FILIPINO (NON-HISPANIC)	1	0	0	1	0.34%
600 - BLACK (NON-HISPANIC)	1	3	0	4	1.34%
MULTI-ETHNIC (NON-HISPANIC)	9	8	0	17	5.70%

Note: Totals include special programs. **Totals:** Female: 150, Male: 148, Other Gender: 0, Total: 298

East Nicolaus High School

2021-2022

Active Students by Grade

4/15/2022

Regular Program

Grade	Female	Male	Other Gender	Total
9	29	37	0	66
10	39	36	0	75
11	43	43	0	86
12	26	30	0	56
Program Total:	137	146	0	283

Independent study - Short term

Grade	Female	Male	Other Gender	Total
9	1	0	0	1
10	2	0	0	2
12	2	0	0	2
Program Total:	5	0	0	5

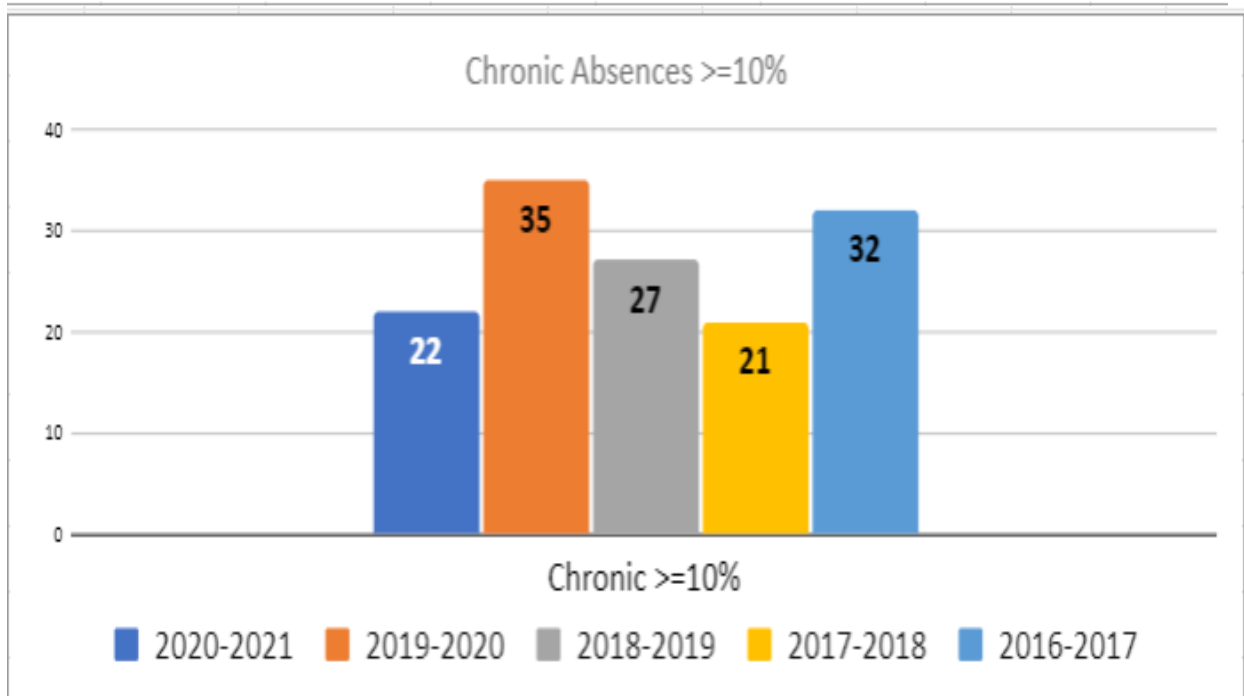
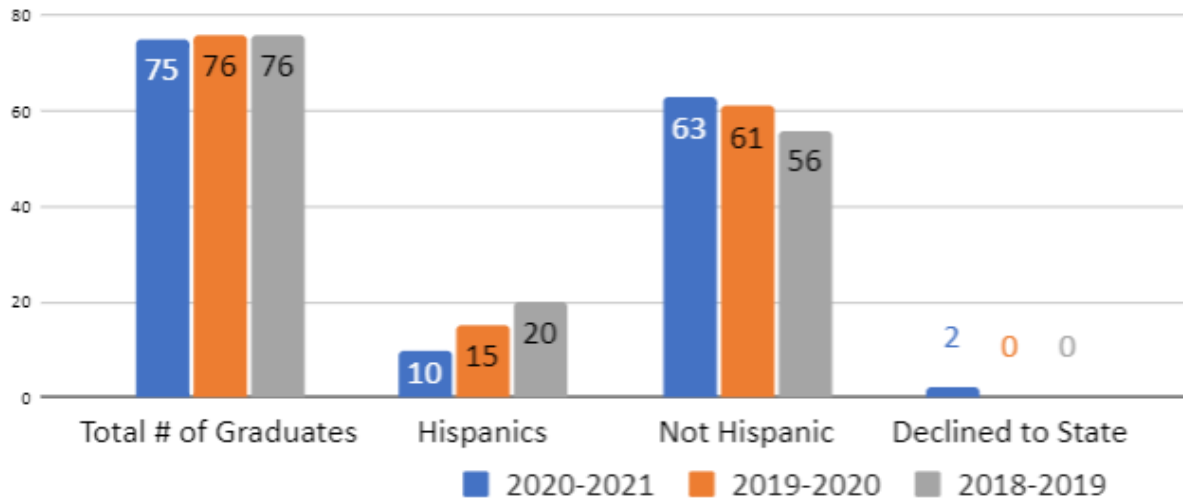
Independent Study - Long term

Grade	Female	Male	Other Gender	Total
9	1	0	0	1
10	3	1	0	4
11	2	0	0	2
12	2	1	0	3
Program Total:	8	2	0	10
Grand Total:	150	148	0	298

