

HOME OF THE EAGLES

Eisenhower HIGH SCHOOL

WASC ACCREDITATION REPORT

2019-2020

MARCH 1 - 4, 2020

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

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Rialto Unified School District





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Eisenhower High School
WASC Accreditation Self-Study Report
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*Instructional Leaders

Description of the School

Dwight D. Eisenhower High School opened on November 2, 1959 and is proud to be the district's high school with the longest standing tradition of service to the families and community of Rialto, California. One of three comprehensive high schools that serve the Rialto Unified School District, Eisenhower educates a diverse population of over 2,400 students.

The local community identifies predominantly as Hispanic/Latino followed by African-American. Rialto's close proximity to the Los Angeles area appeals to those who seek a relatively short commute to work, therefore the parents and guardians of Eisenhower students often work in neighboring communities. The community has experienced a population increase of more than 11% since the year 2000.

Mission Statement

The mission of Eisenhower High School, a legacy of excellence, is to cultivate in each Eagle the curiosity and confidence to discover their passions in order to better themselves and society through a vital system distinguished by:

- A safe environment for risk taking
- High expectations for all
- Embracing diversity
- "IKEMOB" core values
- Relationships that cultivate a unified community

Vision Statement

100% Engagement, 100% of the Time. 100% I.K.E.M.O.B. Live life with purpose.

Student Learning Outcomes

Eisenhower High School will prepare students to be:
Respectful individuals who:

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

Responsible learners who:

- Are accountable for their actions.
- Demonstrate a willingness to help 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.

Tradition of Excellence



Eisenhower High School will prepare their 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 accountable 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.

Preface

Eisenhower High School (referred to as IKE) serves students who come from diverse backgrounds. During the 2018-2019 school year, approximately 2,437 students attended and of those students 88.5% received free or reduced lunch as per the California Dashboard database. All students at Eisenhower receive free breakfast and lunch, paid for by the district regardless of socioeconomic status. Approximately 49 students are currently in foster care or group homes, as per data available by the CDE Reporting Office. While at IKE, all students have access to a variety of programs and services that provide academic and emotional support.

Since the last WASC mid-cycle report in the 2016-2017 academic year, IKE has continued to progress in its implementation of programs such as PBIS, PLC, AVID Schoolwide, and the Career Technical Education Pathways to develop the skills necessary for college and career readiness. IKE has been able to address and create plans to improve upon the following:

- support individual student achievement in subgroups, targeting specific subgroups such as African Americans and English Language Learners;
- commit resources to academic intervention and behavioral support programs and more effective teacher training, including training on restorative circles;
- reinstate teacher support personnel, specifically the Math Coach, Literacy Coach, and Emerging Linguist Specialist;
- expand opportunities for students to gain access to rigorous curricula through a growing Advanced Placement and Honors program;
- continue development of a tiered intervention system to support struggling English Language Learners;
- the use of professional development days dedicated for specific strategy training, including white board configuration and the writing of content and language objectives for all teachers;
- replace obsolete English textbooks with updated, Common Core-aligned texts;
- improve communication among stakeholders using the ParentVue and StudentVue features of Synergy, a web-based education platform like Google Classroom;
- increase staff implementation of AVID Schoolwide via training and the AVID pathway;
- foster student curiosity through a wide variety of elective programs including: Visual and Performing Arts, a Law Enforcement pathway, an expanding Engineering pathway, and Career Technical Education courses
- a tiered intervention program to provide support for freshmen transition into high school

Since the last full self-study, EHS has clarified and better specified what all students should know, understand, and be able to do in relation to our IKEMOB Vision Statement philosophy. By pursuing the integration of the Vision Statement by all students in their daily lives, staff have been able to engage students on a more intrinsic level and, therefore, help students become more focused on their scholastic success regardless of any outside circumstances that they may face.

School staff, in groups and as individuals, meet regularly to analyze student achievement data related to classes, common courses, schoolwide assessments, and state test data. Time is given on Collaboration Days (Tuesdays) for faculty, department, instructional analysis, and common course teachers to look at Common Formative and Common Summative Assessment data in order to refine teaching practices to increase student achievement.

