



Eisenhower High School

ACS WASC/CDE MID-CYCLE SCHOOL PROGRESS REPORT

1321 North Lilac Avenue
Rialto, CA 92376

Rialto Unified School District
February 27-28, 2023

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Western Association of Schools and Colleges

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John Richmond, Assistant Principal
Catherine Vega, Assistant Principal
Aldo Velasco, Assistant Principal
Joshua Sanchez, Program Specialist
Laura Schneider, Emerging Linguist Specialist
Sheryce Long-Hernandez, Literacy Coach
Cynthia Almazan, Ed.D, Math Coach
Monique Marquez, Athletic Director
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Eisenhower High School Instructional Staff

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<p>Carley Waterbury</p> <p>SPECIAL EDUCATION</p> <p>May Akalemeaku Catherine Beckman Rosanna Corona Raymond Gonzalez Italia Iossif Jennifer Jones Elizabeth Little Denise Lopez Micaela Martinez Kelly Matheny Steven Melara Kimberlee Mihalski Elisabeth Morales Kashima Patridge Lorraine Robles Dana Sabbara Caroline Sandoval Bryan Schutten</p> <p>VISUAL AND PERFORMING ARTS</p> <p>Jeffrey Kochart Kaylah Borrowman Stefanie Chamberlain Charlan Jackson Jennifer Jimenez Ramon Linares Vincent Ressa</p>	<p>WORLD LANGUAGES</p> <p>Kim Bailey Rebecca Barbee Ofelia Fitzpatrick Gabriel Osso Diana Ramirez Rachel Rodriguez</p> <p>COUNSELORS</p> <p>Kelly Edwards Robert (Shon) Hampton Eric Jackson Suzanne Kull Jeffrey Prentice Nidia Soto Bridget Wood</p>
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I: Student/Community Profile Data

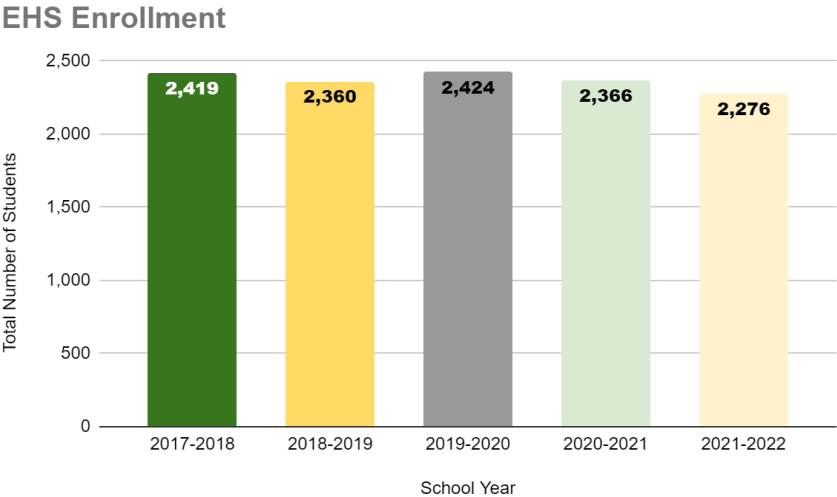
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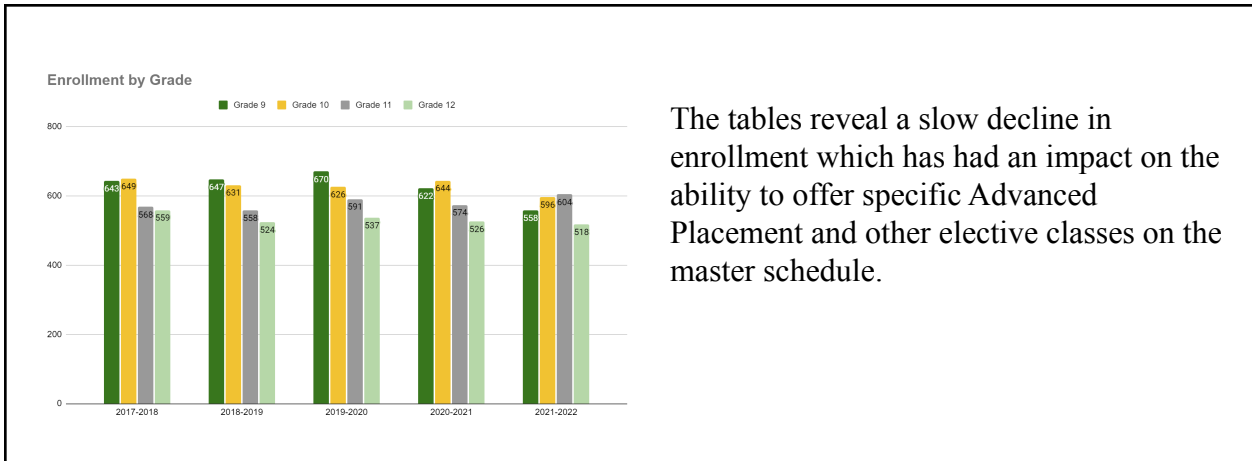
- Student/community profile that has been updated annually since the last full visit.
- From the analysis of the updated student/community profile, include the following:
 - An updated summary with implications of the data, including California Dashboard indicators, and identified student learner needs.

→ Note: See ACS WASC/CDE Student/Community Profile Guide, of the ACS WASC/CDE Focus on Learning manual.

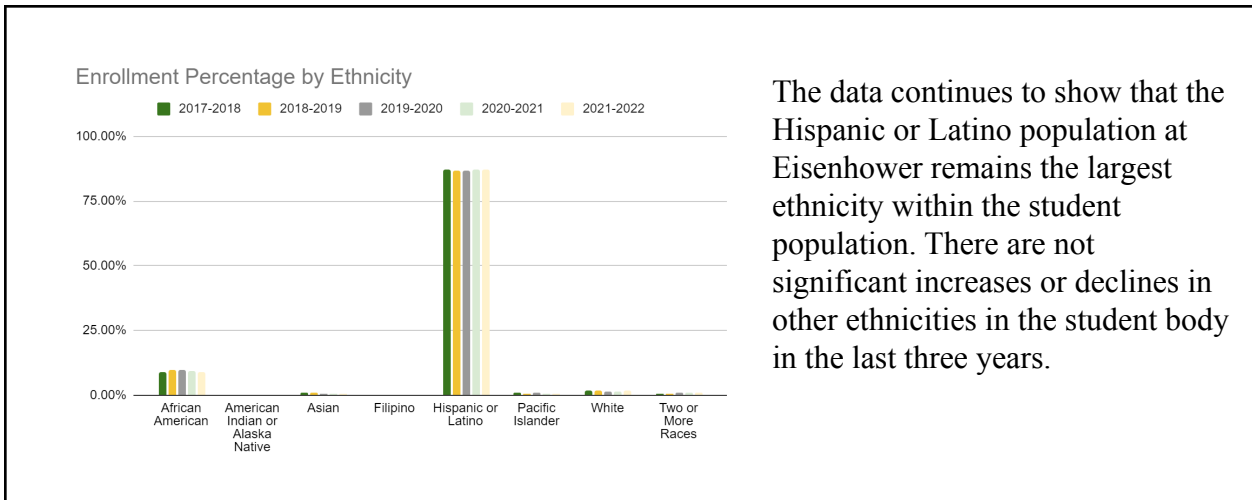
History and Background of Eisenhower High School

Nestled in the San Bernardino Mountains, the city of Rialto lies between the cities of San Bernardino and Fontana. The Rialto Unified School district includes 3 comprehensive high schools, one alternative/adult education school, one continuation high school, and 5 middle schools in the cities encompassing Rialto, including parts of Colton, San Bernardino, Fontana, Bloomington and Lytle Creek. Eisenhower is one of three comprehensive high schools in the Rialto Unified School District and serves a student population of approximately 2,276 in grades 9-12. Established in 1959, Eisenhower is the flagship high school of the district and has served several generations of the community's members. EHS has a long list of accomplished alumni including artists, writers, high ranking military officials, doctors, lawyers, engineers, teachers, and notably NFL Hall of Fame Ronnie Lott, for whom the stadium is named. Eisenhower functions on the 180 day traditional school calendar, which begins in August and ends in May. Classes are in session for fifty-four minutes Monday-Friday, with an additional 15 minutes allotted in the second period for Breakfast in the Classroom. EHS has early release on most Wednesdays, deemed as Collaboration Days, to give staff the opportunity to meet in departments, focus groups, instructional analysis teams, and as a whole faculty to collaborate. The regular schedule offers students a staggered start time, with first period beginning at 8:40 a.m. and sixth period ending at 3:34 p.m.