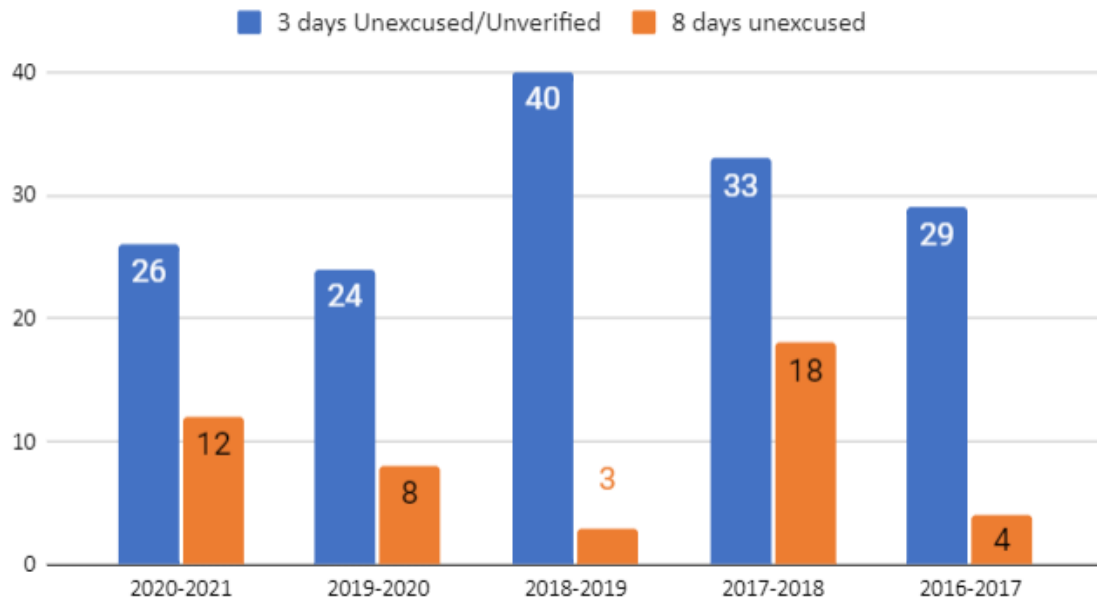
Free and Reduced Lunch Program 2021 - 2022

Not Free & Reduced Meal Program	Free & Reduced Meal Program	Total	% Participating in Free & Reduced Meal Program
249	55	304	18%

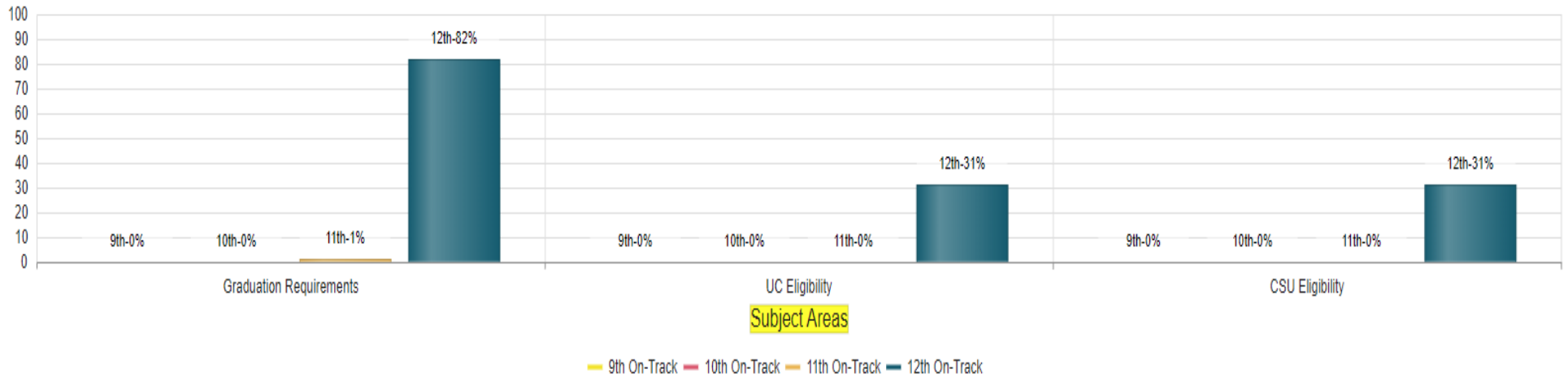
Graduates by Race



3 days Unexcused/Unverified and 8 days unexcused



On Track Student Graduation and UC/CSU Eligibility



Graduation Status Summary						
Grade Level	Graduation Requirements		UC Requirements		CSU Requirements	
	On Track	Not On Track	On Track	Not On Track	On Track	Not On Track
9	0	68	0	68	0	68
10	0	81	0	81	0	81
11	1	87	0	88	0	88
12	50	11	19	42	19	42

Student Testing Data

ENHS has the following information to report regarding student testing data. ENHS has options for students to take advantage of college entrance tests on campus via the SAT School day testing option. ENHS had five students take advantage of this option. AP data was from the 2020 school year with the following data from these set of tests:

- AP Data (2020)
 - AP Lit - 3 students took the test all scored below 3
 - AP Cal - No one took AP Cal
 - AP Stats - 1 student took the test and scored below 3
 - AP US History - 1 student took the test and scored a 4

California Assessment of Student Performance and Progress (CAASPP)

Data:

All numbers below regarding CAASPP results were taken from the following website: ENHS CAASPP DATA. Due to COVID 19 the 2018 -2019 school year is the last set of CAASPP Data the school has on record to go off of.

Academic Year	# Students Tested (11 th Grade)
2016-2017	78
2017-2018	78
2018-2019	79

2016 -2019 ELA CAASPP Results & Analysis

	Academic Year	2016-17	2017-18	2018-19
English Tester	Students who met or exceeded standards	62.83%	62.62%	56.96%
Economic Status	Economically Disadvantaged Students Who Met or Exceeded Standards	48%	48.14%	60%
	Economically Not Disadvantaged Students Who Met or Exceeded Standards	69.81%	70.59%	55.55%
Ethnicity	Hispanic or Latino Students Who Met or Exceeded Standards	58.33%	47.62%	52.94%
	White Students Who Met or Exceeded Standards	64.59%	66.67%	62%

2016 -2019 MATH CAASPP Results & Analysis

	Academic Year	2016-17	2017-18	2018-19
Math Testers	Students Who Met or Exceeded Standards	28.57%	30.77%	20.26%

Economic Status	Economically Disadvantaged Students Who Met or Exceeded Standards	25%	18.52%	28%
	Economically Not Disadvantaged Students Who Met or Exceeded Standards	30.18%	37.25%	16.66%
Ethnicity	Hispanic or Latino Students Who Met or Exceeded Standards	20.84%	14.29%	23.53%
	White Students Who Met or Exceeded Standards	27.08%	37.25%	22%

In the last three years, 56% - 62% of East Nicolaus High School 11th graders “Met or Exceeded Standards for the CAASPP English Test and 20% - 30% “Met or Exceeded Standards for the CAASPP Math Test. We know from talking with students that some of our students don’t take these tests seriously because they only have to take them once in high school. As a school we have looked at and in past years incentivized doing well on the CAASPP testing with daily or weekly raffle prizes for these 11th grade students.