Eisenhower High School has continued to update its school profile and community data. The staff has analyzed the data in order to refine components of the schoolwide action plan. School and student achievement data is regularly provided and analyzed throughout the year in leadership, faculty, department, and over the last year in WASC focus group meetings. At the beginning of the school year current data, including test scores for ELA and math as well as information from the California Dashboard, was presented to the entire staff and is expected to be further analyzed by departments in order to help students with content area literacy using the English language.

Last spring, which was year five of the WASC Accreditation cycle, EHS began the self-study process with the entire certificated and classified staff in February of 2019. Administration was asked to identify both a veteran and new teachers to lead each focus group. Focus group leader selection took place after our WASC Kick-Off Assembly led by Link Crew Student Leaders where staff members learned in which focus group they had been placed. Focus Groups were created with equal representation from the IKE departments in mind.

Focus groups met during Collaboration Days (Professional Learning Development Days) on Tuesdays from February to May in order to discuss the WASC process and provide information and evidence for each criterion. Time was also allotted in order to study the last document to identify where the school had grown and where work still needed to be done, identify areas of strength and growth, and write rough narratives for each of the five criteria of the self-study. The narratives were then reviewed, edited, and revised by the WASC Leadership team in May 2019. Over the course of the writing of this document, transitions occurred in school leadership and WASC team members. Late in the summer of 2019, the self-study coordinator and other members of the WASC Leadership team continued to work on all parts of the document so that when school started in August of 2019 the self-study narrative was almost completed.

The 2019-2020 academic year the EHS staff and the WASC Leadership team completed the self-study. In August and September, Chapters 1 and 2 were reviewed and analyzed. In late September an almost completed self-study was provided to classified and student groups for their analysis and input. The information from these meetings was then included into the finalized self-study. These same groups were also given information regarding the schoolwide action

plans and asked for input before the self-study was finished. In late October, a nearly completed self-study was provided to classified and student groups for their analysis and input. The information from these meetings was then included into the finalized self-study. These same groups were also given information regarding the schoolwide action plans and asked for input before the self-study was finished.

In November, focus groups finalized their areas related to the narrative, evidence, and areas of strength and growth for Chapter 3. The WASC Leadership team then identified schoolwide areas of strength and growth and presented these findings to the entire staff and preliminary action plans were developed. The action plan items were then discussed during leadership, focus groups, and then finalized.

WASC focus groups have assessed the totality of what EHS has to offer students and their families in this current self-study. All stakeholders have been given time to review the progress Eisenhower High School has made in the last six years as it has been recorded in this document, as well as note areas that still need to be improved. The school community believes this self-study is an accurate portrayal of Eisenhower's progress since the last visit and honest reflection about the school's planned trajectory in order to better impact student learning and for EHS students to meet school, district, state, and WASC criteria.

Since the last self-study, EHS has implemented an array of new programs in hopes to enrich the experience of all students who attend. The school has experienced a change in the leadership team, whereby there is an entirely new team since the last visit. Changes at EHS include a new principal, three new assistant principals, added a Program Specialist, created three Instructional Coaching positions, hired a new athletic director, hired 24 new teachers, updated the theatre and stadium, and have a functioning Wellness Center for our students. Eisenhower High School is indeed a different institution than when it was last visited for WASC purposes, and EHS staff look forward to continuing to change for the benefit of the well deserving students and community.

Bell Schedules 2019-20

DAILY BELL SCHEDULE		
Period	Time	Minutes
0	6:24 - 7:18	54
1	7:25 - 8:19	54
2	8:26 - 9:35	69
3	9:42 - 10:36	54
4	10:43 - 11:37	54
Lunch	11:37 - 12:17	40
5	12:24 - 1:18	54
6	1:25 - 2:19	54
7	2:26 - 3:20	54

COLLABORATION DAY SCHEDULE		
Period	Time	Minutes
0	6:29 - 7:19	50
1	7:25 - 8:13	48
2	8:20 - 9:19	59
3	9:26 - 10:14	48
4	10:21 - 11:09	48
Lunch	11:09 - 11:49	40
5	11:56 - 12:44	48
6	12:51 - 1:39	48
7	1:39 - 2:28	49

