

SELF-STUDY VISITING COMMITTEE REPORT

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

FOR

EISENHOWER HIGH SCHOOL

**1321 N. Lilac Ave.
Rialto, CA 92376**

Rialto Unified School District

April 28-30, 2014

Visiting Committee Members

Mr. Chuck Schindler, Chairperson
Principal, Rancho Buena Vista High School

Mr. Stephen Drew (Retired)
San Diego, CA

Mrs. Violet Gutierrez
Educational Services, RCOE

Mr. Gerardo Llamas
Assistant Principal, South Gate High School

Mrs. Renee Middleton
Consultant, Upland, CA

Mrs. Christy Sterner-Hargrave
Teacher, Santa Ana USD

Mrs. Elaine Lethcoe
Teacher, Desert Mirage High School

Chapter I: Student/Community Profile

School Community:

Eisenhower High School is one of three comprehensive high schools that serve the Rialto Unified School District. When Eisenhower High School finally opened its doors to students on November 2, 1959, Rialto was still a small community. In 1956, Rialto's population was 15,359. By 2010, Rialto's population had soared to 99,171 residents. Rialto's proximity to the Los Angeles area has made Rialto a place to call home for those who seek a relatively short commute to work. Rialto's housing mix and costs are believed to be some of the most affordable in the Southern California region. First time home-buyers find Rialto more affordable than almost any comparable community in the Inland Empire. The median income of Rialto households is \$50,452, well below the California average of \$77,167 for a family of four. Rialto is also a relatively young community, with a median age of 28.3 years. The two ethnic minorities with the largest representation in Rialto are Hispanic (67.6% of the population), followed by African-American (15.6%). White residents make up 12.6% of Rialto's population.

Parents of students at Eisenhower have many opportunities to work with the school and district. The district offers a Parent University that offers courses and certification opportunities for parents to learn about topics related to the education of their students. Parents are encouraged to participate in school organizations and are welcome to visit the campus at various times. The school opened a Parent Center during the 2013/14 school year which provides information for parents and access to computers for the parents to review their students' progress.

Eisenhower has developed partnerships between outside organizations and the science department. Some of which provide mentors for students and internships. The school also partners with the CSU system and Upward Bound, which is a college outreach program.

Eisenhower's last full self-study was during the 2007-08 school year. The school was granted a six-year term with a three-year review. The school was given five critical areas to follow up during that visit. The three-year review in 2010 found that Eisenhower had positively addressed all of the suggestions and recommendations made during the 2008 visit.

Student Demographic and Assessment Data:

The Rialto Unified School District has been designated as a Title 1 district, but does not classify its three comprehensive high schools as Title 1 schools.

For the 2012-13 school year, Eisenhower High School has a population of 2,410 students. The grade level and gender breakdown is as follows:

Gender	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
Male	296	318	316	268	1198
Female	308	330	311	263	1212
Total	604	648	627	531	2410

The largest ethnic minority represented on the campus is Hispanic. Hispanics make up 67.6% of Rialto’s population, and make up 80% of the school’s population. The second largest ethnic minority group is African American, which represents 14% of the student body. There is less than 1% of all other ethnic groups including; White, Samoan, Asian, Filipino, Vietnamese, Cambodian and American Indian.

The chart below shows the enrollment of students in specific programs at Eisenhower:

Grade:	9	10	11	12	Total
RSP	36	33	29	34	132
SDC	23	25	23	38	109
EL	127	116	112	88	443
GATE	122	120	104	78	424
AVID	46	96	69	33	244

Almost one-fifth of Eisenhower students are classified as English Learners. The primary language of a majority of the English Learners is Spanish. There are 284 IFEP students and 633 RFEP students at Eisenhower this school year. The district offers an English Newcomer program at all three comprehensive High Schools. The school also offers ELD courses, after school tutoring and a summer program in English Proficiency.

The following is the attendance data for Eisenhower for the 2012/13 school year:

ADA	96.32%
Mobility and Transiency	16%
Truancy	10.27%
Tardy	9.98%

The following is the school’s discipline data:

Years	Suspensions	Expulsions
2012-13	218	13
2011-12	789	9
2010-11	1530	12
2009-10	2049	15
2008-09	2217	17
2007-08	2203	26

Eisenhower serves a large percentage of students who come from households with a

low socio-economic status. In 2013 79% of Eisenhower students were eligible for Free/Reduced Price Lunch.

Staff:

Eisenhower currently has 106 highly qualified teachers who are also CLAD certified. There are 59% female teachers and 41% male teachers during the current school year. In addition there are five administrators, seven counselors, one librarian, two library media technicians, one Career Center technician, seven security officers, twelve nutrition service workers, and thirty one instructional aides.

The table below shows the ethnic breakdown of the teaching staff:

Ethnicity	Percent of teaching staff
White	61%
Hispanic	24%
African American	15%

Student Achievement Data

Since the last WASC visit Eisenhower High School has improved its total school Academic Performance Index (API) scores as well as scores within each subgroup. The EL and Students with Disabilities continue to have the lowest scores. The Adequate Yearly Progress (AYP) goals have not been met except for a few groups using Safe Harbor.

The chart below shows the school’s API scores for the last several years:

Group	2008	2009	2010	2011	2012	2013
Schoolwide	633 N	697 Y	697 N	721	724 Y	726 N
African American	624 Y	673 Y	674 N	698	711 Y	661 N
Hispanic	631 Y	700 Y	696 N	722	722 N	733 Y
SED	633 Y	701 Y	701 N	696	721 Y	724 N
EL	612 Y	654 Y	666 Y	693	710 Y	714 N
SWD	421 N	469 Y	454 N	469	470 N	483 N

(Y= met growth target; N= did not meet growth target)

Eisenhower’s four year CST data shows a stable percent of students scoring proficient for 9th, 10th, and 11th grade English assessments. The Hispanic, Students with Disabilities and low SES groups have shown the largest growth over the last four years while the African American subgroup has lagged behind. Only the grade 10 African American population has shown any growth over the last four years while grade 9 and 11 have decreased in the percent proficient over the same time period.

2013 CST ELA Percent Proficient

Student Group	9 th grade ELA CST	10 th Grade ELA CST	11 th Grade ELA CST
All Students	53%	36%	31%
African American	43%	23%	30%
Hispanic	53%	38%	31%
English Learners	11%	1%	7%

The school's mathematics CST data shows the same pattern, with stable percent of student's proficient over the last four years in Algebra, Geometry and Algebra 2. The African American subgroup has lagged behind in percent proficient on each of these assessments as well as total percent proficient growth over the last four years.

2013 Math CST Percent Proficient

Student Group	Algebra 1	Geometry	Algebra 2
African American	25%	11%	18%
Hispanic	30%	14%	34%

The school's CAHSEE percent proficient has remained stable in ELA overall, however the African American proficient numbers are lower than the Hispanic and schoolwide scores and have decreased over the last four years. The same pattern has occurred in the CAHSEE math portion with the African American population lagging behind the Hispanic population and not growing significantly over the last four years.

CAHSEE ELA percent proficient

Year	2010	2011	2012	2013
Schoolwide	48%	50%	48.8%	47.1%
African American	36%	45%	43.8%	28%
Hispanic	52%	51.5%	44.2%	43%

CAHSEE Math percent proficient

Year	2010	2011	2012	2013
Schoolwide	39%	51.5%	47.1%	52%
African American	30%	41.5%	33.6%	35%
Hispanic	42.5%	55%	48.7%	66%

The school continues to not meet all of their AYP targets over the last two years. The meet the participation rates necessary for AYP, but the required percent proficient in English and Math have not been met.