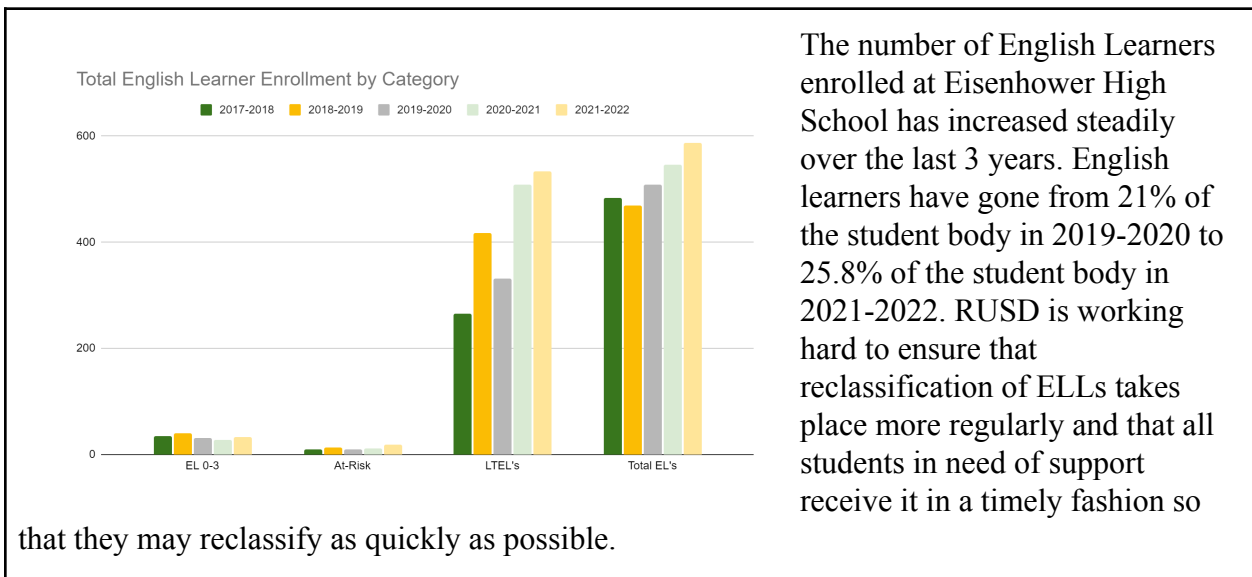




The tables reveal a slow decline in enrollment which has had an impact on the ability to offer specific Advanced Placement and other elective classes on the master schedule.

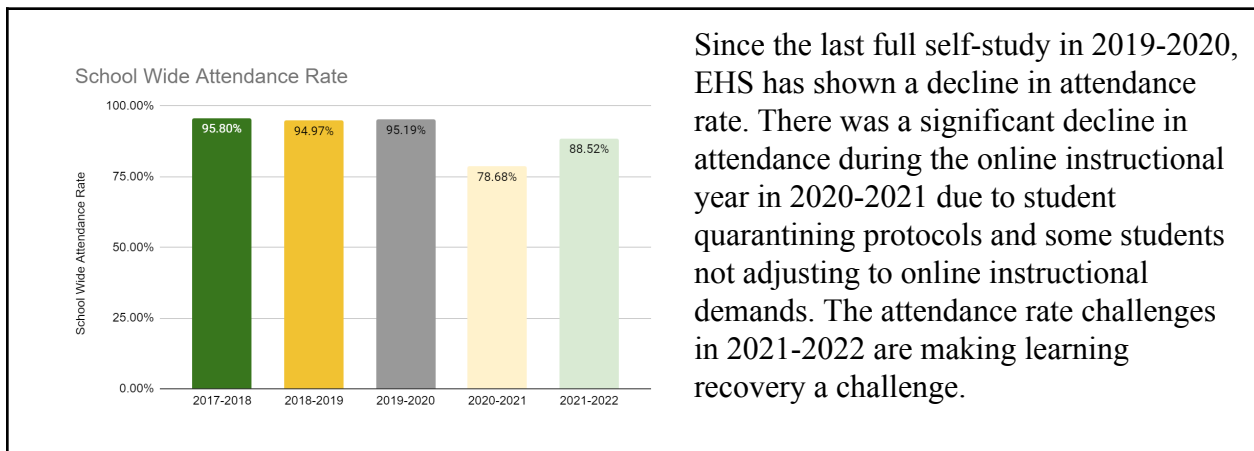
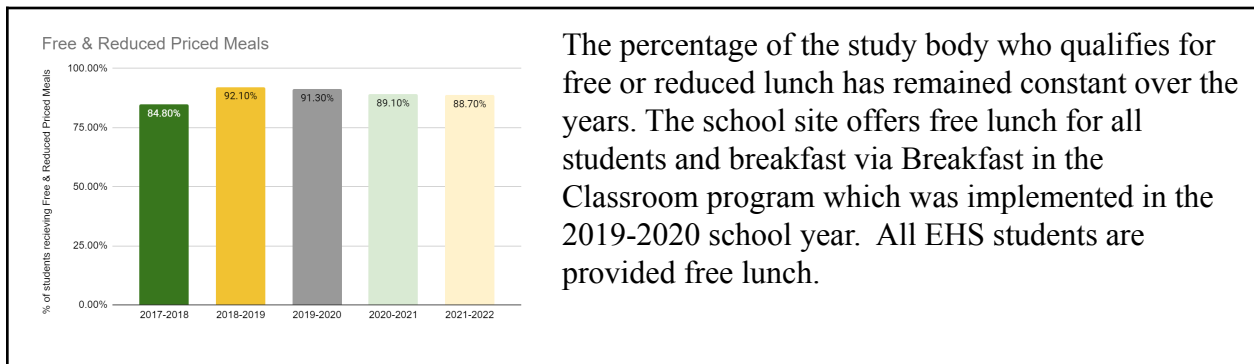
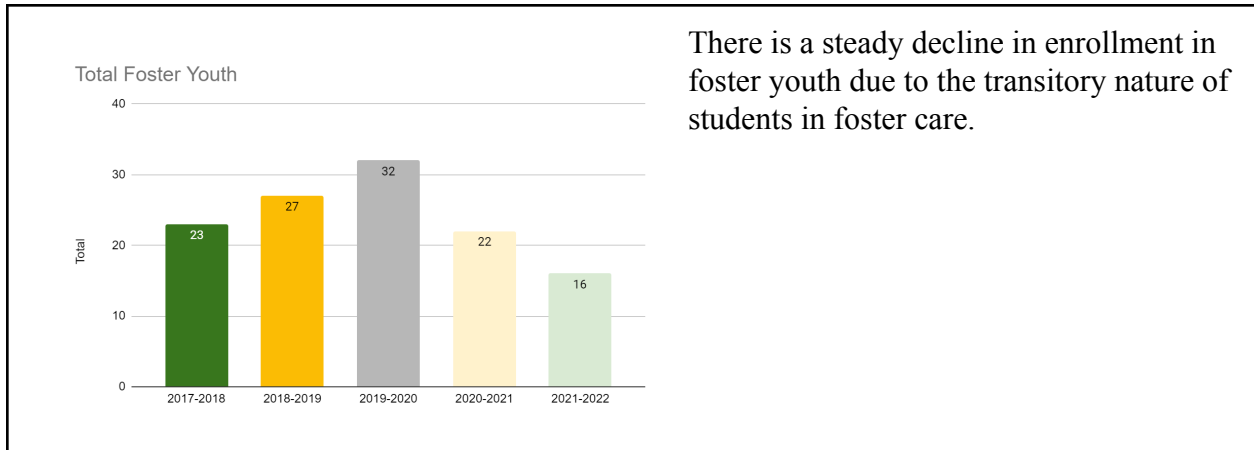


The data continues to show that the Hispanic or Latino population at Eisenhower remains the largest ethnicity within the student population. There are not significant increases or declines in other ethnicities in the student body in the last three years.