California School Dashboard

This following data is retroactive as there has been no dashboard data for two years.

ELA: Current CA Schools dashboard for the Spring 2019 dashboard data reporting indicate that in the area of ELA ENHS is 7.3 points above standards met.

MATH: In the area of Math the math department has created a placement test for students to take for our incoming students, the math department has looked at student test scores to look at if students have met mastery or if there needs to be reteaching. The Math department has created common math assessments that are given to each individual math subject area class. Math has also met with the three local feeder schools to do math articulation with each surrounding elementary school district. Our math scores on the CA Schools Dashboard have maintained at 2.6 points since the last CA Dashboard but are still 61.5 points below standards.

GRADUATION RATE: We can continue to celebrate our graduation rate. According to the CA Schools Dashboard we had 98.7% graduated with a 2.8% increase from the last dashboard report. As a comprehensive and generational secondary school, we need to continue to improve our graduation rate.

Recognizing Students

East Nicolaus High School looks to recognize students in a variety of ways to promote student achievement and student engagement. In the 2020 - 2021 school year we recognized 77 seniors at the end of the year in our Graduation Ceremony. ENHS recognizes students for academic achievement in the following ways:

- 2021 Honor Roll (3.0 GPA - 3.57 GPA) we had 81 students receiving this recognition.
- 2021 Principals List (3.57 GPA - Above) we had 156 students receiving this recognition.

- Academic Excellence (Academic E) Award: This is an award for students who excel in the classroom and participate in various activities on campus and out in the community. ENHS had a total of 14 seniors earn this award.
- ENHS hosts a scholarship night at the end of the year in which we recognize our graduates that earn various awards and scholarships.
- Golden State Seal: The Golden State Seal Merit Diploma (GSSMD) insignia is awarded jointly by the State Board of Education and the State Superintendent of Public Instruction to recognize students who have demonstrated mastery of the high school curriculum in at least six subject areas (ELA, Math, Science, U.S. History, two subject matter areas selected by the student). ENHS awarded 22 graduating seniors this distinction.
- Pathway Completers: ENHS has several pathways for students to work towards and complete during their high school career. ENHS offers the following pathways: Academic Pathway, Agriculture Pathway, Industrial Arts Technology, Hospitality, Tourism, and Recreation: Food Tech. ENHS awarded 41 seniors their pathway cords that were able to be worn during their graduation ceremony.
- The California Scholarship Federation, Inc. is a nonprofit organization whose mission is to recognize and encourage academic achievement and community service among high school students in California. ENHS had 11 seniors earn their CSF distinction.

Student Clubs on Campus

East Nicolaus High School has various clubs/organizations on campus for students to participate in. The following clubs/organizations are active on campus of October 13, 2021:

C.S.F. - Ms. Melissa Milligan

Cheerleaders - Mrs. Sarah Hintz

Cinderella's Closet - Mrs. Alecia Geach

Culinary Club Mrs. - MaryAnn Adams

F.F.A. - Mrs. Jessica Evans, Mrs. Shelby Scheiber

F.N.L. - Mrs. Teena Earhart, Ms. Kris Boveé

Key Club - Ms. Kris Boveé

Ski Club - Ms. Jodi Yocum

Spanish Club - Mr. Erik Packer

Student Leadership/Council - Mr. Trever Roddick

Yearbook - Mr. Trever Roddick

Freshman Class - Ms. Kris Boveé, Mrs. Teena Earhart, Mrs. Rachel Lydon and Ms. Melissa Milligan

Sophomore Class - Mr. Travis Barker, Mrs. Jessica Evans, Mrs. Shelby Scheiber and Ms. MaryAnn Adams

Junior Class - Mrs. Kim Arias, Mrs. Christine Limary, Mrs. Ginny Bangar, Mr. Kramer Hagan, and Mr. Trever Roddick

Senior Class - Mrs. Alecia Geach, Ms. Jodi Yocum, Mrs. Sandy Jopson and Mr. Erik Packer

During the 2018-2021 school years ENHS has really focused on creating a positive climate and culture. All of our school stakeholders have committed to making sure that our climate and culture change for the better. We are deeply proud of our efforts that our climate and culture has remained relatively positive even in the face of the complexity and chaos of the Covid-19 Pandemic. We have also increased our RTI model with the BARR initiative, increased CTE offerings, and social emotional strategies. Our CTE programs have grown geometrically due to a commitment of strong workforce grant writing and subsequent awards. This additional funding has allowed us to utilize our LCAP in a much broader and at the same time narrow focused area.

School Site Council

East Nicolaus High School has a School Site Council for the school. We were able to track down meeting agendas from the past years and have included them for your review. Due to COVID meetings were limited in nature. With the 2021-2022 School year we have held elections for our new School Site Council positions and are actively forming our new school site council for the upcoming school years to come.

2021-2022 School Site Council

Administrative: Jake Geivett

Classified Staff: Megan Reese

Student: TBA

Teacher: TBA

Parents/Community: Sherry Matrix, Megan Sherba, Tony Borges

School Site Council Meetings and Minutes - [Old SSC Meeting and Minutes](#)

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific curricular programs since the last full visit.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.



Since the last WASC visit, significant changes in staff are present, ENHS renewed our District of Choice status with the CDE, our support systems for students have been improved (BARR Grant), newly created Work based Learning Coordinator (Grant Funded), K12 Strong Work Force Monies from the State were awarded, and our facilities are starting to be improved for better learning environments for both students and staff.

The East Nicolaus High School staff list as shown in Chapter 1 of this Midcycle Progress Report that there has been a significant shift in school personnel since the last WASC visit.