In 2012 28% of the seniors took the SAT with an average Reading score of 425 and an average Math score of 437. In 2012-13 350 students took an AP test with the majority taking the Spanish Language test. The number of students passing the AP test with a score of 3 or higher was 126. The largest percent passing was for the Statistics exam with 67% passing the exam. The Spanish Literature test had 6 out of 6 pass as well.

In summary, Eisenhower has two primary ethnic subgroups that make up approximately 94% of the student population, Hispanic and African American. In the student assessment data the African American subgroup lags behind their Hispanic counterparts, sometimes significantly as in CAHSEE percent proficient. The data also shows that the EL population has had limited growth over the last four years and the school will need to focus on strategies to improve the achievement of this group. The school's work should be focused on closing this achievement gap while moving into the new Common Core Standards and the SBAC assessment system.

Chapter II: Progress Report

Significant Changes

The following changes have occurred at Eisenhower High School since the last full visit:

- Eisenhower High School has had several administrative changes since the last full visit including six different principals since the 2007-08 school year.
- The Smaller Learning Communities model has been eliminated.
- Full implementation of the Professional Learning Community model.
- Implementation of a Monday Collaboration Day schedule.
- Elimination of the Literacy and Math Coach positions.
- Creation of an EL Newcomer Center for Level 1 English Learners.
- Transition from EChalk to School Loop Software by the Rialto Unified School District.

Having numerous administrative changes at the school over the last six years has been a challenge to maintaining the ongoing follow-up process. The school's Home Groups have been left with the responsibility for implementing the changes from the previous WASC visit. This includes department chairs in English and Math monitoring student progress in reading comprehension and on standardized math scores. The counseling department was monitoring and in charge of developing four year plans for high school and transition to post secondary endeavors. The attendance office was in charge of increasing student attendance and contacting parents. The current site administration and the district have been proactive in developing more communication among all of the stakeholders and working to help get parents more involved in their students learning.

Critical Areas for Follow-up and the Action Plan

Eisenhower High School incorporated the Critical Areas for Follow-up from the previous WASC visit into their action plan.

Critical Area #1: The leadership and school staff should continue to improve communication within the school, and with parents, the community, and feeder schools.

Critical Area #2: The leadership and school staff need to increase parent involvement in student achievement with an emphasis on increased parent participation.

Action Plan Goal #3: Improve communication among all stakeholders

These two Critical Areas have been incorporated into the action plan under goal number 3. Eisenhower has increased the opportunities for parent involvement through Coffee with the Principal events, the PTSA, and the African American Advisory Committee. The school updates and uses its website to communicate information to all stakeholders. The school has incorporated PLC's to allow for more communication among teachers. Eisenhower opened up a Parent Center this year to encourage parents to visit the school and provide a place to get information about their students and the school. The District and the school host a Parent Education program to help parents learn about how to support their students learning. The counseling department has developed a registration system for the 8th grade students from the feeder schools.

Critical Area #3: The leadership and instructional staff should continue to develop, implement, and review common curriculum and assessments.

Action Plan Goal #1: Improve reading comprehension scores

Action Plan Goal #2: Improve student performance in math classes and on standardized math tests

With the development and implementation of the Eisenhower's Professional Learning Communities the teachers have the time to develop, implement and review common curriculum and assessments. The school utilizes the Illuminate Student data system to write and implement common assessments. Grades 9, 10 and 11 have increased the percent proficient on the California Standards Tests (CST) since 2008. The percent proficient on the math CAHSEE has increased since 2008.

Critical Area #4: Increased interventions for students at-risk for failure

Action Plan Goal #4: Improve assistance to students in the development of the 4-year plan and the transition to post-secondary endeavors.

Action Plan Goal #5: Improve student attendance rates

All entering freshman develop a four-year graduation plan with the help of their counselor. The school's Link Crew has expanded to help support struggling freshman since the last self-study. An Intervention Liaison and two Attendance Liaisons have been hired to increase parent contact and make personal home visits to truant students. Algebra restart and Geometry restart have been instituted to help students who are struggling in math.

Critical Area #5: Implement on-site staff development programs

Critical Area #6: Develop a staff development program focused on research-based strategies to support student achievement of literacy skills for students at-risk, particularly English Learners

Action Plan Goal #1: Improve reading comprehension scores

Action Plan Goal #2: Improve student performance in math classes and on standardized math tests

The school has implemented PLC's for all departments for staff development. The district offers training through its Professional Development Center. Professional development is provided to teachers of EL students from an English Learner Support TOSA. The school has begun in 2013 professional development targeting the instruction of English Learners.

Critical Area #7: Continue with implementation of SLC and Career Pathways

The school no longer is implementing SLC's , rather they are implementing the PLC model for staff. The school continues to offer several career pathways for students.

Critical Area # 8: Design and implement a sequence of instruction that prepares and encourages students to attempt advanced rigorous courses

Action Plan Goal #1: Improve reading comprehension scores

Action Plan Goal #2: Improve student performance in math classes and on standardized math tests

The math department has added courses to provide college-bound students the opportunity to advance their math skills. The Social Studies department has implemented an AP course for grade 10 students and an honors course for grade 9 students. The science department is offering Physics again for students. Eisenhower is now participating in the San Bernardino County Academic Decathlon competition after not participating for the last five years.

Critical Area #9: Allocate time and resources for teachers to collaborate during the professional day

Action Plan Goal #1: Improve reading comprehension scores

Action Plan Goal #2: Improve student performance in math classes and on standardized math tests

Eisenhower has reinstated a single lunch period for students that allows time for teachers to collaborate during their lunch time. The Monday Professional Learning

Community schedule allows for departments to meet and collaborate. More consistent time is needed for teachers to collaborate on student achievement.

Critical Area #10: Design procedures for teachers to understand how to use assessment data to inform instruction

Action Plan #1: Improve reading comprehension scores

Action Plan #2: Improve student performance in math classes and on standardized math tests

The implementation of the PLC model has allowed teachers the time to analyze data to improve instruction. More training is necessary with the Illuminate system and training on how to analyze student data to drive instruction.

Eisenhower has incorporated the critical areas into their action plan and in the last two years is beginning to implement strategies to address these areas to improve student achievement. The constant changing of site administration has left the implementation to the site leaders. The current site administration understands this and is ready to move ahead to make sure all areas are addressed schoolwide.

Chapter III: Self-Study Process

School Purpose:

Mission Statement

We provide a safe environment and the opportunity for students to optimize their intellectual, social, and personal development to become productive members of a democratic society.

Vision Statement

Eisenhower High School will prepare all students for post-secondary educational, vocational, and high school to career opportunities by promoting high academic achievement in a safe and productive environment.

Schoolwide Learner Outcomes

Eisenhower High School will prepare its students to be:

Respectful individuals who:

- Demonstrate respectful behaviors towards students and adults.
- Possess the ability to demonstrate respect with individuals and groups.

Responsible individuals who:

- Are responsible for their academic success.
- Demonstrate the willingness to assist others.

Relevant thinkers who:

- Actively pursue understandings of the world around them.
- Apply critical thinking skills to real life scenarios.

Rigorous learners who:

- Apply problem solving processes to evaluate and analyze academic material.
- Approach life with intellectual curiosity.

Outcomes of Self-Study:

1. *The involvement and collaboration of all staff and other stakeholders to support student achievement*

Eisenhower High School had representatives from most stakeholder groups on their Focus Groups. The school attempted to get students and parents on the Focus groups, however, they were able to meet with them separately to get feedback on the self-study process. All groups had input on student achievement and possible growth areas for the school.