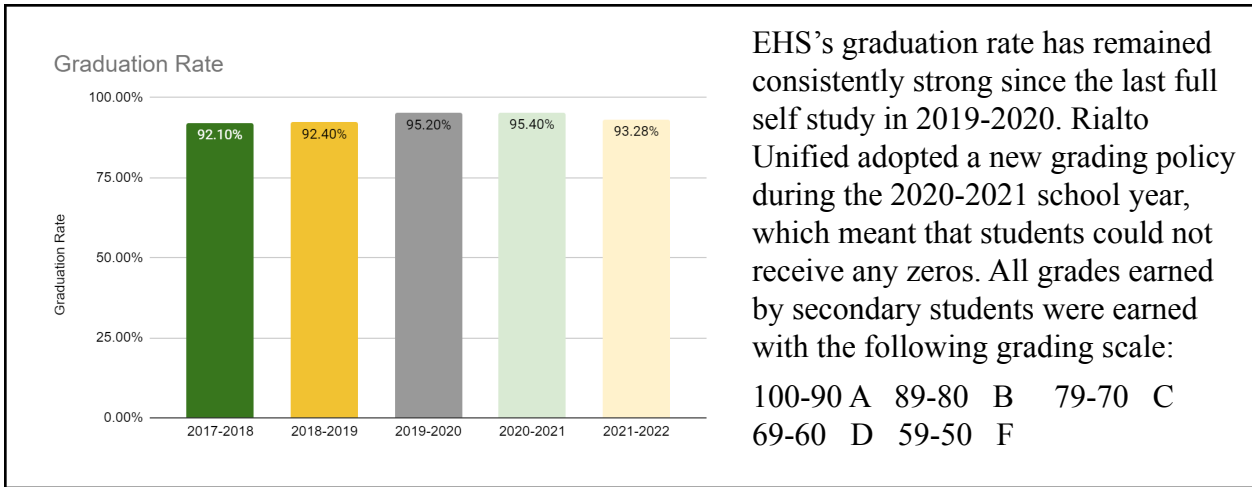


The number of English Learners enrolled at Eisenhower High School has increased steadily over the last 3 years. English learners have gone from 21% of the student body in 2019-2020 to 25.8% of the student body in 2021-2022. RUSD is working hard to ensure that reclassification of ELLs takes place more regularly and that all students in need of support receive it in a timely fashion so

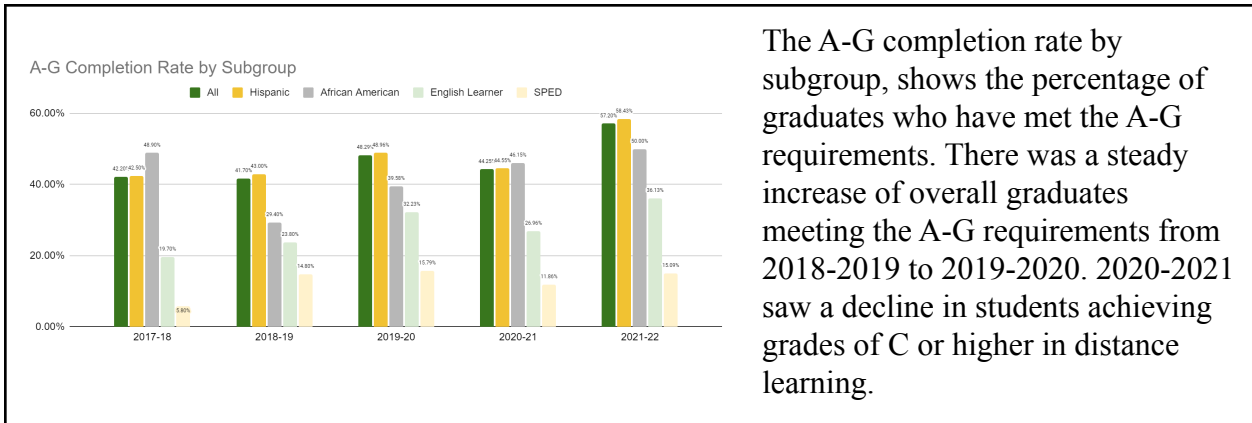
that they may reclassify as quickly as possible.



Eisenhower HS Student Outcomes

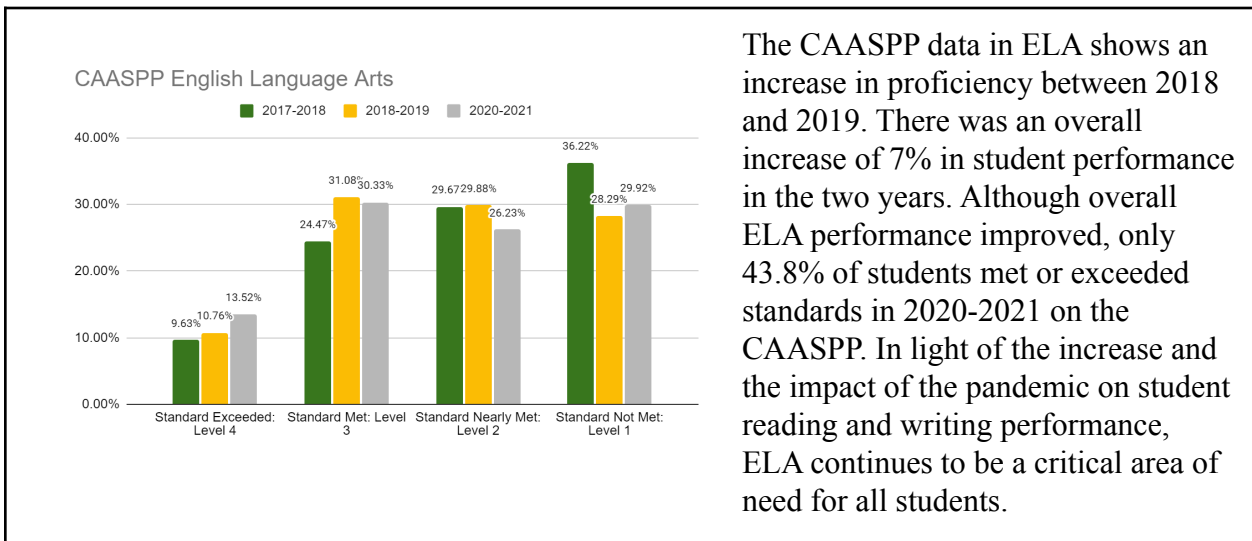


EHS’s graduation rate has remained consistently strong since the last full self study in 2019-2020. Rialto Unified adopted a new grading policy during the 2020-2021 school year, which meant that students could not receive any zeros. All grades earned by secondary students were earned with the following grading scale:
 100-90 A 89-80 B 79-70 C
 69-60 D 59-50 F

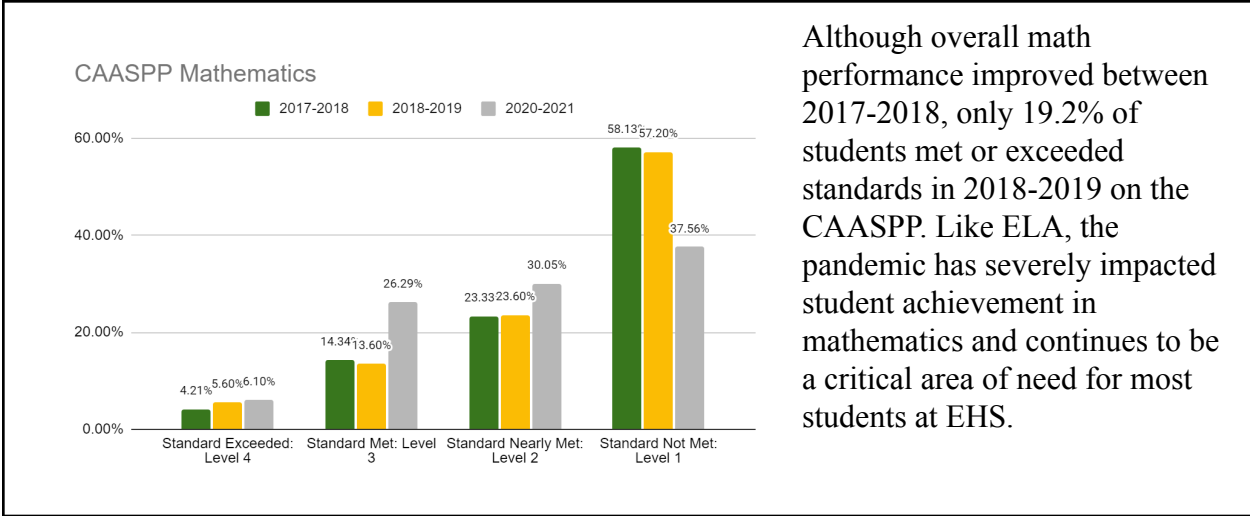


The A-G completion rate by subgroup, shows the percentage of graduates who have met the A-G requirements. There was a steady increase of overall graduates meeting the A-G requirements from 2018-2019 to 2019-2020. 2020-2021 saw a decline in students achieving grades of C or higher in distance learning.