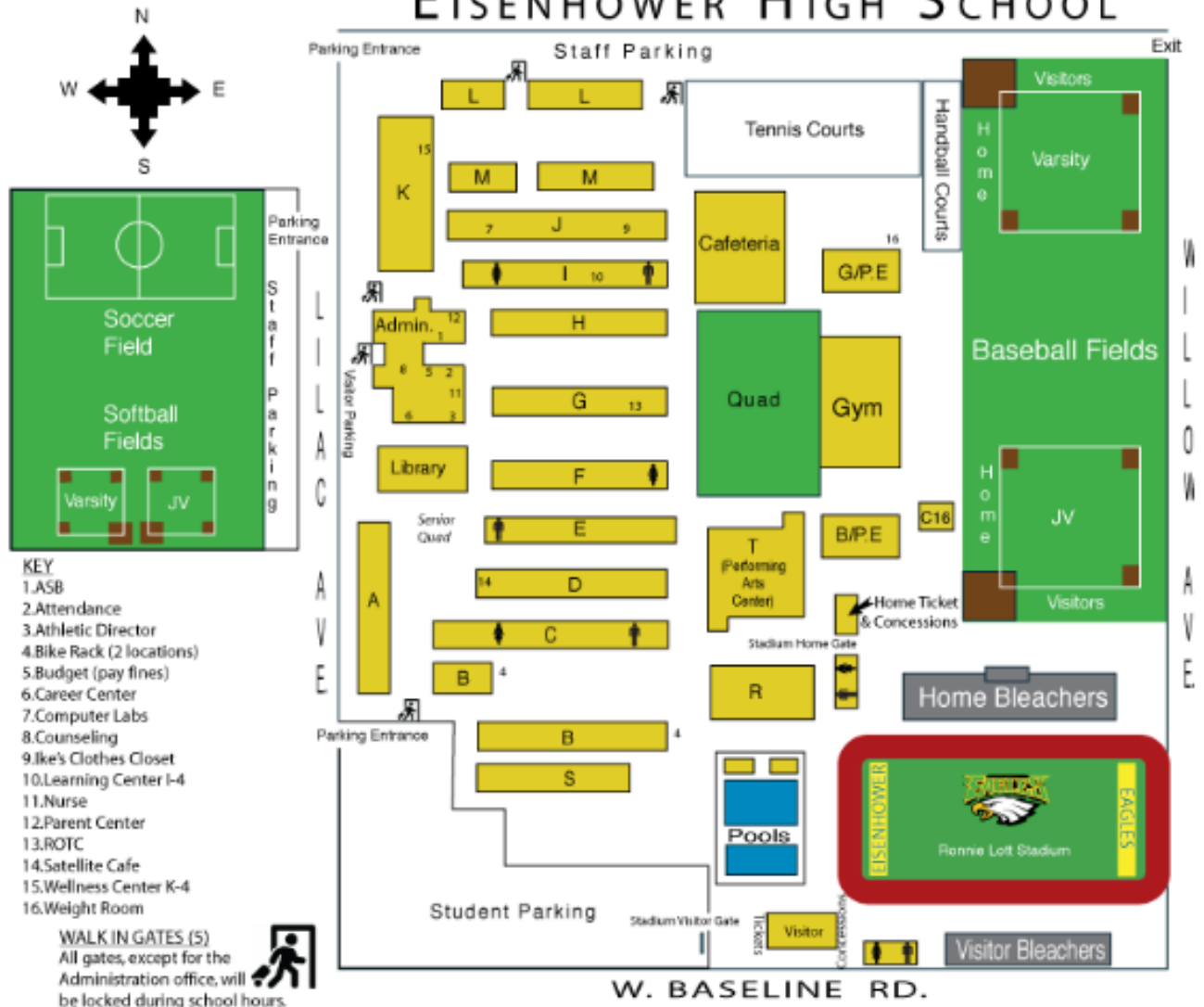
Collaboration Days are the following dates:
 August 20, 27, September 10, 17, 24, October 1, 8, 22, 29, November 12, 19, January 14, 28, February 4, 25, March 4, 24, April 21, 28, May 5, 12.