2. *The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards*

The school has clear student outcomes for all students. These have been shared with the entire stakeholder groups. Eisenhower is in transition to the new Common Core Standards and these have been shared with everyone. The district is currently in development of pacing guides and assessments for Common Core. Student achievement data has been discussed with all stakeholders.

3. *The gathering and analyzing of data about students and student achievement*

Eisenhower had a process to collect student data and disseminate it to the various stakeholder groups for the self-study process. The school has reviewed this student data that includes: achievement data, discipline data and attendance data. The school has used this analysis to determine what is needed to improve student performance, student attendance and behavior. Each Focus Group had access to this data and used it in their discussions of where the school is at in relation to the Focus Group Criteria.

4. *The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards and WASC/CDE criteria*

Each Focus Group had access to the school student data for performance, discipline and attendance. The groups used this data in their discussion of where the school is at in terms of student achievement and what needs they have to improve in these areas. Each Focus Group compared the school data against the WASC/CDE criteria and the school expectations for all students.

5. *The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.*

The school's action plan developed through the self-study process addresses the areas the school identifies as critical to improvement. These areas include transition to the Common Core Standards, strengthening the PLC process and increasing the graduation rate. However, the plan does not specifically include strategies to close the achievement gap as identified by the school in their data analysis. The process for monitoring the action plan and student data is completed through the Administrative Leadership Team as well as the School Site Council reviews the SPSA for the school. The process needs to be more clearly delineated for all stakeholders. The school WASC action plan and the SPSA continue to be two separate plans and need to be incorporated into one plan for the entire school.

Chapter IV: Quality of the School's Program

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

A1. Organization Criterion

To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels?

To what extent is the school's purpose supported by the governing board and the central administration and further by schoolwide learner outcomes and the academic standards?

Eisenhower has established a clear statement of purpose that reflects the beliefs and philosophy of the institution in that their mission reads "We provide a safe environment and the opportunity for students to optimize their intellectual, social and personal development to become productive members of a democratic society." The school used educational research to define 21st century citizenship and embedded this in the development of their Mission statement. However, the school had staff members who engaged in a UCLA Conference Center retreat that decided discussion with the entire staff was needed to ensure all stakeholder voice be heard and their vision statement evolved to its finalized vision as follows; "Eisenhower High School will prepare all students for post-secondary educational, vocational, and high school to career opportunities by providing high academic achievement in a safe productive environment." School wide learning outcomes were devised after having a solid vision and mission statement.

School wide learning outcomes were agreed upon by a volunteer group of instructional leaders, certificated staff and administrators. They are the 4 R's: Respectful Individuals, is Responsible Individuals, Relevant Thinkers and Rigorous Learners. This is shared with parents via the handbook and reviewed regularly. However, there needs to be a clear connection with the 4 R's in the classroom. There have been significant changes overall in the Eisenhower site leadership and the communities economic conditions since the last full WASC visit. Therefore, the faculty and staff have come together to form belief statements that can remind them of significant changes. The governing authority delegate's implementation of policies to the professional staff members and encourages the use of Professional Learning Communities and belief statements to focus on improving results in CAHSEE, SFA's, CELDT, District Benchmarks and Smarter Balance Practice Tests. An action plan is in development currently to better address student needs via the PLC's. However, there are two conflicting plans and therefore there needs to be alignment of the two plans to eliminate gaps and ensure that students needs are addressed.

A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

Policies and bylaws of the RUSD provide a foundational focus on student achievement, school wide learner outcomes, academic standards and data driven instruction and provide the anchor for Eisenhower's policies and administrative regulations. However, there is a lack of accountability protocol in place to ensure that these policies and bylaws are evidenced in the classroom. The RUSD core values including their mission and vision coupled with the plan for implementation of the common core state standards also provide support to the direction of the Eisenhower campus. However, there is no professional development model to ensure student success. There is a timeline embedded in the district plan which has 6 areas of focus and all RUSD employees have had an opportunity to review the plan. The board meets monthly and ensures that all stakeholders have access to meeting minutes and uses technology to convey information to the schools and community. Eisenhower has moved to incorporate the district plan into their WASC action plan. However, as previously mentioned the WASC plan is separate from the district plan and both these components need to be aligned to one universal school plan that reflects the 6 district focus areas and the WASC action plan.

Eisenhower has a leadership team that is comprised of one Principal, four Assistant Principals, an ASB advisor, Athletic Director, Representatives from counseling, Academic Chairs, Special Ed, Site security, and EL Support that meets weekly to bring school wide issues to the attention of the administration. There is a broad based and collaborative approach in the leadership and staff which works with instructional leaders assigned to Professional Learning communities that work with the administrative staff. Collaboration Monday's, common conference periods, staff meetings, and during lunch, the staff discusses issues and policies of school wide importance. However, there is little to no adherence to the PLC model as the current practice lacks accountability and the component of data driving instruction.

Parents are an important part of the school. Currently there are many groups, a parent center, coffee with the principal, advisory councils and various parent meetings that parents can participate in to be involved in the school community. All stakeholders have an interest in seeing this area grow and create opportunity for more parental involvement. The school site and district have indicated that Synergy, an educational informational system, will provide a Parent Portal and this will broaden communication between the school and home environment.

The school works to promote student learning and the school has provided opportunities to engage community support and involvement. The instructional program

is supporting and the teaching staff is given feedback via the use of several tools including a software program for walkthroughs to collect data. However, these tools are in the early implementation stages and they need refinement to align with the school wide learning objectives. Systems are in place to provide a broad based approach to decisions regarding allocations of funds for competing interests through a team that is comprised of administration, instructional leaders, ASB, athletics, and School Site Council. However, it is unclear how funding at Eisenhower is allocated in alignment with student achievement goals.

A3. Leadership and Staff Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards?

The staff works together within their departments to plan activities and make decisions based on their content areas. There was minimal evidence of universal collaboration across content areas with regards to student achievement. The English Language Arts department and History Social Science have demonstrated initial examples of cross collaboration that can be replicated campus wide.

Eisenhower would benefit from a formalized PLC where the administration plays an active role in providing a data driven campus wide learning theme(s) each year to build cross content collaboration, camaraderie, unified focus, and student achievement.

This would enable the administrative team an opportunity to devise measurable objectives and better gauge growth while providing a forum to infuse campus wide strategies and instructional expectations.

The administrative team is encouraged to provide a more active role in ensuring that agendas be aligned to schoolwide instructional growth by setting some agenda points for PLC's and work more closely with their department chairs to better articulate campus wide direction.

The administrative team is encouraged to provide an academic professional development calendar structure for the year to provide organization and planning as a foundational framework for the PLC process to ensure that the focus on the 21st century learner be infused as a mindset campus wide.

The administrative team can play a more active role ensuring that minutes and agendas are instructional in nature and focus. The administrative team is encouraged to work collaboratively and review their assigned department agendas and minutes. This will allow them to provide feedback on the data, impact a campus-wide instructional focus, and assist in the transition to Common Core Standards.

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Due to the administrative turnover that Eisenhower has experienced, there is a gap in the alignment of the school wide plan and the WASC action plan. However, there is a need for a school wide Student Data Information System to support the annual staff monitoring and refining

of the plan. This will also provide easy access to student data for counselors, faculty, and staff to ensure that student needs are aligned to current and relevant data. Furthermore, the student data information system will allow the 4 year student plans to be uploaded electronically, reviewed, and revised in order to promote student matriculation.