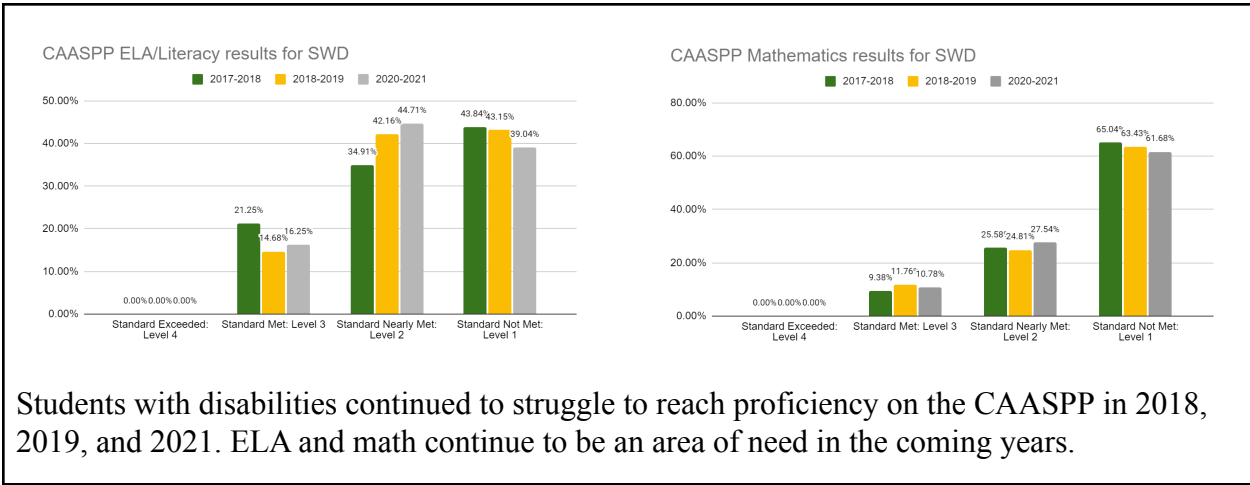
Eisenhower High School Student Academic Performance



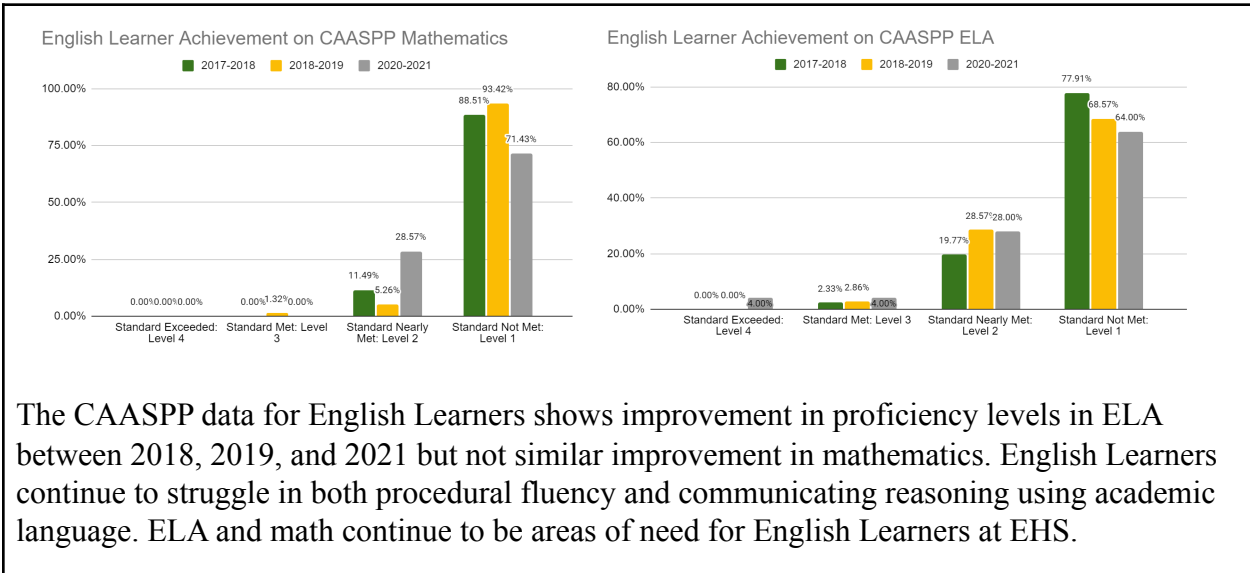
The CAASPP data in ELA shows an increase in proficiency between 2018 and 2019. There was an overall increase of 7% in student performance in the two years. Although overall ELA performance improved, only 43.8% of students met or exceeded standards in 2020-2021 on the CAASPP. In light of the increase and the impact of the pandemic on student reading and writing performance, ELA continues to be a critical area of need for all students.



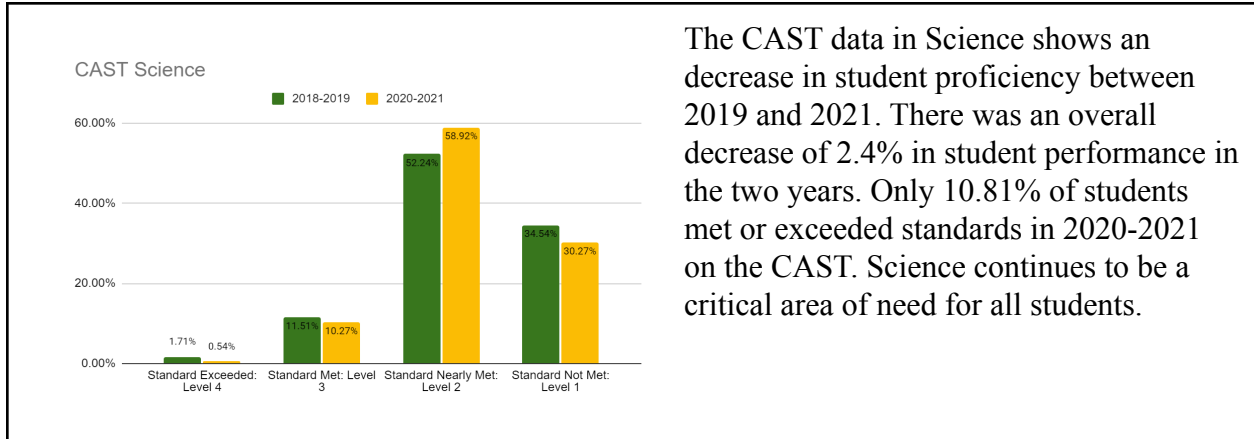
Although overall math performance improved between 2017-2018, only 19.2% of students met or exceeded standards in 2018-2019 on the CAASPP. Like ELA, the pandemic has severely impacted student achievement in mathematics and continues to be a critical area of need for most students at EHS.