Certificated Staff

Number of Staff Less than 2 years	Total Staff
10	21

There has been significant certificated staff transitioning in and out of East Nicolaus within the last two years. Certificated staff members have left for better paying positions in other surrounding school districts, leaving on their own due to workload or wanting to pursue other possibilities. Two staff members have come back to East Nicolaus High School since the last WASC visit in the administration department. Jake Geivett has come back to East Nicolaus High in the capacity of Principal and will be starting on campus in January. Preet Cheema has come back to ENHS in the capacity of Director of Student Guidance. This has provided ENHS with a dedicated staff member that has a school counseling background. Since the last WASC visit there has been a movement in the Superintendent position for the school and district. Mary Lynch who was the Superintendent/Principal on the last WASC visit has moved onto another position in a surrounding school district. Mark Beebe, who took over after Mary Lynch left and was the Superintendent/Principal for 3 school years and has since left for another position in a surrounding school district. With the departure of Mark Beebe, Neil Stinson has assumed responsibility for the district and is the current Superintendent of Schools. Neil has come up through the teaching and administration ranks of ENHS to assume his new role as Superintendent.

Classified Staff

Number of Staff Less than 3 years	Total Staff
6	13

With regards to classified staff transitions this has been due to staff leaving for better paying positions in other surrounding school districts, leaving on their own due to workload or wanting to pursue other possibilities in the private sector. Most of the staff transitions have taken place in the Maintenance and Operations Department. Even with these staff turnovers ENHS has still been able to keep going and make sure that the facilities are maintained daily for students and staff.

Building Capacity in Our Staff

Given the number of new staffs within our school it is vital that we work together to build leadership and specialized skills in our current staff. East Nicolaus is continuing to look at ways that we can build leadership opportunities within our staff and we'll be bringing back a school leadership team.

Director of Student Counseling

ENHS has a full time Director of Student Counseling that focuses on student counseling and guidance. Ms. Cheema makes sure to meet with all students throughout the year to make sure that they are on track to graduate or talk about their plans after graduation. As the Director of Student Counseling Ms. Cheema is to provide a comprehensive school counseling program following the California Association for School Counselor Standards:

- Engage and advocate for and support all students in learning
- Plan, implement and evaluate programs to promote academic, career, personal and social development of all students
- Utilize multiple sources of information to monitor and improve student behavior and achievement.
- Collaborate and coordinate with school and community resources
 - ENHS Groups:
 - PREP- Peer Resource Engagement Program
 - Girls Circle
 - Boy’s Council-Yuba Sutter Behavioral
 - Grief Counseling
 - Parent Project - parenting counseling
 - Difficult feelings journal through Probation
 - New Day Counseling
 - BARR Program
- Promote and maintain a safe learning environment for all students
- Develop as a professional educator

District of Choice Status

East Nicolaus High School is a District of Choice School. East Nicolaus High School has been a District of Choice School for many school years. The District of Choice program allows a student to transfer to any district that participates in this program and the Districts of Choice school agrees to accept a specified number of transfers and may not use a selective admissions process. Since East Nicolaus High School is a small rural school we have elected to participate in the District of Choice program and is a district in which the governing board has elected to operate the school district as a school district of choice and accept transfers from school districts of residences.

BARR Grant (Building Assets, Reducing Risks)

East Nicolaus became a [BARR Center](#) (Building Assets, Reducing Risks) school in the 2020-2021 school year. BARR is a national organization that aims to bring education into the 21st century through intentionally deepened relationships and a data-driven, personalized and supportive approach.

Using a strength-based lens, BARR will provide the East Nicolaus team with support to help close the opportunity gap, improve academic outcomes and increase their graduation rate. On average, large urban schools see a 40% reduction and smaller rural schools see a 29% average reduction in failure rate after one year of BARR.

Designed by an educator, the BARR model is rooted in the belief that growth is possible and within reach for every school, with the same students and the same teachers. After conducting 12 within-school randomized controlled trials, the BARR model has been proven to create statistically significant impacts in 19 areas of academic performance and outcomes for students,

teachers and schools. Compared to their peers, BARR students report increased expectations and support from their teachers while also feeling more deeply engaged in school.

“BARR’s mission is to create equitable schools where every student, regardless of race, ethnicity, or economic status, has access to high quality education where adults know them, recognize their strengths, and help them succeed. I developed and built BARR from a foundational belief that all schools have the capacity to make key changes using current staff,” explained Jerabek, Executive Director BARR Center.

East Nicolaus will benefit from BARR’s services which includes training, on-site and virtual coaching, membership, resources and data support. Currency East Nicolaus High School is working with the BARR center with our 9th Grade students as an area of focus. This is due to the fact that all 9th grade students come from many different surrounding school districts and ENHS wants to make sure that we provide them with as many resources and support as possible when they enter high school.

About BARR Center

BARR Center (Building Assets, Reducing Risks) is a model that aims to bring education into the 21st century with intentionally deepened relationships and a data-driven personalized and supportive approach that aligns students, teachers, staff, and families with unified culture of support and success so that, together, we can build strong schools and communities. For more information, visit <https://barrcenter.org/>.

Work Based Learning (WBL)

A Work Based Learning (WBL) model allows students to apply and develop their academic, technical, and professional skills, while showing students the relevance of their education as it connects to the real world. In addition, WBL further prepares students for success in college and career.

WBL at East Nicolaus High School is funded through the K12 Strong Workforce Program grant. The program serves the entire population of students (304 students as of December 2021), focusing on junior and senior level students enrolled in classes of the following California Department of Education Career Technical Education (CTE) Industry Sectors:

- ✓Agriculture & Natural Resources
- ✓Arts, Media, & Entertainment
- ✓Building & Construction Trades
- ✓Hospitality, Tourism, & Recreation
- ✓Manufacturing & Product Development

The WBL Coordinator started the 2021-22 school year by interviewing the current senior class to evaluate their college and career goals. The program is headed by the WBL Coordinator, who is 1.0 FTE (0.7 WBL Coordinator and 0.3 CTE Para-Educator), and encompasses 5 CTE teachers and 3 administrators. From this, the Coordinator began developing a program to best serve the needs of the upcoming graduates, who will enter the workforce as soon as June 2022. The Coordinator also began informing the local community about the WBL program, how its benefits

students and employers, and recruiting potential guest speakers, industry tours, and job shadowing opportunities. The Coordinator also started coordinating tours to local colleges, trade and vocational schools. All of this was accomplished through communication via letters, emails, phone calls, in addition to industry visits, event attendance, school bulletin boards and announcements, and website development ([Work Based Leading website](#) and [Work Based Learning Tracking Sheet](#)). In addition, the Coordinator presented to CTE classes about the WBL program and the resources available through the Spartan Success Center.