A4. Leadership and Staff Criterion

To what extent does a qualified staff facilitates achievement of the academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

Eisenhower school leadership and staff are qualified for their assigned responsibilities with an average 15 years teaching experience. The staff reflects a significant number of people who are AP certified, AVID trained, GATE certified, and both the leadership and staff are committed to the school's purpose which is evident through ongoing professional development that promotes the student learning outcomes. Teachers are placed in their areas of expertise and the Master schedule is visited regularly to provide a wide variety of course offerings to students. There is not an organized, systemic professional development plan for the school at this time. Therefore, the teacher expertise is not being utilized or implemented effectively as there is limited evidence of cross content collaboration.

The school has experienced significant administrative turn over since the last full self-study. This has impacted school culture and programmatic decisions at Eisenhower. It is evident that the school has embraced the current administration, specifically, the current principal, and there is opportunity to move forward and target student achievement if this administrative team is kept intact by Rialto Unified. The WASC team affirms that this is in fact a campus wide sentiment shared by stakeholders at all groups and recognize the importance of stability in leadership.

A5. Leadership and Staff Criterion

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

PLC time is provided for teachers in the master schedule in the form of late-start Monday's. The PLC model is not fully implemented and there is a lack of consistency in how data is used to direct instruction in the classroom. A clear alignment of the single plan for student achievement and the WASC Action Plan will provide guidance for the teaching staff. From this plan, teachers can collaborate and use their PLC time to engage in an effective PLC that will promote student achievement, provide a framework for accountability, and ensure that time is used effectively.

A6. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the schoolwide learner outcomes?

The Eisenhower school environment is a safe environment where the facilities are adequate and well maintained to support students and staff. However, there are continued constraints that limit the amount of custodial support provided and parents have noted that this impacts the overall maintenance of school restrooms. The school environment promotes safety for each student and student surveys indicate that overall Eisenhower students feel safe in class.

There is a focus on the technology and it is being updated on the campus to ensure that the school empowers a 21st century learner. However, there is little evidence that the school technology has the necessary capacity to be effective in this regard without the financial support of the district. Eisenhower's leadership and staff will then be equipped to assess student progress toward accomplishing the action plan with the use of data driven decision making.

There are various materials and resources that the school works with to ensure that students needs are met and schedules are devised to adequately distribute textbooks, technology and laptop carts.

However, there is a true need for materials, textbooks, and supplies. Teachers have limited use of copies and student textbooks. This is a district issue that has yet to be resolved.

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

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any):

1. There are multiple opportunities for all stakeholders to be involved in the educational process at Eisenhower High School.
2. There is a wide variety of course offerings at Eisenhower High School. Higher-level classes are accessible for those seeking to attend a 4-year university, while various hands-on CTE courses teach vocational skills that can transfer to the work force.
3. Communication amongst staff, students and parents is evident at Eisenhower High School.
4. Staff values and supports the current administrative team and there are positive relationships between staff and students.

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any):

1. Classrooms are in need of adequate up-to-date texts that reflect supplemental materials, equipment and technology to help achieve learning goals.
2. Teachers need increased professional development and planning time to develop cross-curricular lessons aligned with Common Core State Standards.
3. The school's Single Plan for Student Achievement and WASC Action Plan need to be in alignment.
4. Clear guidelines and expectations for the PLC process to ensure accountability and that data is used to direct instruction.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Self-Study Report

Classroom visits

Focus Group meeting

Individual conversation with staff and students

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are the schoolwide learner outcomes accomplished?

Current Educational Research and Thinking: In 2008 every Eisenhower teacher was presented with a copy of *Classroom Instruction that Works*, by Robert J Marzano. Several years ago all Eisenhower teachers received TAPPLE instruction. Marzano is also a resource for the Social Sciences Department. All classes use Kagan strategies (Think-Pair-Share, etc.) and several math teachers have been to Kagan training. Some English and Social Science teachers incorporate Jane Shaffer's *Model for Writing*, or *The Six Traits of Writing*. Science classes use Bloom and Piaget in planning of Lessons, labs and student activities. Language teachers use Gardner and Asher to provide methods for teaching a language.

Academic Standards for Each Area: Departments report that they create rigorous curriculum based on the state standards and utilizing district-created pacing guides. Almost all departments in the school state that they follow the curriculum established in the California State Standards, and appropriate departments are engaging in activities that prepare for the implementation of the Common Core State Standards. Administrators do report, however, that the regular inclusion of Schoolwide Learner Outcomes is "scant." The course offerings at Eisenhower are rigorous, relevant, and, where possible, meet the requirements of the A – G course descriptions for the University of California.

Student Work — Engagement in Learning: Each department confirmed the engagement of students with the state and national standards (Content Standards and Common Core, and others) by the examination of student work. Instances of cross-curricular learning were noted.

Accessibility of All Students to Curriculum: English teachers report that in some classes the instruction is adapted to the students who do not read a grade level. Math teachers spend considerable time individually placing the incoming ninth graders in the correct level of math, using a combination of factors including standardized test scores, grades, and district assessment results. These placements are reviewed quarterly and adjustments are made, if needed, with parental and learner input. Interviews with the Curriculum Focus Group revealed that predominate movement is downward. It was noted that the Visual and Performing Arts department offers twenty different courses that the students may take. RSP students from the Special Education Department are a part of the mainstream classes. SDC classes are offered for English, General Math, Algebra A and B, Earth Science, Biology, World History, U. S. History, Government, and Economics.

Integration among Disciplines: Interdisciplinary integration is a work in progress, with the English and Social Studies departments doing some preliminary collaboration, and

Science and Mathematics teachers are sharing algebra techniques and graphing. Science and English teachers collaborate on current events in science for critical reading of current events.

Curricular Development, Evaluation, and Revisions: The staff noted that the budgetary restraints of the past few years have curtailed much of the curricular development. Appropriate departments have begun the task of revising their courses to accommodate the Common Core State Standards. Most of the curriculum decisions are made at the District level, with input from the certificated staff. For example, each math department in the district was given just one vote to determine the implementation pathway of Common Core. Final responsibility for the implementation was at the district level.

Policies — Rigorous, Relevant, and Coherent Curriculum: The school defines rigor as “the degree of difficulty or challenge presented to students in a course, on a test, or during an assignment.” All departments reported rigor and relevancy in their curriculum. Analysis of current events seems to be used widely in many academic classes. This was observed in many instances. The Math Department has instituted several programs to remediate students who are having difficulty with courses or who have not passed the CAHSEE. The students may also enroll in “restart” classes, to make up a failing grade in either semester of Algebra I or Geometry.

Articulation and Follow-up Studies: In order to prepare incoming freshmen for high school the counseling staff has used several different tactics during registration: in classrooms, in a large group, and in P. E. classes. At Future Eagle Night, incoming ninth-graders and their parents are invited to the campus to observe programs, electives, classes, etc. The school reports that, aside from a Senior Checkout Survey, there is little follow-up with graduates of Eisenhower as to their successes after high school. The only data collected is second-hand, or word-of-mouth if a graduate visits the school.

B2. Curriculum Criterion

To what extent do all students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

Variety of Programs/Student-Parent-Staff Collaboration: The student and parent committees identified the Career Center is the place to find out about test dates, work permits, and other data. They also identified the Internship Program, AVID, ROTC, and counselors as helping with their post-graduate goals. The parents also indicated that the counselors review the four-year plans with the students. Students saw a need for SAT prep classes, more options for Saturday Step-Up classes, and more assistance with enrollment in college classes. The parents saw the need for more academic classes and more ROP offerings. They also stated that information about school programs is not easily provided to parents.