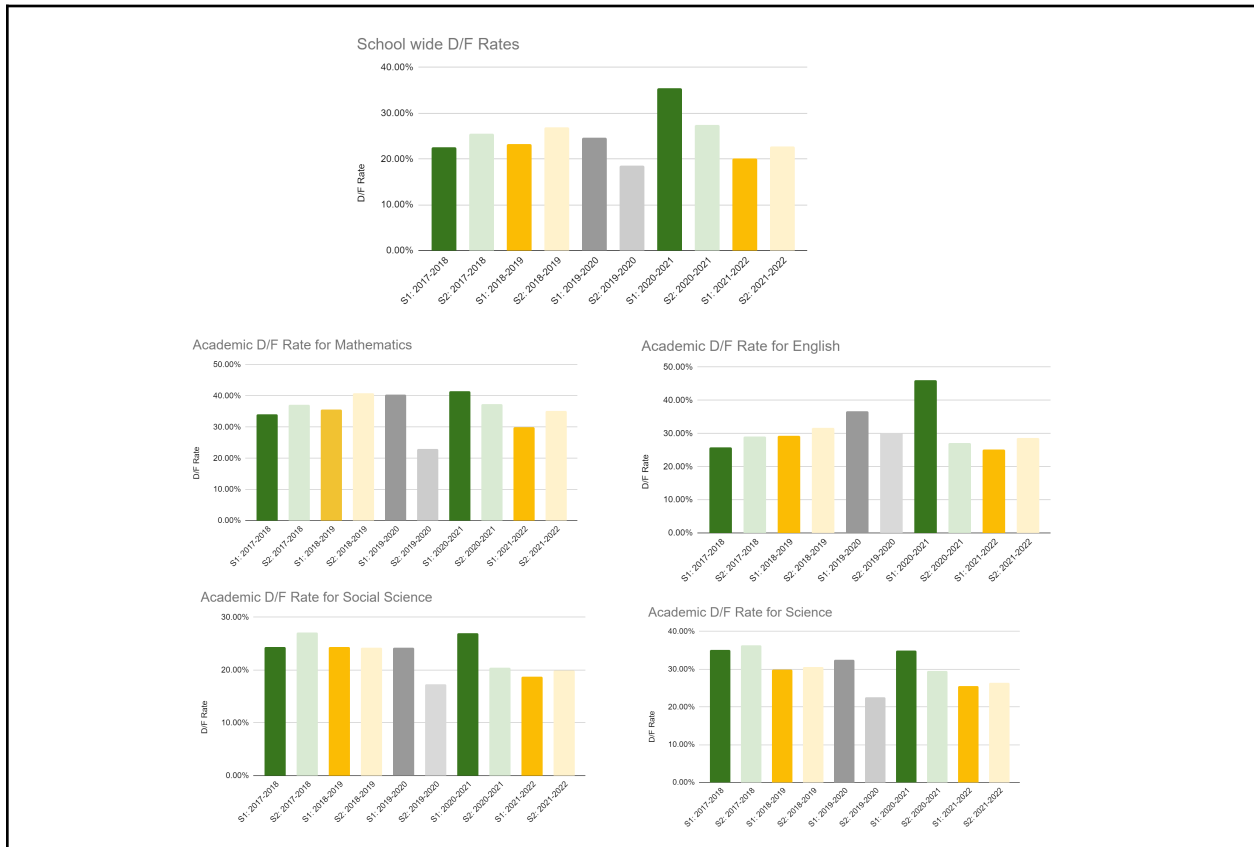
Students with disabilities continued to struggle to reach proficiency on the CAASPP in 2018, 2019, and 2021. ELA and math continue to be an area of need in the coming years.



The CAASPP data for English Learners shows improvement in proficiency levels in ELA between 2018, 2019, and 2021 but not similar improvement in mathematics. English Learners continue to struggle in both procedural fluency and communicating reasoning using academic language. ELA and math continue to be areas of need for English Learners at EHS.



Semester D/F rates at EHS 2017-2022



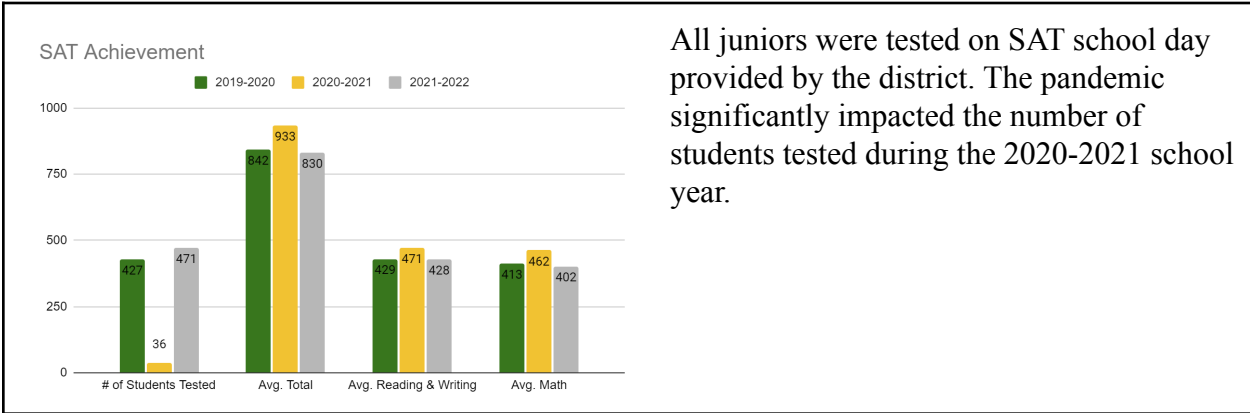
The D/F rate significantly increased during the 2020-2021 school year due to distance learning caused by the pandemic, which has impacted and will continue to impact student A-G readiness over the next 4 years at least. Rialto Unified adopted a new grading policy during the 2020-2021 school year, which meant that students could not receive any zeros. The school and district continue to have conversations around D/F reduction during the 2022-2023 school year.

English Learner Reclassification

EHS English Learner Reclassification	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total English Learners	484	470	509	546	587
Total Reclassified	894	869	871	808	710
Reclassification Rate	37%	36.82%	35.93%	34.15%	31.20%
District Reclassification Rate	21.13%	22.73%	21.42%	19.28%	17.49%

Over the past three years the number of English Learners enrolled at EHS has increased. However, there has been a slight decline in the percentage of students that have been reclassified since 2019. Improved monitoring and support for teachers with ELs to focus on reclassification continues to be an area of focus at EHS.

Student Achievement on SAT



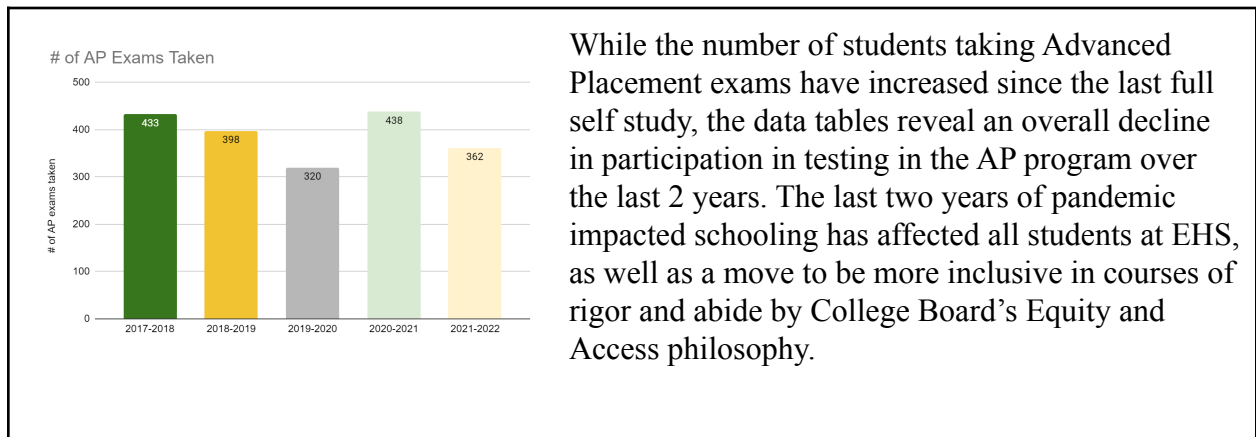
All juniors were tested on SAT school day provided by the district. The pandemic significantly impacted the number of students tested during the 2020-2021 school year.