WBL Activities for the Fall 2022 Semester Included:

- Agricultural Government Guest Speakers, Brandon and Kristina Harder
- Woodland Community College Farm and Greenhouse Tour
- Rice Industry Tour, Part 1 (Harvest, Drying, and Production)
- Holt of California/CAT Industry Tour
- Cosmetology Guest Speaker
- Journalism Guest Speaker, Cameron Salerno of The Sacramento Bee
- Yuba College Campus and Veterinarian Skills Tour
- Universal Technical Institute Tour
- Crown Lift Trucks Industry Tour
- Sierra College Campus Tour
- Animal Science Guest Speaker, Dr. Sydney Reese
- Yuba College Campus Tour (Nursing, Culinary, Public Safety, Welding Tech, Automotive Tech)
- Sutter County Sheriff Cadets Program, info table
- United States Military (Navy, Army, Air Force, Marines) info tables
- Pesticide Control Advisor Guest Speaker, Drew Mullaney
- Resume and Cover Letter workshops
- Job Placement (Catlett Rice Dryer, Pleasant Grove, CA)
- Mock Interview Panel with community members
- Culinary Catering Event for ENHS staff and community members
- Pleasant Grove Fire Department recruitment
- FFA Farm Development meeting
- Purdue University College of Agriculture tour
- Tuttle Orchards Industry Tour
- Churchill Downs Museum and Industry Tour
- Career Aptitude Test Presentation to Ag Classes

Upcoming Events

- Campus tours of UC Davis College of Agriculture, CSU Chico College of Agriculture, CSU Sacramento, American River College Culinary
- Floral Industry Tour, Flora Fresh, Sacramento
- Culinary Guest Speaker, Taro Arai of Mikuni Sushi
- Construction Industry Trades Day, Silver Dollar Fairgrounds, Chico

- Resume and Cover Letter workshops
- Rice Industry Tour, Parts 2-5 (Mill Tour, Marketing/Econ info session, Ellie Marie's Gourmet Foods, CoBank Financing)
- Job Placement (Culinary)
- Job Shadowing (Holt of CA)
- Teichert Industry Tour
- Sheet Metal Union Industry Tour
- Floral Industry Guest Speaker
- Sutter County Food Truck Experience

In addition, the ENHS Library is undergoing a transformation to the Spartan Success Center, to be completed in the Fall of 2022. The Spartan Success Center will hold the classes and offices of WBL Coordinator and CTE Career Teacher, in addition to a technology center, and offer career and college planning resources for all students.

The WBL Coordinator has been researching and implementing a CTE Internship Class for Fall 2022. It was school board approved in November 2021, and will pilot in Spring Semester 2022 with one student. This CTE Internship course provides students with an opportunity to explore a career pathway in depth with a combination of in-class and on-the-job experiences. The course introduces students to a profession in their fields of interest, and enhances their abilities to make an informed career choice in preparing for college and a future career. The internship will be from one of the fifteen industry sectors identified in California. Students will experience work-based learning through an internship. The course has a combination of classroom instruction in career exploration and employability skills. Students will work for at least four hours per week in an internship and meet in class one hour per week to complete related classroom instruction.

K12 STRONG WORKFORCE GRANTS [INFOGRAPHIC](#)

The purpose of the K12 Strong Workforce Program is to prepare California's students for in-demand careers. This initiative annually funds \$150 million to support K-12 local education agencies (LEAs) in creating, improving, and expanding career education (CE) pathways and programs that are aligned to regional workforce needs.

Program Goals:

- Increase college access and workforce training opportunities through strengthened K-12 and community college system alignment and collaboration
- Engage regional employers to participate in career education programs by advising on the curriculum for in-demand skills, internships, and mentorship
- Introduce K-12 students to careers of the future
- Increase student achievement and preparation for high-wage, high growth jobs by completing industry-valued certificates and degrees

With regards to East Nicolaus High School we have applied for and have been awarded the following K12 Strong Workforce Grants to help support our programs. By having these additional funds ENHS is able to provide many more opportunities to our students to learn, grow, and be college and career ready for the future.

- **Agri Science Curriculum and Instruction Grant: Awarded \$ 258,594**
 - Greenhouse
 - Floral fridge
 - Concrete materials for floral, greenhouse, and animals
 - Consulting
 - Supplies for AG
 - Poster printer, laser engraver, floral greenhouse equipment
 - Salaries and stipends, etc.
- **Agri Science Lab Grant: Awarded \$ 426,000**
 - Stipends for Strong Workforce Program (SWP) implementation
 - Salary for full time SPED paraeducator for CTE Courses
 - Salary for Farm Manage/ Student Assistant
 - AG Science Equipment
 - Mechanics Equipment for Agri science Farm Lab
 - Fencing for Agri science Farm Lab
 - Consulting for AG Program Development
 - Tractor for Farm Land
 - CNC machines, etc.
- **CTE Work Based Learning Grant: Awarded \$ 311,877**
 - CTE instructor externships
 - WBL Coordinator Position and Salary
 - Externships stipends
 - Promotional materials
 - Curriculum, equipment, and materials to support CTE classes
 - Technology
 - Conferences
 - Industry Tours, and field trips
 - Vehicle/Truck purchase, etc.
- **Spartan Success Center Grant: Awarded \$ 472,752**
 - 21st Century CTE Course and Instructor and Coordinator
 - CTE Paraeducator
 - Curriculum
 - Library Conversion into Spartan Success Center Redesign, etc.
- **Culinary Grant: Awarded \$ 480,022**
 - Culinary Instructor, WBL Instructor
 - CTE Paraeducator
 - Update Culinary and Farm to Fork Materials and Supplies
 - Consulting
 - Refurbishing the Kitchen, etc.

Facility Improvements

East Nicolaus High School has made several facility improvements over the past couple of years. The following are some of the improvements to our campus:

- remodeled the Culinary Arts room in which it now houses our culinary arts program and our school kitchen.
- In the past two years our school gymnasium has received a much-needed facelift and has had the floors completely redone with new graphics installed, HVAC, and lighting.
- Lighting has been replaced and updated all throughout our campus.
- Four HVAC systems have been updated and replaced at East Nicolaus and are now on a rotating schedule for maintenance.
- Our portable classrooms have received new flooring with some receiving carpet and some receiving linoleum tile.
- Our AG Department which is one of the focal points of our campus is receiving an updated look. Our AG Mechanics Shop has been fully refurbished with new welding booths, flooring, and in some cases equipment. One of our AG classes received new flooring and furniture to better suit their program. Our AG Barn has received a new concrete pad that now spans the remainder of the current student building and is receiving an overhang on the back of the barn to give more space for students and animals.
- Remodeled old library room into the new Spartan Success Center
- New Scoreboard for Gym and Football Field
- Blacktop resurfacing all the way to room 900 and the student parking lot
- Poured a new ramp to the classroom 900
- Re-graveled the road to the existing softball fields
- New Well Pump
- New Ice Maker in the locker rooms
- Future Projects:
 - Remodel Two bathrooms in the AG Mechanics Classroom
 - Green House
 - Resurface Deli Floor for Floral Class
 - Walk in Refrigerator in the Floral Classroom
 - Schoolwide Electrical Upgrade.