Monitoring/Changing Student Plans: Based on the goals in the student’s Four-Year Plan, counselors review student grades at the end of each quarter and semester.

Freshmen who are not succeeding meet with Link Crew Leaders and attend an Academic Review Assembly, and their parents are invited to an evening meeting to discuss ways in which failing students can become successful. Restart classes are available in Algebra I and Geometry. It was noted that students were not aware of a four-year plan and thus it was apparent that the four-year plan was not the focus of the students' paths through high school

Post-High School Transitions: The school hosts an annual College and Career Fair and the Career Center Technician announces career visits. The ROP classes offer certificates and credits that will transfer to community college. Outside funding has helped bring Valley Bound to the campus. It is a program that permits disadvantaged sophomore, junior, and senior students to attend San Bernardino Valley College. Advanced Placement classes award college credit to students. AVID is consistently focused on post-secondary education.

B3. Curriculum Criterion

To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Real World Applications – Curriculum: 69% of the students strongly or somewhat agreed that they were given the opportunity to have learning experiences outside of the classroom. ROP and CTE classes make outside experiences a part of their curriculum. For example, seniors analyze and debate a variety of societal issues in English classes. A debate on Global Warming was observed in a Chemistry class. Nearly all other departments report similar activities based on their particular curricula.

Meeting Graduation Requirements: The school operates CAHSEE Prep Academies after school and Saturdays and special Diploma English and Diploma Math to reinforce the skills. Tutoring is available campus-wide. The A+ program is a credit-recovery assistance system that is offered at numerous times. Summer School has been opened to all students, not just credit-deficient students.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

The committee concurred with the Curriculum Focus Group areas of strength:

- The accessibility of curriculum to all students willing to accept the challenge.
- The restart and transition programs in mathematics to provide alternative pathways to success.
- The monitoring and assistance given to the students to move them toward graduation
- The extensive Career-Technical Education programs available at Eisenhower.

The committee also recognized these additional areas of strength:

- The outstanding relationship between the staff and students and the genuine efforts put forth to make students successful.
- The perseverance of the staff in their classroom activity despite the administrative uncertainty.
- The wide variety of choices of Fine Arts classes.

The committee concurred with the Curriculum Focus Group areas of focus:

- Greater use of cross-curricular collaboration and the implementation of CCSS strategies.
- Manipulation of curricula to improve student achievement and to provide real-world application of learning.

The committee also observed these additional areas for growth:

- Greater emphasis on four-year plans for more consistent tracking of student progress.
- More equitable application of CCSS training, with followup as to its efficacy.
- More consistent followup with recent alumni as to their post-graduation activities.
- Revision of Schoolwide Learner Outcomes to make them more accessible to the classroom lesson plan.

Self-study report

Classroom visits

Focus Group meetings

Individual conversation with staff and students

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction Criterion

To what extent are all students are involved in challenging learning experiences to achieve the academic standards and the schoolwide learner outcomes?

As indicated by the Student survey results, Eisenhower students have a positive perception regarding their personal learning experiences. Students believe their classes are challenging and force them to think critically about the subject matter. Furthermore, students believe their classes are preparing them for next year's courses and for college, and they believe that their teachers support them in the learning process. Most students know and understand what the objective and standards for the day is in each class. An area of strength recognized by students is the school's writing instruction. The identified area of weakness is the school's assistance in developing speaking skills. When asked, "Do all Eisenhower High School students participate in a rigorous standards-based curriculum that supports the achievement of the California state standards?" parents responded that teachers do teach to the standards and indicated that students are challenged in some classes like Advanced Placement courses and AVID classes. Identified areas of growth included the need for more homework and elective classes. Parents also expressed concern that Step-up Saturday classes are not available to all students.

Eisenhower High School currently offers a multitude of different course options at different range levels across the disciplines at each grade level. Students are given course syllabi in all of their classes. Teachers go over syllabi and class expectations at the beginning of each school year. Eisenhower teachers clearly communicate the state standards to performance levels for all areas of study to students through a variety of methods. Predominantly this information is disseminated to all students at the beginning of each lesson. On a daily basis, teachers post standards and/or lesson objective(s) as well as a daily agenda of classroom learning activities on their classroom whiteboards. Rubrics are used by teachers to evaluate essays and presentation projects, and back and forth communication to guide student understanding of what is expected. Teachers collaborate in PLCs to establish department policies and develop best practices. Teachers post grades every week in their individual classrooms, every six weeks for interim progress reports, at the quarter, and end of the semester. Beginning in 2014-2015 all Eisenhower teachers will be required to post all assignments, homework, and grades online for parent access using the district mandated Synergy Educational Information Systems. Student work samples show that Eisenhower students are assessed by a wide variety of assignments that challenge students on a daily basis. Work samples also show a diverse application of higher-level thinking and problem-solving skills. In lesson planning, teachers incorporate a variety of instructional techniques to engage all students. Successful methods include a mixture of explicit direct instruction, learning partners, scaffolding and modeling, error analysis, "chunking" reading materials, use of Cornell notes, graphic organizers and summarizing, audio visual multimedia, use of manipulatives, cognitive learning techniques (concept attainment), and collaborative/cooperative activities.

C2. Instruction Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Eisenhower teachers participate in professional development activities throughout the year. Each Monday, teachers collaborate in their Professional Learning Communities where instructional strategies, content knowledge, best practices, and student achievement data is shared and analyzed. Many members of the teaching staff have been trained in AVID methodologies (Socratic seminars, Cornell notes, and academic questioning techniques). Some teachers have also received Gifted and Talented Education and Advanced Placement training. Additionally, PLC leaders in math, English, science, and social studies have begun training on Common Core State Standards. All departments have initiated a process to understand the contents of new textbook adoptions along with the collection of supplementary materials. The Eisenhower staff use a myriad of different instructional strategies and resources to actively engage students in the learning process. The frontloading, scaffolding, and chunking of information is a priority for teachers. Teachers use both whole class and randomized individual checks for understanding. Teachers consistently guide students through the learning process necessary for them to meet the academic standards in their respective disciplines. Particular strategies include Socratic seminars, PowerPoint projects, Cornell notes, science experiments, cooperative learning, field trips, hands-on projects, mock elections and entrepreneurship mock trials, and cross-curricular research. Teachers see themselves as instructional coaches pushing students toward mastery of the standards. They provide tutoring before, during lunch, and after school for struggling students, as well as specialized tutoring opportunities for English Learners. Special education students who demonstrate academic and behavioral struggles are supported through the SST/IEP process. Advanced Placement study sessions department-wide are utilized throughout the school year, as well as summer study sessions have been employed in many AP classes to teach the writing process to incoming students.

Technology is readily available to students through 700 mobile laptop stations, one Mac lab, an English department writing computer lab, a Science department class set of student laptops, and the library. Equipment such as LCD projectors, document cameras, and two or more computers are available in all classrooms. In select departments the following additional technologies are also used to enhance instruction: graphing calculators, SmartBoards, Interwrite Pads, student response clickers, and iPads. The school's science classrooms have recently undergone extensive remodeling and are now enhanced with 21st century technology; including Eno interactive whiteboards and projectors, and classroom computers. As a component of Science Technology Engineering and Math (STEM), students in the engineering and physics classes complete a variety of projects such as designing and building robots, constructing catapults and creating research-based presentations.