Student Achievement on the Advanced Placement Program

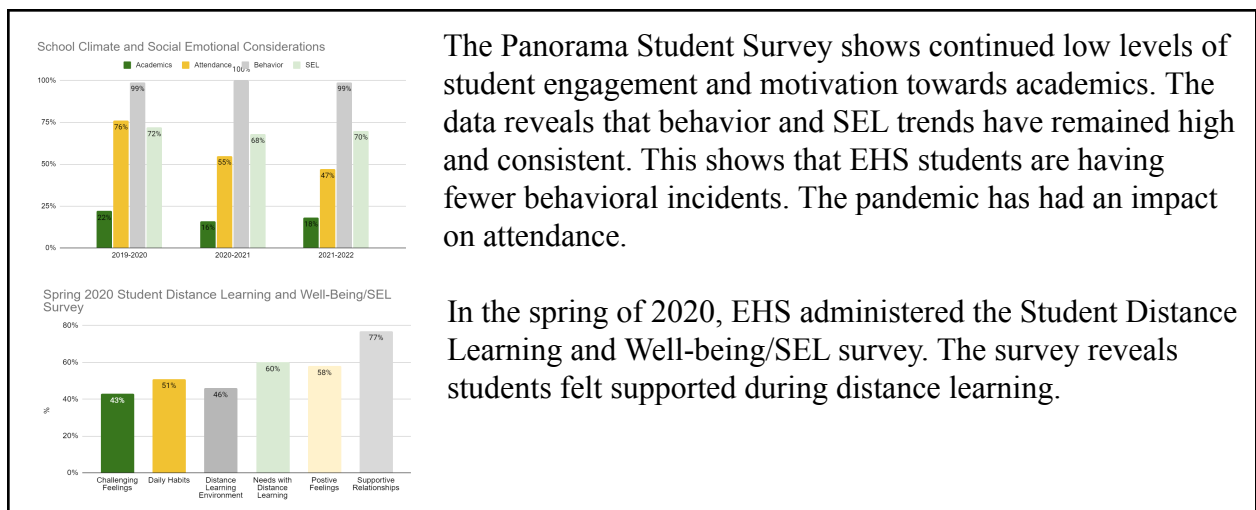
AP Results: % of Students Scoring a 3 or Higher					
AP Course	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Art History	56%	16%	30%	9%	13%
Biology	21%	9%	7%	7%	10%
Calc AB	26%	19%	15%	13%	28%
Calc BC				0%	
Chem			0%		
Comp Sci A				0%	0%
Comp Sci Principles			40%	6%	29%
Eng Lang Comp	25%	19%	35%	13%	26%
Eng Lit Comp	12%	19%	25%	2%	48%
Env Sci				0%	13%

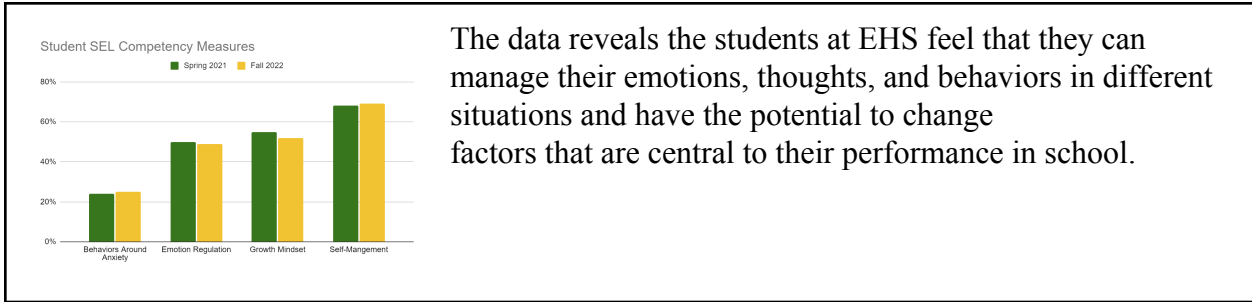
Eisenhower High School ACS WASC/CDE Mid-cycle Progress Report

French Lang	25%	25%	0%	0%	
Hum Geo	6%	11%	29%	15%	23%
Macro Econ	28%	34%	30%	21%	25%
Physics 1	10%	14%	6%	0%	0%
Phys C: Mech			0%		
Psychology	62%	23%	0%	13%	16%
Span Lang	77%	69%	77%	65%	80%
Span Lit	33%	12%	11%	17%	29%
Statistics	25%	23%	13%	18%	8%
US Gov Pol	14%	0%	5%	6%	5%
US History	18%	16%	16%	8%	8%
World History	25%	13%	25%	16%	23%



School Climate and Social Emotional Considerations Panorama Student Survey Data





II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

2020-2021

- The school removed the core values of Integrity, Kindness, Eagerness to Learn, Motivation, Ownership, and Be Respectful.
- The school applied for and was awarded the MTSS grant.
- The Pioneer Team was created to begin dialogue on Standard Based Grading.

2021-2022

- The school was approved to have an additional Assistant Principal to help with the rising SPED population.
- A new Program Specialist and ELD Coach were hired to focus on underserved populations.
- 3 of the 4 Assistant Principal positions were in flux all year due to personal and district needs. This was draining on all staff and many issues were unresolved due to lack of staffing.
- A new Literacy Coach was hired to focus on the district’s literacy initiative and improve instruction.
- The school adopted the new core values of Respect, Responsibility, and Kindness.
- PLC’s were revisited and leaders met monthly before school.
- The PBIS Coach was hired to a district-level position.
- School bell schedule changed to a start time of 8:40 am and was released at 3:34 pm.
- The district locked grade books to a 50 - 100 point scale. Later, the choice was then given to teachers to use either a 50-100 point scale or a 1-5 grading schedule. In the spring, the district removed the restriction and teachers were allowed to use either a 0-100 or 1-5 grade scale for the remainder of the year.
- The Multicultural Center was opened.
- The Alludo Professional Development was rolled out and the MTSS Team was formed.

2022-2023

- The Interim Assistant Principal was hired as a permanent replacement for the assistant principal that was on bereavement.
- A new Emerging Linguist Coach was hired.
- PLC's were revisited and moved to a 1:1 coaching model
- All English 10 courses transitioned to the Multicultural Literature curriculum.
- All US History courses transitioned to US Race and Gender.
- A new Reading Specialist was hired.
- The inclusion model was rolled out. Education Specialists are collaborative teachers in core General Education classes to support all RSP students.
- A new Program Specialist was hired to work with 9th grade BARR teams.
- New Core Values of Responsible, Respectful, Kind were adopted to replace IKEMOB.

All of the additional hires helped streamline and give teachers better access to resources to better support especially struggling student populations to better meet our goals.

III: Engagement of Stakeholders in Ongoing School Improvement

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

Developing Action Plan/SPSA:

In November all stakeholders were sent an Action Plan survey to complete and submit. Then based on the results, along with our SPSA and district strategic plan, we created a tighter, more focused revised Action Plan to guide us in the next three years. We then split the faculty into 4 teams to work on reorganizing our items under the new goals.

Implementing/Monitoring: Department Chair meetings, Innovate Ed Team meetings, and Collaboration Days have been our best means of different stakeholder groups implementing and monitoring the progress on our plans by dialoguing over current strategies and data and then making necessary changes.

Stakeholders involved: In preparation for this report, we began with an all staff meeting in September. The purpose of the meeting was to give an overview of the WASC process in order for new staff members to understand. The Coordinator explained the timeline and process that will take place over the next few months until the visit. She explained the 5 parts of the document and then focused on part 4 and 5, which will be where the staff collaboration comes in. Four Google documents have been created-one for each area of focused growth. Teams that have items, workshops, events, strategies/practices for that growth item, write to their item, explaining how it has developed over the past three years. The Coordinator then takes all of these notes and brings it together in a cohesive document for submission to the committee for review. The four Area of Growth docs are reviewed at each Department Chair meeting, where there is an update on the progress, as well as time for more input. Each Department Chair then takes the docs to their respective member meetings to update them on the progress and seek input where needed. The Coordinator sets up 1:1 meetings for follow-up if additional information or clarity is needed.

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

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

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

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

1. **Growth Area 1: Eisenhower High School staff will improve communication among all stakeholders in order to effectively collaborate and identify common goals, especially when grades drop to Ds and Fs.**

District Site Provider

The district assigns a Director/Lead agent to help support each school with their needs/site goals, which they then report to the Assistant Superintendent. This structure helps the site with needs as well as accountability.

Administrator Memos

2021-2023

This is a weekly email newsletter sent to all staff to provide updated information on policies, practices and procedures that staff need or to take action on each week. This keeps all staff informed on the week's focus and decisions. Many staff have stated that this keeps them in the loop and informed of what is upcoming for the week.

Townhalls

2020-2023

What were formerly in person Coffee with the Principal meetings, shifted to online Townhall parent meetings. During the pandemic, each monthly meeting averaged 200 parents. This was our largest number of parent participation. In the beginning of the year, the agenda always consists of housekeeping items and information needed for registration. After that, the school calendar items such as FAFSA and college application process and events drive the agendas. This year, about 75 parents on average, attend each online townhall meeting. Even though we receive positive feedback that these meetings are more convenient for parents to attend, our attendance has not matched pandemic numbers this year. Consistent communication also comes from Blackboard, Remind app from ASB, and the school/district website.

Exceptional Grading Practices Learning Project

2021-2022

The Pioneer Team consisted of approximately 50 teachers dialoguing about what Standards Based Grading means, and what benefits and challenges might arise if this were adopted site-wide. They met monthly, adding new members throughout the year. The impact of these meetings led to one of the teacher leaders presenting his findings to the district, which began a series of meetings and practice shifts in this direction. One of the Lead Directors at the San Bernardino County Office of Education presented a Transcript Analysis training to administrators, counselors and instructional coaches, and the need to make a change in mindset regarding student grades.