The district is taking several measures to prepare for future growth as part of Measure M, a Sutter County growth initiative approved by voters. Measure M has been scaled down from the past. At one time an estimated 17,000 new homes with infrastructure and local community district services were planned. This has since been scaled down to roughly 3000 units of various sizes. The growth is projected to yield approximately 400 new high school students over the next 10 years. Currently our district just approved a Facilities Master Plan which will bring several updates and buildings to our current campus to meet the future needs of our growing community.

III: Engagement of Stakeholders in Ongoing School Improvement

- Describe the process for developing, implementing, and monitoring the schoolwide action plan/SPSA and preparing the progress report.
 - How were stakeholders involved in developing the schoolwide action plan/SPSA?
 - How were stakeholders involved in implementing and monitoring the schoolwide action plan/SPSA?
 - How were stakeholders involved in the preparation of the progress report?



Work Based Learning Tour of local Rice Dryers

East Nicolaus High School being a small rural school with roughly 300 students allows us for frequent interaction with and input from all stakeholders. The administrative team (Superintendent, Principal, and Director of Student Counseling) are deliberately accessible on campus during the school day and at all events and input is solicited for our school at these events. Our school site council which meets to inform our school work and to discuss our site goals. Our school's boosters group meets once a month to go over how they can better assist our school with regards to academics, social emotional, rewards for students, and athletics. Students have been surveyed and asked to give input on the school community/environment. Staff is able to come and have meaningful conversations with the administrators on topics of their interest that can better support the school for ongoing improvement.

ENHS has a leadership class (student government) that is made up of all the grade levels and during this class the students plan and come up with ways to promote student involvement. During this class the students are able to meet with the leadership teacher and school administration whenever needed to discuss school rules, events, or ideas that they have to further the school.

With being a small school our local school community and ENHS Alumni are involved in our school at events and are able to access our school administration during this time or can come onto campus to talk with school officials. Our community is involved in our school the following ways: in our AG department through our AG Advisory Meetings, through athletic events, school community events (Back to School Night, New Student Orientation, Homecoming/Court Warming, Labor Day Parade, assemblies, Cap and Gown Event, Graduation, FFA Easter Event, FFA Primary School Basketball, Tournament, ENHS Love of the Game Basketball Tournament, ENHS Booster Club) and board meetings.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

The purpose of this section is to analyze progress on the identified school needs/identified student learner needs in the schoolwide action plan/SPSA since the last visit and to determine the impact on student learning and the continuous school improvement initiatives.

- Explain how the identified student learner needs have been addressed in the schoolwide action plan/SPSA.
- Provide a summary of progress and impact on student learning of the schoolwide action plan's identified school needs/identified student learner needs referencing the identified growth areas for continuous improvement. Cite relevant supporting evidence.
- Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.



Note: If any recommended growth areas were not included in the school’s schoolwide action plan/SPSA, indicate what actions have been taken to address these issues and provide supporting evidence, including the impact on student achievement.

School Identified Areas

1. Implement California standards with fidelity in core content areas and offer a broad course of study with benchmark assessments to guide instructional decisions.
 - a. MATH: In the area of Math the math department has created a placement test for students to take for our incoming students, the math department has looked at student test scores to look at if students have met mastery or if there needs to be reteaching. The Math department has created common math assessments that are given to each individual math subject area class. Math has also met with the three local feeder schools to do math articulation with each surrounding elementary school district. Our math scores on the CA Schools Dashboard have seen an increase of 4.4 points towards meeting standards met. Our math department during the pandemic met and collaborated with each other to make sure that they were focusing on the essential standards that are needed to be met before the students transition to the next math class. They worked together to adapt their learning materials to make sure that they could provide high quality instruction for students while they were learning remotely during the pandemic.
 - b. SCIENCE: Our teachers have come together and started to collaborate using their new textbooks that were just adopted in the previous school year. This way there is alignment between what our general education students are receiving and our Agriculture based science classroom students are learning.

They have met with our textbook publishers to learn about the various supports and resources available to them using their new textbooks and how they can integrate that into the classroom.

2. Provide additional instructional support for staff and students with professional development in California standards and benchmark assessments.
 - a. School staff are able to come to administration and ask to go to professional development opportunities throughout the school year they would like to attend. If both the school staff member and administration feel that the professional development would be beneficial for the staff member at that time they will determine if they can attend the professional development opportunity. Built into the teachers' contract professional development language is written in that states:

ARTICLE 27 PROFESSIONAL DEVELOPMENT

27.1 One member per department is entitled to take one (1) motivational course/workshop, not to exceed one contract day, unless otherwise approved by Superintendent / Principal, to improve his or her skills as a teacher each year. This day may not be taken out of the unit member's leave days and the District will provide a substitute to cover for the unit member. The course may be selected by the unit member, but must be approved by the Superintendent as meeting the District's requirement before enrollment. Each course / class / training for credit in regards to salary advancement must be a Continuing Education Unit (CEU). The District will reimburse the unit member for tuition or enrollment fees. No course taken under this section shall qualify for credit for salary advancement if the unit member receives reimbursement in connection with the course.

27.1.1 In lieu of reimbursement or pay, the unit member may, for every eight (8) hours of professional development receive on (1) credit towards salary advancement.