Eisenhower teachers make a consistent effort to tie the academic material to relevant material that students encounter outside of the academic setting. Departments work to incorporate real-world examples into their teaching. Project Lead the Way takes engineering classes on field trips to show students real world applications of engineering & math. Both English and Social Science teachers are required to examine the rationale and reasoning behind current events/controversial issues, as well as participate in problem-based learning, through classroom discussions, Socratic seminars, debates, and research. In Special Education, a Transition Partnership class is available to students to help prepare them for life outside of high school. The program assists and monitors Special Education students as they enroll in a community college, and/or enter the workforce.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- 1) Teachers make themselves available to students before school, during lunch, and after school for further instruction and/or tutoring.
- 2) As evidenced by classroom observations, teachers connect with students by building rapport and using a variety of instructional strategies.
- 3) Teachers assist students in learning more difficult concepts by scaffolding the material and building on prior knowledge.
- 4) There is ample student access to technology and to the internet at Eisenhower.
- 5) It was observed that teachers make a consistent effort to incorporate real-world examples into their instruction.

Key issues for Standards-Based Student Learning: Instruction (if any):

- 1) The need to infuse a data-driven, literacy-based schoolwide instructional strategy across the disciplines is apparent.
- 2) With the shift to Common Core Standards, teachers will need to develop connections across the disciplines.
- 3) Adopt a schoolwide definition of rigor that will guide all instruction.
- 4) There is a need to develop a more formal and consistent protocol for PLC collaboration.
- 5) Explore alternatives to direct instruction for engaging student learning.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Self-Study Report

Classroom visits

Focus Group meetings

Individual conversation with staff and students

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Assessment and Accountability Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community?

The Visiting Committee findings indicate that Eisenhower High School faculty use summative and formative assessments to analyze and report student performance data to all stakeholders with the current academic standards used by individual teachers and departments. The school's work has yet to secure rigorous assessment strategies and processes to address the new Common Core Standards and the SBAC assessment system.

There is an array of assessments used by EHS subject departments, including Common Formative Assessments, undertaken by the Language Arts, Math, Social Studies, World Languages, and the P.E Departments, which are in an early stage of development. The remaining subject departments continue to develop and pilot new forms of assessment relevant to their subject content areas. The school is yet to ensure, for example, that assessments are aligned to the Common Core Standards, New Generation Assessment (in sciences) and, where possible, Common Formative Assessments.

At present, the analysis of data is mainly guided by the CST, CAHSEE, API, and AYP to inform instruction and resources. The EHS faculty is further guided by credit completion, graduation rates, attendance, and CAHSEE passing rates as important factors to inform interventions and support for students who do not meet expected learning outcomes.

Overall, the school administrators closely monitor all students and liaise with the counselors to keep a check on student progress, their grades and credits recovery. The disaggregation of student performance data and the outcomes of viewing student work during the WASC review visit highlight the disparities in the academic achievement of African American students and English Learners. The school administrators and leadership team members acknowledge that African American males particularly lag behind their Hispanic counterparts, sometimes significantly as seen in CAHSEE percent proficient. The school's data analysis also shows that the EL population has had limited growth over the last four years. Their current work reflects similar patterns of low achievement. With the gaps identified here in the learning outcomes of these specified student subgroup, the school is yet to strategize the best ways forward in addressing the academic needs of all students.

The Visiting Committee observed that student work is assessed to determine their levels of performance. Evidence points to students receiving both verbal and/or written feedback about specific learning on a regular basis. The assessment process used by teachers helps them to create a supportive community to enhance student learning.

D2. Assessment and Accountability Criterion

To what extent do teachers employ a variety of strategies to evaluate student learning?

To what extent do students and teachers use assessment results to enhance the educational progress of every student?

EHS is in an early stage of embedding assessments aligned to a rigorous curriculum. A few departments are piloting Common Formative Assessments with limited application of Common Core Curriculum understanding, training and guidance. ILLUMINATE, an assessment tool and software, is used regularly by teachers for developing assessments and in identifying interventions in most departments. This assessment tool's 'Student Response Frequency Reports' helps teachers make instructional decisions about re-teaching and when they are likely needing to move students based on data of sub-groups and individual student academic performance. Few teachers, however, use the ILLUMINATE item database to creation of assessments.

Student achievement is evaluated quarterly by both teachers and counselors to assess students' capability and appropriateness of class placements. Some teachers encourage students who are not performing well to attend tutoring. Additionally, students may be moved to Honors or into support programs such as EDGE. Counselors work closely with all students, especially juniors and seniors to monitor their academic progress, course selections and credits. Events are held during the year for parents and students to become aware of graduation requirements and A-G requirements, including Freshman Orientation and Future Eagle Night.

The Math and Language Arts Department participates in the RUSD Benchmarks given 3 times a year. Additionally, the Language Arts teachers are developing their own Department Common Formative Assessments, e.g. ENG 10P Grammar Diagnostics Tests (pre/post). The Visiting Committee recognizes that this department seeks to introduce 'entrance' assessments to Honors, AP Eng Language Composition or AP Eng. Literature Composition courses to address the inconsistencies in how current placement assessments are used. These proposals would need to further consider English Learners' access to these classes with appropriate support.

In most science content areas, assessments include labs, projects, web-based activities, eLab. Rubrics are used in this subject area to help students know what is expected to succeed in assignments. Additionally, rubrics are used by students for peers' evaluations. The Science Department no longer uses the RUSD Benchmarks which not consistent with the new science standards (NGSS). The Social Science Department has created Common Formative Assessments each grade level to replace the District benchmarks which are not aligned to the Common Core Standards. Assessments are designed with open-ended questions for problem solving consisting of students' graphs, charts, and math application work. During the Visiting Committee classroom visits, document-based Questions (DBQs), short answer, essays, and Quickwrites were implemented.

Physical Education assessments comprise of the California Physical Fitness Test pre/post tests. Further means of identifying students' performance at implemented through skills tests, written assignments, surveys, students' personal reflections and the use of daily card systems for recording students' participation and performance assessments. The World Languages Departments uses a variety of common assessment tools that include traditional pre-and post- testing for lesson development, end of lesson quizzes, end of lesson exams, unit quizzes, unit exams and final exams. The department uses dialogue assessments through presentations, research and cultural projects. Visual and Performing Arts assessments are criterion-based to determine students' perception, performance, historical and cultural connections. Language Art skills are evaluated through both written and oral assessments. CTE/ROP teachers monitor student portfolios and use project rubrics to inform performance-based assessments.

The Special Education Department uses common rubrics. IEPs monitored and goals are annually set. There is a range of assessments used e.g. exit tickets, white board work assessed, quizzes, essays. IEPs are shared with general education teachers. Regarding the assessment of English Learner, the ELD teachers use student work samples alongside the CELDT levels data to determine the need to modify groupings with the implementation of SDAIE strategies.

Students receive feedback integral to their active participation in learning processes, such as multimedia projects, group work, oral and visual presentations, research-based projects, and labs that include both formal and informal assessments. Specific examples of teachers' feedback to students are found in lessons that allow students' viewpoints to be heard in Visual and Performance Arts. In classroom practice, EHS teachers include peer review activities, which allow the students to give and receive feedback as noted in P.E. Additionally, WASC focus group interviews with students and teachers validate that student evaluations offer opportunities for peers to learn from each other which help them develop reflective learning to meet schoolwide learning outcomes.

Once formal and informal assessments are analyzed, the findings are used to modify the teaching and learning process. The school is in transition in using formal and informal assessments to modify the curriculum. The implementation of the PLCs are under review to ensure that these meetings are data driven and focused on making the necessary changes needed in the curriculum and instructional practice to address students' identified areas of academic needs and to raise expectations for raising student achievement. This is a major challenge for the school.

D3. Assessment and Accountability Criterion

To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the schoolwide learner outcomes?