MINIMUM DAY SCHEDULE (Back-to-School Night)		
Period	Time	Minutes
0	6:40 - 7:19	39
1	7:25 - 8:05	40
2	8:12 - 8:52	40
3	8:59 - 9:39	40
4	9:46 - 10:26	40
5	10:33 - 11:13	40
6	11:20 - 12:00	40
Lunch	12:07 - 12:47	40
7	12:47 - 1:20	33

Minimum Days are the following dates:
 August 29, September 12, October 16, November 7, January 16, March 11.

Map of EHS

MAP OF EHS



CHAPTER ONE



PROGRESS REPORT

**EISENHOWER
HIGH
SCHOOL**

Chapter 1: Progress Report

Critical Areas for Follow-up from 2013 full self-study Visiting Committee report:

1. Increase in Professional Development time and planning time to support teachers' 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.

Follow-up of Critical Areas**Critical Area #1:**

Rialto Unified School District hosts multiple professional development opportunities throughout the school year, some mandatory and some optional, both during and after school hours. The school determined they would leave the bulk of professional development to the district's choosing instead of focusing on aspects of school culture that needed to shift in order to secure a growth mindset. Examples of this improvement include:

- For the 2019-2020 school year, the district office hosted a two-day New Teacher Academy which introduced key personnel, programs, policies, pedagogy, and classroom management to new hires.
- The district has provided a 2 year Induction Program for new teachers in order to obtain the professional development required for a clear credential.
- Over the past three years Eisenhower has made changes to ensure the efficiency of teacher planning and professional development, to increase the amount of planning and PLC time, and to increase paid and unpaid professional development opportunities.

During the 2014-2015 school year, Eisenhower's Collaboration Day meetings were switched from Monday mornings to Tuesday afternoons; this change in bell schedule means teachers can more readily focus on PLC tasks rather than using the time to complete the start of the week preparations. Teachers have continued to receive more uninterrupted professional collaboration time each year. This professional development time has been written into the school plan and is supported by the site and district administration.

- The school has planned a number of strategies for faculty ownership in professional development. For example, teachers have been given the opportunity to participate in professional development areas such as AVID, ASIST, Girls' Circle, Google Classroom, Restorative Circles, and the Young Men Council Circles in order to meet the needs of our student population.
- In an effort to support the 24 new teachers hired in the 2019-2020 school year, the New Teachers' Academy was implemented to share best teaching strategies, assessment building, classroom management, lesson plan development, and program strategies implementation such as PBIS, AVID, and EL.

Critical Area #2:

The school has recently undergone administrative team changes. The new principal has been onsite for two years after the previous principal accepted a job in a different district. This past summer management was rearranged in order to better suit the needs of each school in RUSD. EHS was given two new assistant principals and one assistant principal from the prior team remained. Of the two new assistant principals, one was from another high school in the district and the other from a middle school in the district, and both administrators had many years of experience. In December, 2019 at a Board Meeting it was decided that EHS would receive a new assistant principal. This assistant principal is new to administration and has been described by staff as a good fit for the school. The new programs brought in by the current administration has been supported and well received by the staff.

Critical Area #3

The school has made significant improvement in aligning all plans with each other. The Single Plan for Student Achievement reflects the areas identified in the WASC document. These two documents will guide the strategic plan that will be developed in January 2020. The Strategic Plan will guide the development of the mission statement, vision statement, and Schoolwide Learner Outcomes.

Critical Area #4

There have been improvements made to the PLC model used at EHS. During the summer, teachers attended the Solution Tree Conference in Nevada. Under the direction of the new Math Coach, PLC's have begun to utilize a meeting template where staff address five questions: (1) what do we want students to learn; (2) how will we know that they have learned; (3) what supports can be used for EL, African Americans, and SPED students; (4) how will we respond if they do/do not learn; and (5) what are we committed to addressing in class the following week. Currently, the Emerging Linguist Specialist is working on a lesson plan template to be utilized by all staff for lesson planning. This will be used during PLC's to ensure all teachers are creating lesson plans from the same lens. This lesson plan template has not yet been rolled out to staff, but is being discussed during leadership meetings.