2022-2023

As a result of last year, the district set up a Secondary Team to participate in a year long/ 7 session training on Exceptional Grading Practices with the following goals: decrease students needing credit recovery, decrease the variance in how teachers measure learning in like courses, increase the number of students receiving Cs or better, increase the collaboration during PLC to focus on Essential Standards, and increase the use of performance data to guide instruction. There has been 1 training so far. One is scheduled each month through March.

Session 1: Analyze Grade Distribution

Session 2: Analyze Teacher Perceptions on Grading

Session 3: Analyze Student Perceptions on Grading

Session 4 Essential Standards for Core Courses

Session 5: Analyze Course Syllabi for Essential Standards

Session 6: Analyze Gradebooks

Session 7: Analyze Grading Practices as evidenced in Gradebooks

Each session focuses on system structures, patterns and practices that are barriers to student success; data literacy and asking the right questions around data; as well as improvement science, that includes piloting a change in systems. Math and English have begun this shift. They have honed in on essential Standards and have begun meetings with the other high schools in order to come to consensus on the most essential standards to be measured during the pilot of Standards Based Grading. We will continue those conversations throughout the year and submit our final selections to the technology department, who will work with our SIS platform provider. Many teachers are on board with this shift, while there are still several not yet ready or would like to continue to move slowly so that they can understand more fully how this helps students. Many are working to reconcile practices they have done for a decade or more, so the shift will be slow.

ELA Training

2021-2022

In January, the site hosted the two District ELA Strategist Leads for a training on the ELA CAASPP assessment for the 11th grade ELA team. The training included digging into the data in order to create a plan of action to better support student success and in turn improve our scores. Time was spent diving into the assessment blueprint to examine how the assessment is

structured: which included how the questions are broken up by Claims, Targets, DOK level and the standards that are emphasized. This training allowed the team to restructure unit and teaching modules that include question types and class activities that better align to CAASPP questions and stems. The feedback from this training helped guide the training priorities and decisions for next year.

2022-2023

We started the year with all members of our 9-11 ELA teams to have the same CAASPP training as those who participated last January. The grade 10 and 11 teams have had two additional pullout days to collaborate and restructure current units and lesson activities to mirror CAASPP. They will have two more pullout days in the 2nd semester (Feb and April) to continue the work. As part of our site Literacy plan, we are expanding the training to our grade 10 and 11 social science teams in February of 2023, in order for these teams to gain a clear picture of the assessment requirement and their role in preparing our students, as they work with the ELA Instructional coach alongside the SBCOE ELA/SS Coordinator in their PLCs to shift their instructional and assessment practices to include questions and activities better aligned to CAASPP to help support students in their success, as well as our goal to increase college and career readiness. Based on teacher feedback, they are on board in understanding this is a needed area of focus and growth.

As another part of our schoolwide literacy plan, we received district support in giving the iReady assessment for the first time to all students grades 9-11. This data gives us a baseline for where our students are, as well as how they have fared historically. This data was shared with all the department chairs, and in turn each chair shared this with their department teams. Once this data was shared, several teachers reached out in order to have their own account so they are able to see the students' reading level in each of their classes by period. $\frac{1}{3}$ of the staff now have their own accounts and are using the reading data to help guide parent meetings; case managers have used this in several IEP meetings so far this year. This data helps guide IEP teams to set more specific goals to better communicate and meet student needs.

Mathematics

2019-2020

EHS' mathematics department met during the summer to realign topics, units, and articulate to develop coherence for Math 1-3 courses. In October, a training on the Math CAASPP assessment was held for the entire department. The training included digging into the data and to begin to create a plan to move forward. Time was spent diving into the assessment blueprint to examine how the assessment is structured: which included how the questions are broken up by Claims, Targets, DOK level and the standards that are emphasized.

2020-2021

RUSD Lead Academic Agent in Math held articulation meetings with the three comprehensive high schools to agree on common district teacher toolkits for Math 1-3 courses. Adjustments were made to develop coherence for Math 1-3 to prepare for upcoming changes.

2021-2022

Rollout of new district toolkits for Math 1-3. Math 1 began dissecting standards and creating skills as they developed standards based weekly check-ins. Math 2 and 3 followed the success of

Math 1 and began the process during 2nd semester. These common assessments focus on mastery and allow students multiple attempts to demonstrate understanding. As part of the site literacy plan, emphasis was placed on communicating reasoning. The department agreed to have at least 1 reasoning question on each check-in.

2022-2023

RUSD adopted EHS' standards-mastery check-ins. Math continues to try to increase rigor and incorporate higher order thinking into lessons and assessments. District representatives from each PLC attend monthly meetings to articulate with the other two comprehensive high schools to keep open communication and alignment. As EHS math moves towards data driven instruction, common rubrics were created to assist in calibration of grading. Teachers report that this step has helped with consistency in grading.

Science

2022-2023

In November, the site hosted the Academic Agent of Science and Career programs for a training on the CAST assessment for the Year 3 Science team. The training included digging into the data and to begin to create a plan to move forward. Time was spent diving into the assessment blueprint to examine how the assessment is structured: which included how the questions are broken up by Claims, Targets, DOK level and the standards that are emphasized by science course. Science Year 1-3 PLCs have been given 3 release days to select essential standards. This will help focus and more closely align courses to emphasize concepts and skills assessed on CAST.

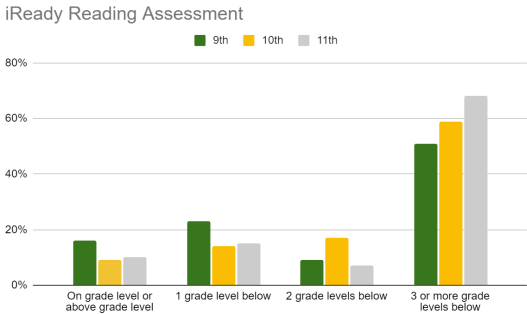
Reading Specialist

2021-2022

The district rolled out a plan to hire Reading Specialists at each site. We hired a Specialist, but unfortunately due to the constant massive staff shortage from the pandemic coupled with the restrictive guidelines when staff fell ill with Covid, we were unable to use her in the intended capacity. She was constantly used to cover classes for teachers who were ill, and other positions that remained unfilled throughout the year. Unfortunately our site could not focus on struggling readers, with her in other roles. Administration has committed this will not be the case for next year.

2022-2023

A new Reading Specialist was hired to begin to implement a plan and address the high need of struggling readers. Students were placed in the support class based on their 8th grade spring scores on iReady we received from our feeder Middle Schools. However, we needed a baseline for our whole site, so for the first time, we administered the iReady Reading assessment for grades 9-11.



The results indicated 55-65% of students in grades 9-11 were 3 or more grade levels below. We started the year with a separate English 9 class for the selected students who scored grade 2-5 on the assessment. However, this is not proving a successful model, and 2nd semester we are shifting to a push-in/pull-out model with an intense focus on collaboration and input from the BARR teams and other content teachers.

Attendance/Tardy Sweeps

2021-2022

As students returned to in person learning, they had to adjust to the routines and procedures expected of them. Students and parents alike struggled with getting to school on time. This became a source of frustration for staff as the problem did not seem to improve. On average, 375-400 students were tardy to 1st period. Students were given a tardy notice as they checked into the office. Administration had a big challenge trying to keep up with all the detentions that needed serving. In addition, the constant influx of students entering classrooms late became a severe disruption. The staff asked that administration work to make a solution a priority for the next year.

2022-2023

This year, we instituted a tardy sweep. When students are late to class, they are “swept up” and must wait out the period under administrator supervision at the lunch tables. This has significantly cut down on the number of disruptions and tardies throughout the day, but is most effective for 1st period. The average number being “swept up” is 80-105. This shows there is still an issue for 3% of the school’s population. The Administrator that oversees attendance just recently rolled out a volunteer mentoring program to address the 3% struggling to get to school on time. A list of students and their counselor (as a point of contact) was sent to all teachers of these students. Teachers write their name to commit to check in with them sometime throughout the day. They ask students how things are going or if they are submitting their schoolwork, if they are improving their grades, or even a simple, good to see you today. The hope is that as these students have positive attention on them, they will make a better effort to be on time. We will be tracking the data throughout the year to monitor progress and impact.