English Learner progress is reviewed by the District while the site Language Development Specialist (LDS) monitors student grades, progress and test outcomes in conjunction with meetings held with EL students and parents. Overall EL progress is reported at the ELAC meetings. There are opportunities throughout the year for parents to attend meetings, eg. ELAC, SSC African American Advisory, Principal's events, P-T Conferences.

The Intervention Liaison Group meets to address needs of students with poor academic progress. The Intervention Liaison's Roster is updated at each grading period. Link Crew (Seniors and Juniors) have assigned freshmen after the first quarter grades are posted. Link Leaders determine the means of working with the freshmen before the end of the 2nd quarter. Teachers may request this support as 'Link Alerts.' Volunteer mentors are allocated to students 'at risk.' Home visits are made where attendance is an issue.

There are quarterly progress reports, report cards, weekly grade checks, weekly electronic posting via grade book websites (for those who have access). Parent-Teacher conferences take place quarterly with notes home to parents, email communication and phone calls home. Students are able to check their grades weekly. Some teachers have started using the RUSD new Synergy Student Information System for online grade books, with pending access by parents and students.

D4. Assessment and Accountability Criterion

To what extent does the assessment of student achievement in relation to the academic standards and the schoolwide learner outcomes drive the school's program, its regular evaluation and improvement, and the allocation and usage of resources?

During PLCs and departments, teachers meet to discuss content specific matters affecting student learning. Assessment results are used during collaboration to agree instructional strategies, modify planning, and make adjustments in interventions to meet students' academic needs. Assessment data is not extensively used, however, to inform curriculum modifications and to better inform instructional strategies. For Students with moderate to severe handicaps, the IEP team determines if the student will receive special accommodations/modifications based on their identified IEP needs. The Counseling/Intervention Liaison teams make recommendations for students in need of support or placements. The Math Department implements a 're-start' program that considers modifications for students based on assessment results. Students who fail math tests and classes don't move on at the semester, but instead, re-take the semester failed.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- The school faculty uses a range of assessment processes and strategies to measure student progress and their achievement towards acquiring a specific body of knowledge or skills.

- The teachers benefit and value the opportunities to work collaboratively and use assessment data through their PLCs.
- Assessment data is collected, analyzed, and used as the basis of making intervention decisions.
- The school uses assessment results to make changes in the professional development activities and resource allocations.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- To align assessment in relation to the Common Core curriculum standards and the schoolwide learner outcomes to drive the school's program, its regular evaluation, and improvement to meet the academic needs of all students.
- To systemize protocols for the use of assessment data to drive the school program and determine student progress toward achievement of academic standards
- PLCs to continue developing Common Formative Assessments

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

Self-Study Report

Classroom visits

Focus Group meetings

Individual conversation with staff and students

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. School Culture and Student Support Criterion

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

The school's leadership encourages parent involvement by offering a wide variety of events and activities, including Back-To-School Night, PTSA, Relay for Life, numerous athletic events, plays and musical performances. Parents are informed about events and activities in a variety of ways. Staff involvement in school activities helps encourage parent familiarity with the school and staff. Students felt that personal contact between administrators and parents and between teachers and parents could be improved.

All stakeholders reflect a need to strategize ideas that would encourage opportunities for parental involvement. The administration and staff of the school make efforts to employ a variety of strategies to encourage parents to become active partners in the teaching/learning process. Eisenhower encourages parents to nominate themselves for School Site Council and learn how the school operates as a place of teaching and learning. For the students and parents who are English Learners, Eisenhower maintains an active English Learner Advisory Committee to guide the support offered to the English Learner population. ELAC meetings are conducted in Spanish.

Eisenhower has an active Parent Teacher Student Association (PTSA) where we provide an opportunity for parents to be active in the school community, specifically in fundraising for student scholarships and students with financial needs (glasses, shoes, school activities, etc.). Parents are regularly invited to campus to participate in Parent-Teacher Conferences; they can also become part of the teaching/learning process by shadowing their student for a day at school. AVID Parent nights provide information to parents (in Spanish and English) about college readiness, supporting students learning at home, and college entrance requirements. Mandatory graduation planning for at-risk 11th and 12th graders informs parents about graduation requirements and teaches them how to support student learning at home.

At the beginning of this academic year, Eisenhower High School designed and established a Parent Center. This Parent Center acts as a hub for all parent meetings, workshops, and institutes. The ELAC, SSC, and PTSA meetings are held in the Parent Center. The Intervention Liaison coordinates the schedule of offered classes and meetings and distributes that schedule through online advertisement, parent links, and flyers.

Throughout the year, students sign up at the Career Center to hear college representatives, to find out about universities, colleges, military and technical programs. AVID also hosts guest speakers to give students the opportunity to learn about careers. Workability involves community members / local business owners who provide work experience and jobs for Special Education students.

E2. School Culture and Student Support Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Eisenhower maintains a state of repair and cleanliness to be in compliance with the Williams Settlement. The campus is well maintained and clean. School repair and maintenance is done through a work order process to ensure campus and equipment are kept in good working order. Eisenhower High School meets the needs of students with disabilities by providing appropriate access to buildings and facilities.

The student discipline policy follows a regular sequence of actions, so students know the consequences for breaking school rules. Information and support to prevent bullying (including cyber bullying) are provided to students in multiple formats. District firewalls prevent students from going to inappropriate Internet sites. Each year, students, faculty, instructional and non-instructional staff all signs an Acceptable Use Policy agreement, committing to the ethical use of Internet resources. This agreement helps students become good digital citizens and helps ensure a safe, positive learning environment.

Some Eisenhower teachers strive to prepare rigorous lesson plans by using various learning strategies to promote critical thinking and depth of content knowledge. Some teachers post content standards daily, to inform students about learning expectations and outcomes. Lessons begin by relating these standards and objectives to the students, with the purpose of focusing the day's study; Lessons then end with a summary of the same to help ensure clarity. Some teachers implement a scaffolding technique in order to cater to all levels of student knowledge. Some teachers employ a rigorous approach aimed at exceeding basic content standards. Some teachers accommodate diverse student learning styles by ensuring that all students have access to hands on learning and visual aids, access to multimedia presentations, and a multitude of interactive lessons.

In many ways, teachers and staff work hard to promote a positive learning environment and provide a nurturing, accepting atmosphere for students, beginning when students enter classrooms where teachers greet them at the door. Teacher and staff involvement in school events, student organizations, and extracurricular activities, fosters student and staff rapport. As advisors, teachers regularly participate in supporting student club fundraisers. Some teachers (including *all* physical education teachers) coach and/or serve as club sponsors. Coaches encourage students to participation on sports teams, do well in their classes and act as role models to other students on campus. Many staff members attend athletic and club events, and actively participate in fostering school spirit by wearing Eisenhower spirit shirts. On Wednesdays, many faculty and staff members wear college attire in order to promote the importance of higher education and lifelong learning. Many teachers volunteer to participate in our graduation ceremony and in our awards night. Some staff members are part of the Rialto community, associating with students and their families outside of the school, at community events. Classroom observations revealed strong teacher/student relationships.

E3. School Culture and Student Support Criterion

To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Counselors meet yearly with each student individually or in small groups to develop and review their four-year plan. Once students select their college and career path, their course of study is planned. Guidance lessons inform students of UC A-G requirements, NCAA requirements, and graduation requirements. Counselors review transcripts with students, describe PSAT/SAT/ACT test prep, review test dates, and provide information about two-year and four-year colleges. Counselors also review benchmark, CST scores and grades to assist students with course selection. Students stated that these counselors are accessible and approachable.