- b. Some of the Professional Development Opportunities that our teachers/school staff have participated:
 - i. Agricultural Department Professional Development/Conferences
 - ii. Science Department Textbook and Curriculum Training
 - iii. BARR Professional Development and Training/ Conferences
 - iv. Director of Student Counseling Professional Development Conferences
 - v. AERIES Training
 - vi. CBO Training and Conferences
 - vii. New Teacher Induction Program Support and Training
 - viii. Effective Classroom Management and Effective Teaching Routines Support
 - ix. Superintendent Training and Conferences
 - x. Release Time for Teacher Observations
 - xi. Bus and Transportation Training

3. Foster positive relationships with staff, students, parents, and the community.
 - a. In The past years in the 2018-2021 school years ENHS has really focused on creating a positive climate and culture. All of our school stakeholders have committed to making sure that our climate and culture change for the better. We are deeply proud of our efforts that our climate and culture has remained relatively positive even in the face of the complexity and chaos of the Covid-19 Pandemic. We have also increased our RTI model with the BARR initiative, increased CTE offerings, and social emotional strategies.
 - b. ENHS believes strongly that the input of all stakeholders is essential to developing goals, actions and services that are implemented districtwide. Because of the pandemic this has been a two-year flawed process to develop the LCAP. Throughout these meetings the needs of our students were discussed and identified using local data in the form of surveys, assessments and observations to determine the most appropriate goals, actions and services to address learning loss and accelerate learning. The Superintendent consulted with a broad range of stakeholders throughout the year (via zoom, in person, and survey data) regarding the LCAP during a series of meetings which informed the 2021-2024 LCAP
 - c. Parents & Community Due to COVID restrictions community input occurred through Zoom meetings, Zoom conferences, written communication, phone calls and emails throughout the year. Over 500 messages (email, text, bulletin, website announcement, Facebook, IG, and TikTok) were sent to Students, staff, and parents from March 16th through May 1st
 - d. Multiple student, staff, and parent surveys were conducted in Fall of 2020 and again in spring of 2021 the Healthy Kids Survey, educational platform, and other academic matters.
 - e. With regards to students we have added the following to foster positive relationships:
 - i. a student “happy room” for students to calm down and re-focus,
 - ii. Rallies
 - iii. occasional karaoke Fridays at lunch for gift cards,
 - iv. drawings, incentives,
 - v. added a dedicated school counselor for our students for college, career, and social emotional awareness.
 - vi. added a work-based learning coordinator to expand our learning opportunities off of the ENHS school campus
 - vii. individual class meetings

- f. To continue to keep staff morale up at ENHS we make sure to continue to support each other throughout the year. We also make sure that we get together at different times throughout the year to do luncheons, staff get together and celebrations.

Visiting Committee Team Identified Areas

1. Provide more time for departmental collaboration in math, ELA, science and history
 - a. Throughout the school year we have minimum days built into our school calendar that are used for collaboration time for teachers. During these scheduled days the teachers work together in their departments to talk about their individual department needs. With being a small school, the traditional use of benchmark assessments does not really work due to one teacher teaching one core content area themselves and not cross teaching with other teachers.
 - b. If teachers need time they can request release time to work with their fellow subject matter teachers to collaborate.
 - c. MATH: In the area of Math the math department has created a placement test for students to take for our incoming students, the math department has looked at student test scores to look at if students have met mastery or if there needs to be reteaching. The Math department has created common math assessments that are given to each individual math subject area class. Math has also met with the three local feeder schools to do math articulation with each surrounding elementary school district. Our math scores on the CA Schools Dashboard have seen an increase of 4.4 points towards meeting standards met. Our math department during the pandemic met and collaborated with each other to make sure that they were focusing on the essential standards that are needed to be met before the students transition to the next math class. They worked together to adapt their learning materials to make sure that they could provide high quality instruction for students while they were learning remotely during the pandemic.
 - d. SCIENCE: Our teachers have come together and started to collaborate using their new textbooks that were just adopted in the previous school year. This way there is alignment between what our general education students are receiving and our Agriculture based science classroom students are learning. They have met with our textbook publishers to learn about the various supports and resources available to them using their new textbooks and how they can integrate that into the classroom.
2. Schedule more frequent, formal staff meetings to improve communication between administration and staff

- a. Certificated & Classified Staff and Bargaining Unit Staff Surveys- Through the 2020 spring and fall and spring of 2021 August 17 & 18, 2020 March 10, 24, 2021 June 2, 2021
 - b. During the pandemic our school staff would meet regularly and communication from administration to the teachers and staff would be consistent and ongoing. The former Superintendent/Principal of the school would send daily/weekly communications to the staff, and whole school community to make sure they were informed throughout this time period.
 - c. During the 2021-2022 school year staff meetings have been held consistently once a month where all of the school staff comes together to discuss how to make the school a better place.
3. Need for staff collaboration and development of local benchmarks to assess yearly progress for all students in core content areas
- a. Throughout the school year we have minimum days built into our school calendar that are used for collaboration time for teachers. During these scheduled days the teachers work together in their departments to talk about their individual department needs. With being a small school, the traditional use of benchmark assessments does not really work due to one teacher teaching one core content area themselves and not cross teaching with other teachers.
 - b. If teachers need time they can request release time to work with their fellow subject matter teachers to collaborate.
 - c. MATH: In the area of Math the math department has created a placement test for students to take for our incoming students, the math department has looked at student test scores to look at if students have met mastery or if there needs to be reteaching. The Math department has created common math assessments that are given to each individual math subject area class. Math has also met with the three local feeder schools to do math articulation with each surrounding elementary school district. Our math scores on the CA Schools Dashboard have seen an increase of 4.4 points towards meeting standards met. Our math department during the pandemic met and collaborated with each other to make sure that they were focusing on the essential standards that are needed to be met before the students transition to the next math class. They worked together to adapt their learning materials to make sure that they could provide high quality instruction for students while they were learning remotely during the pandemic.
 - d. SCIENCE: Our teachers have come together and started to collaborate using their new textbooks that were just adopted in the previous school year. This way there is alignment between what our general education students are receiving and our Agriculture based science classroom students are learning. They have met with our textbook publishers to learn about the various supports and resources available to them using their new textbooks and how they can integrate that into the classroom.

4. Increase availability of technology on campus for students and staff use, with increased training and support.
 - a. East Nicolaus High School has greatly improved our access and availability to technology for both students and staff.
 - i. Staff has all received new teacher laptops to better assist them during the year.
 - ii. All students have received a district issued Chromebook to use during their four (4) years at East Nicolaus High School.
 - iii. The district has made available to staff google training by the County Office of Education to better assist teachers.
 - iv. Upgraded all servers on campus and upgraded our school bandwidth.

V: Schoolwide Action Plan/SPSA Refinements

Based on the findings of the current progress report, further refine the schoolwide action plan/SPSA as needed and include a link to the school's most recent schoolwide action plan/SPSA.