Critical Area #5

The school continues to develop in the area of creating Common Formative Assessments and Data Analysis. Data has been shared to the staff during meetings, which includes D/F rates, CAASPP scores, AVID College Data, AP Testing data, and A-G completion data. This practice is still an area the school continues to improve upon. By utilizing "pull-out" days, the English and Math Departments have taken steps to address developing common assessments.

Critical Areas for Follow-up from 2016 full self-study Visiting Committee report:

1. Numeracy: Increase all students' conceptual understanding of fundamental mathematics leading to an increase in mathematical proficiency and readiness for college and career.
2. Literacy: Increase all students' ability to read and write effectively in order to interact in a variety of settings including career, college, and social by focusing on Common Core State Standards and complex texts.
3. Communication: Improve communication among all stakeholders in order to strengthen trust and collaboration.
4. PLCs: Improve the effectiveness of PLCs by developing and administering common formative assessments and using the resulting data to create specific RTI and extended learning opportunities for students.
5. Graduation: Increase graduation rates and post-secondary options by providing a strong support system for students transitioning from middle to high school and continue to provide targeted, ongoing support throughout high school.

Critical Areas Follow-Up:

Critical Area #1:

The Math Department is working diligently during pull out days to discuss lesson plans, data, assessments, and teaching strategies that will best meet the needs of all EHS Students. EHS Administration is working with counselors and the Math Co-Department Chairs to ensure proper placement of all students. The Math Department utilizes the online program, ALEKS, to support the needs of students. This is an area the school continues to grow in. In the fall of 2019, a new Math Coach was hired to assist the department in implementing strategies and interpreting data. In the summer of 2019, teachers from the Math Department attended the Solution Tree Training to strengthen PLC's with the hopes to better utilize the model to meet the needs of all students.

Critical Area #2:

Literacy is an area in which EHS continually addresses. From 2016-2019, EHS utilized EDGE to support the needs of student literacy. Freshmen students were placed in EDGE classes based upon their reading levels, however, the program was not brought back for the current school year. The InnovateED team established during meetings in the first semester of the 2019-2020 school year that the focus ought to be literacy. In January 2020, the team will focus on improving literacy on campus by encouraging the teaching strategy of Marking the Text to be utilized schoolwide. In preparation for this school-wide initiative, EHS hired a new Literacy Coach to assist in interpreting data and implementing best teaching practices to address literacy on campus.

Critical Area #3:

Communication was identified as needing improvement. Administration has made this a priority among all stakeholders: For staff, the principal emails every Monday to give a weekly update on school matters. Monthly staff meetings are held to deliver information and data to all staff. For parents, secretaries regularly send out school emails, Parent Link phone calls, and school text messages to deliver information. For students, announcements are made daily, text messages are sent to those who have signed up for the school Remind, and the social media sites are kept up to date regularly. The school website is kept current in an effort to ensure that anyone wishing to know about schoolwide information is kept informed. Although all of these methods are taken to disseminate information, it is still the goal of EHS to improve upon communication more effectively.

Critical Area #4:

Perfecting our practice of the PLC model continues to serve as a point of improvement at EHS. This goal is addressed and supported in Goal 4 of EHS SPSA which focuses on the improvement

of the PLC model at the school. The administration has developed and implemented better accountability tools for the PLC and monitors and models for the PLC's at the school by creating a shared Google Drive where all PLC's share their minutes from meetings while utilizing a common minute format.

Critical Area #5:

The school has seen consistent growth in graduation rates. Through proper placement in classes, continuous meetings with counselors, and repeated interventions, students are achieving graduation requirements. To help support this growth for future school years, EHS remains diligent in improving upon this goal by improving the PLC model, creating common assessments to allow for teachers to assess students' learning, and ensuring the social emotional needs of students are being met.