Counselors work in conjunction with middle schools to register incoming 9th grade students. Counselors visit middle schools during the 2nd semester to meet with incoming 9th graders to provide information about course offerings, graduation requirements, and A-G requirements for 4-year colleges.

Counselors work collaboratively with parents, teachers, and administrators to assist students in meeting their goals and graduating on time. Counselors meet with students to review their academic progress and provide support

as needed. Counselors schedule and attend parent-teacher conferences, Individual Education Plan meetings, Student Study Team meetings, and 504 meetings. Graduation planning meetings are held with credit-deficient students (and those who have not passed CAHSEE) during their junior or senior year; they discuss alternative education, extended-day courses, A+ online credit recovery courses, Diploma Math and Diploma English classes, and summer school. Students are monitored each semester and plans are adjusted as needed. Students and parents are informed of tutoring opportunities, Saturday Step-up, weekly grade checks, organizational strategies and assignment logs. Counselors routinely call home to confer with parents regarding students' needs and progress. Counselors return parent phone calls within 24 hours. Counselors send status letters to junior and senior students' parents twice a year.

Eisenhower offers various counseling and advisory services that promote successful student achievement. These services help orient students to school-wide academic learning standards, as well as outline academic expectations.

Eisenhower uses appropriate strategies to develop personalized approaches to learning and alternative instructional options. Programs such as Link Crew, Upward Bound, and the newly formed Freshman Mentor program establish and foster an environment conducive to learning. Furthermore, counselors provide classroom presentations detailing their services for student growth and development. Link Crew provides freshman with orientation to the campus and mentoring throughout the school year. After-school tutoring programs have been available to all students in each subject area.

E4. School Culture and Student Support Criterion

To what extent do students have access to a system of personal support services, activities, and opportunities at the school and within the community?

In order to actively encourage students to get involved in extracurricular activities, several counselors sponsor clubs and/or coach sports. Students are provided the list of clubs and activities during counseling sessions.

Counselors volunteer for spirit-promoting activities.

Eisenhower offers a wide variety of classes that are relevant to the diverse population of the school. Eisenhower is increasing student access to challenging curriculum, such as Advanced Placement and Honors courses. Over the last few years, Eisenhower has increased the number of students enrolled in AP US History, AP Macroeconomics and AP Calculus. Parents and students attend an orientation in the spring to learn about course expectations, content, AP

exams and summer reading assignments. An AP World History course has been added for sophomore students interested in taking on the rigors of advanced placement courses.

Eisenhower offers many opportunities for student involvement in clubs, such as ASB, Key Club, Newman Club, Cancer Club, Drama, Band, Yearbook, Spanish Club, French Club, field trips, college workshops and college tours etc.

Eisenhower offers a variety of opportunities for students to be involved in community activities, such as ASB, AVID, FHA, Internship, Key Club, Link Crew, Newman Club, NAPCA, and Career Center.

The results of the Student Survey conducted in the spring of 2013 are overwhelmingly positive. With the exception of one question, the majority of students either Strongly Agreed or Somewhat Agreed with forty-four positive statements about Eisenhower High School. With respect to student support services, 82% of students agreed with the statement, "I feel that Eisenhower offers enough extra-curricular activities," while 80% of students agreed with the statement, "I am aware that I can take honors and AP level courses in many subject areas."

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

1. Eisenhower's Career Technical Education program is strong—the high quality and large number of CTE classes encourages student interest and related extracurricular activities.
2. There are numerous opportunities at Eisenhower High School for students to become involved in athletics and extracurricular activities.
3. The school's Link Crew program and 9th grade student orientation assist freshman in their transition from middle school to high school.
4. The Career Center is a valuable asset to Eisenhower students. The Career Center hosts college and career guest speakers throughout the year.
5. More Eisenhower students are taking Advanced Placement courses and more Advanced Placement courses are offered.
6. Teachers provide after-school and lunchtime tutoring for students. The Step-up program provides time for students to make up work missed due to absences.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

1. Advanced Placement program strengthening needs to continue, with further development of skill-building opportunities for students not quite ready for Advanced Placement demands.
2. Academic rigor needs to be improved consistently school-wide, including access to summer school classes for all students, not only those who are credit deficient.
3. Eisenhower needs to provide students with greater support when they have personal problems; the school needs to consider reviving the Peer Counseling Program.
4. Improve access to technology school-wide, by making the wireless network fully functional. Students need greater access to online learning resources—too many educational websites are blocked by the district’s internet firewall.
5. Continue working to improve parental involvement at school. Greater connections to the community are needed; liaisons are needed to go out into the community to gain parental support. Create more events to encourage parents and community members to celebrate the success of Eisenhower students.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

Self-Study Report

Classroom visits

Focus Group meetings

Individual conversation with staff and students

Part B: Schoolwide Strength and Critical Areas for Follow-up

Schoolwide Areas of Strength (list numerically)

1. Eisenhower High School has a positive, caring and supportive school community.
2. Eisenhower High School has several support programs for students and provides many elective choices.
3. There are many avenues of communications to all stakeholders in the school community.
4. The school has the stakeholder capacity to move forward with implementation of the Common Core Standards and rigorous curriculum to support the learning of all students.

Schoolwide Critical Areas for Follow-Up

1. Increase in Professional Development time and planning time to support teachers in implementation of rigorous instructional strategies for all students.
2. Maintain the stability of the site administration team to support implementation of schoolwide instructional strategies, programs and policies.
3. Have one Single Plan for Student Achievement that includes the WASC action plan strategies and the district plan goals along with a monitoring process.
4. Further develop the PLC model across the departments that will focus on the analysis of student data and using the analysis to drive instruction.
5. Develop an assessment process for the school that focuses on the development of common assessments and analysis of student data.

Chapter V: Ongoing School Improvement

School Plan Summary:

Eisenhower High School has identified three areas of improvement for their WASC action plan. The areas are listed below:

- 1) Align instruction and curriculum to the Common Core Standards, Next Generation Science Standards, and the Framework for 21st Century Learning.
- 2) Strengthen Professional Learning Communities at Eisenhower High School by including cross-curricular planning time and developing Common Formative Assessments based on the CCSS, NGSS, and the Framework for 21st Century Learning.
- 3) Increase the graduation rate among all students.

The plan includes: Essential Question; Objectives; Strategies and Resources; Responsible Parties; Timeline; and Evidence to Monitor Progress and Assess Student Achievement.

School Improvement Issues:

The school's action plan is adequate in addressing the school's identified areas of improvement, however the identified goals do not align with the growth areas identified in the self-study. They will need to incorporate the critical areas of follow-up from the current WASC visiting committee report. Eisenhower High School will need to align the action plan developed through the Self-Study process with their SPSA so that only one plan exists for the stakeholders to follow and monitor. The plan template developed through this process is 'user-friendly' and incorporates the current resources available to the school. There is sufficient commitment schoolwide to this action plan and using it to improve the achievement of all students.

The school staff and site administration commitment to the plan and to improvement of achievement for all students with a 21st Century education will support the schools overall improvement. The site staff's commitment to Eisenhower and its students is a critical factor in accomplishing the action plan.

It is critical to maintain a stable administrative team that supports the staff of Eisenhower High School and takes a leadership role in moving ahead. Having six different Principals since the last full visit has been an impediment to continuous improvement for the school. The District administration will have to commit to stability as a part of overall improvement for the school.

Eisenhower High School has groups in place that monitor and review student data over time. They need to clarify the overall process for monitoring the action plan with all stakeholders. Having one plan, SPSA and WASC combined, for the school will aid in the monitoring process.