Seeing that ENHS has gone through transitions administratively throughout this WASC Cycle we felt it was in our best interest to start fresh and from the beginning, this would make it so our current administration's vision aligns with where the school is headed moving forward. The current administration met and determined that the following will be the current schoolwide and WASC Action plan goals.

ENHS Schoolwide & WASC Action Plan Goals.

Below are the ENHS Schoolwide & WASC Action Plan Goals. These goals:

- Were identified through our WASC review process
- Are in keeping with a mindset of “continuous school improvement”
- Align with the following:
 - LCAP
 - Identified areas of school accountability per the CDE and 2019 California Dashboard
 - 2021-2022 WASC mid-cycle visit

The metrics for growth identified below are congruent to the annual adequate growth expectations set by the state. East Nicolaus High School is held accountable for adequate yearly progress in all areas listed below except Chronic Absenteeism. Chronic absenteeism is not an area of accountability for ENHS, however it is an area of concern.

Math

The percent of students scoring “standard exceeded” or “standard met” on the CAASPP 11th Grade Math assessment will increase by 1% annually.

English

The percent of students scoring “standard exceeded” or “standard met” on the CAASPP 11th Grade English assessment will increase by 1% annually.

Graduation Rate

The graduation rate for all students, as reported on the California Dashboard, will maintain at least 95% graduation rate every year if students graduate on time.

College/Career

The College/Career Readiness Indicator for all students, as reported on the California Dashboard, will increase by a minimum of 1% annually.

Suspension Rate

The suspension rate for all students, as reported on the California Dashboard, will maintain a rate of less than 5% annually until the rate meets, or falls below, the state average.

Chronic Absenteeism

The chronic absenteeism rate, as reported through Dataquest and the California Department of Education, will decrease by 1% annually until it meets, or falls below, the state average.



EAST NICOLAUS HIGH SCHOOL STRATEGIC GOALS ALIGNMENT

ENJHSD DISTRICT GOALS	EAST NICOLAUS HIGH SITE & WASC PLAN GOALS	AREAS OF SCHOOL ACCOUNTABILITY BY CDE & THE "CALIFORNIA DASHBOARD" 2019
<p>#1 Students will be provided with safe, modernized facilities, and student- centered support systems that promote the physical and cognitive development of ALL students.</p> <p>#2 To provide a rigorous and comprehensive program to ensure success for ALL students as they transition to graduation and beyond and are college and career ready, through high quality classroom instruction and support.</p> <p>#3 To provide continuous methods of communication that sustains ongoing connection with and involvement of the parents, staff, and the community with a clear focus in improving student achievement</p>	<p>Graduation Rate & College/Career Readiness</p> <ul style="list-style-type: none"> - <i>The graduation rate for all students, as reported on the California Dashboard, will maintain at least 95% graduation rate every year of students graduate on time.</i> - <i>Increase the A-G completion rate by at least 1% per year for all subgroups.</i> - <i>The College/Career Readiness Indicator for all students, as reported on the California Dashboard, will increase by a minimum of 1% annually.</i> <p>For students who do not graduate on time, ensure a path and plan to diploma for GED is in place; summer school, a 5th year of school, or enrollment in an alternative education learning environment.</p> <p style="text-align: center;">English</p> <ul style="list-style-type: none"> - The percent of students scoring "standard exceeded" or "standard met" on the CAASPP 11th Grade English assessment will increase by 1% annually. <p style="text-align: center;">Mathematics</p> <ul style="list-style-type: none"> - The percent of students scoring "standard exceeded" or "standard met" on the CAASPP 11th Grade Math assessment will increase by 1% annually. <p style="text-align: center;">School Culture/Climate</p> <ul style="list-style-type: none"> - The suspension rate for all students, as reported on the California Dashboard, will maintain a rate of less than 5% annually until the rate meets, or falls below, the state average. - Continue to Improve student and staff morale and safety in order to improve the overall school program. 	<p>Conditions & Climate Suspension Rate "Green" for Socioeconomically Disadvantaged, Students with Disabilities, White. "Orange" for Hispanics.</p> <p>Academic Engagement Graduation Rate "Blue" for Socioeconomically Disadvantaged, and White. "No Performance Color" for all other groups due to not large enough sample size</p> <p>Academic Performance English "Yellow" for white. "No Performance Color" for all other groups due to not large enough sample size.</p> <p>Academic Performance Math "Green" for white. "No Performance Color" for all other groups due to not large enough sample size.</p> <p>English Learner Progress <i>(Not yet activated by CDE but will be in future)</i></p> <p>College/Career "Green" for White. "Yellow" for Socioeconomically Disadvantaged, "No Performance Color" for all other groups due to not large enough sample size.</p> <p><i>College/Career Indicator Measures include A-G coursework, completion of a CTE pathway, English & Math performance on the CAASPP, college coursework, Advanced Placement exams, State Seal of Biliteracy, Leadership/Military Science, International Baccalaureate</i></p>

ENHS CALIFORNIA DASHBOARD 2019 COLORS

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Green	Blue	Green	Yellow	Orange
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Green	Blue	Yellow	None	None
Students with Disabilities	None	Green	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	Orange	None	None	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	Green	Blue	Green	Yellow	Green
Two or More Races	None	None	None	None	None	None

Appendices and Evidence

- [ENHS WASC Mid Cycle Visit Schedule](#)
- [Last WASC Report](#)
- [Last WASC Visiting Committee Report](#)
- [OLD Final Action Plan \(Last WASC Report\)](#)
- [ENHS Schoolwide Action Plan Goals](#)
- [New Updated Strategic Goals and Objectives \(Mid Cycle WASC Report\)](#)
- [Graduate Profile and Expected Schoolwide Learner Outcomes \(SLO's\)](#)
- [LCAP and LCAP Overview for Parents](#)
- [SARC Report](#)
- [Old Site Council Meetings](#)
- [Staff Meeting Agendas](#)
- [Communications Outreach](#) and [Staff Week Ahead](#)
- [BARR Information](#) and [Resources](#)
- [Work Based Learning website](#) and [Work Based Learning Tracking Sheet](#).
- [K12 Strong Workforce Grants](#)
 - Agri science Curriculum and Instruction Grant: Awarded \$ 258,594
 - Agri science Lab Grant: Awarded \$ 426,000
 - CTE Work Based Learning Grant: Awarded \$ 311,877
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