Alludo

2020-2021

One of the teachers on the MTSS team wrote a grant that was funded in order for our site staff to

have access to the county coaching and MTSS Alludo training.

2021-2022

The district hired 2 San Bernardino County coaches to help support the roll-out and stay focused on the implementation of the PDSA cycles. We completed one PDSA cycle on Engaging Staff, with the hopes of positively impacting our school culture. The grant that provides the coaching also provides each certificated staff member the opportunity to complete the Alludo training. The training is designed to inform staff of the structures that comprise MTSS such as UDL, Collaborative Teaching, and how to complete PDSA Cycles. The school's goal is to have 90% of certificated staff trained by April 2023.

2022-2023

The Principal and the Assistant Principal responsible for MTSS meet 2/month with the county coaches for a check-in on the roll out of the different PDSA cycles. The majority of the staff did not follow through last year with the independent training, so they are given another opportunity this year. They have the choice to complete it independently online, or be pulled out for in person training with the site PBIS coach, in order to have everyone appropriately trained. So far, this has been a challenge and teachers are having difficulty getting behind the training and seeing the big picture. This will continue to be an area of focus and improvement for our site. One of the reasons this is a priority is because we are continuing to move to a more inclusive master schedule with a co-teaching/collaborative teaching model and teachers need training on UDL as well as the SEL aspects of MTSS. So far this year we have completed two PDSA cycles. One was on Attendance, and the other on a-g and the action plan to improve each area. We are piloting a digital SMART pass that will track students on campus and hold them accountable to leave class and return in a more timely manner.

Wellness Center

Under the umbrella of MTSS and SEL, the Wellness Center is a place for students to check-in. It has been functioning for 5 years with a fully-staffed counselor who has created a system,

2020-2021

The Wellness Center only provided limited services for students through the after school office hours of 2pm-4pm. Students were not excused from online classes during the day.

2021-2022

Students can be referred to the Wellness Center by teachers, parents, staff or themselves. Our community partners: Care Solace, South Coast Counseling and Young Visionaries, take individual students by referral if the need for further counseling arises. The data collection shows the primary reason students visit the Wellness Center is due to anxiety, and the 2nd is depression. Our site currently has 10 students who have been through the application process and summer training provided in order to be enrolled in the Peer Counseling elective course and work in the Wellness Center under the PPS credentialed counselor. The assigned Wellness Counselor meets regularly with the county in order to stay abreast on current practices. He also works closely with the Dept of Behavioral Health to refer students for mental health services. Starting in January, the counselor started to track all students. There are currently 3 groups that

meet 1/week for sessions. The most immediate data tracked are the check-in and check-outs. Students complete a Google form upon entering the center. They assign a number 1-10 to their current state/feeling. They do the same when they leave. On average, students report a 4.5 when they arrive and a 7 when they return to class. This demonstrates an immediate positive impact on the access to the service for students.

2022-2023

In process this year, is to track the data more closely to monitor impact, as well as create an a-g pathway for students. The foundational course would be Psychology and the capstone course would be Peer Counseling.

New Teacher Academy

2022-2023

The structure of the New Teacher Academy has changed this year. New teachers are assigned an administrator or instructional coach as a mentor that is available for lesson plan development or implementation coaching, as well as follow up that is non evaluative. In addition, there are monthly support meetings to assist new teachers with understanding school culture, traditions, policies and procedures, as well as Navigate Synergy. There is a schedule for the year provided to both teachers and mentors with the month's topic to be covered and by whom. Coaches schedule periodic check-in meetings with their mentees and see how and where they need support.

Inclusion/Collaborative Teaching

2021-2022

In an effort to provide students more equitable access to core curriculum, district personnel created a plan together with district Education Specialists, on inclusion model options for teacher partners to choose what suits them best.

2022-2023

Before the first day of school, General education teachers and education specialists attended a training on the 4 option model they could choose to follow for the year. All RSP and SDC students were placed in cohort sections with both a General education teacher and Ed Specialist. Several stakeholders recognized the roll out was too fast too soon and it was not beneficial for students like they expected. So it was decided that SDC students would return to core classes with the Ed Specialist, as necessary. All RSP students remained in the General education setting. This change allowed for more time to consider further needs of SDC students. The district is hosting 4 on site trainings throughout the year to further clarify and support Collaborative Teaching teams. The first was held mid October and covered an overview of the law and disabilities, as well as possible options for teacher roles within the Collaborative teaching model. This training is intended to get General Education and Ed Specialist teachers on the same page in understanding why there is a need for Inclusion and how this fits with site and district goals to support students. Most collaborative teacher teams are reporting positive results in their classes but admit they face challenges with any new implementation, most of all, planning time together.

- 2. Growth Area 2: Eisenhower High School staff will work toward common goals by identifying specific teaching practices/strategies to be implemented across a PLC or even schoolwide. The use of data cycles that lead to data guided interventions to ensure student improvement needs to be implemented.**

Innovate Ed

2020-2021:

With the help of the consulting coach, the team created a Placemat (roadmap) that was a visual representation of the focus on the site goal: Students to increase endurance in literacy and numeracy through their ability to communicate reasoning. The team agreed all content areas will focus on academic vocabulary, annotating using AVID strategies and GRIT-Great Readers Interact with Text, incorporating reasoning tasks into daily activities. This ended up being a year of planning and development, looking at what these mean in different content areas by analyzing student samples.

RACE is a writing structure model that was adopted site-wide to emphasize the need for all content areas to embed writing assignments into their curriculum. Several content areas struggled with how to implement writing into their content area, so this gave them a structure to follow. This resulted in clarity among students regarding what is expected in writing, as well as stronger consistency among all teachers.

2021-2022

The focus this year was for departments to dive into their standards, break them down and come to a consensus regarding what is essential for students to learn in their courses. Our site also spent a significant amount of time working on developing SMART goals. We created a template to guide PLCs in the process. Most PLC leads were also department chairs, so the line was blurred about how and when these roles intersected. PLC leads met once each month. Each meeting had a focus on an aspect of the PLC process. In between meetings, leads were expected to take the information back to their PLC groups. This process stunted our growth due to a few factors. PLCs were all in different places and therefore when we met each month, not everything pertained to each PLC, so this became an ineffective process.

With the guidance from our coach, the Innovate Ed team came to consensus on our purpose, which resulted in creating a walk-through form. The form includes a DOK focus, literacy domain of the lesson portion observed, instructional strategies, learning engagement of students, and environment of the room. We spent time in several classrooms in order to calibrate responses.

2022-2023

This year EHS did a large restructuring in order to better meet the needs of all PLCs and better support where they were in their growth. To do this, the Instructional Coaches split the PLC leads up. Each coach schedules 1:1 meetings with their designated leads and checks in with their progress on completing the PLC template that was started last year. In such a short time, we have seen significant progress in each PLC. We have also received feedback from several PLC leads regarding the guided structure and that the 1:1 meetings leaves little room for the confusion that many had last year. PLC leads and departments are reporting this model is proving successful. Most PLC leads are reporting this new structure has moved their PLC in the right direction and they are able to ask PLC specific questions and gain guidance that meets their immediate needs.

Most PLCs agree the next steps are conversations around data but our current assessment platform is limited and not user friendly. With only 19 PLC/Collaboration Days on the calendar, the challenge has been not enough time. There are repeated requests for the district to support more Collaboration Days or more funding to have specific PLC groups have pullout days in order to deepen and refine the work.

In an effort to expand and stretch critical thinking and reasoning skills, this year is a pilot year for several PLC groups in deciding to stick to RACE as a writing model, or shift to the CER model. CER seems to be making more sense to more content areas, as teacher understanding increases regarding what it means to create activities and assessments that emphasize reasoning skills.

We restructured the team to include several new faces with a variety of experiences that are ready to take some risks in their instructional practices. Several teachers on the team have already participated in team teaching lessons with coaches, as well as asked for modeling lessons in order to stretch their growth. We are seeing the results of this in student learning. We will use the form created by the team last year to narrow our focus of improvement. Team members have stated they are seeing the results in their classes with stronger student engagement.

BARR/Freshman Academy 2019-2020

This was the first year of the grant and we were able to implement the program. Students were placed into one of four teams which included one teacher from each of the core content areas: math, science, English. Counselors and admin created the master schedule so that each team had common preps, so they were able to collaborate and be committed to their weekly monitoring meeting. These meetings centered around students' academic, behavioral and social/emotional needs. Teams discussed strategies to help struggling students. One of the main priorities and foundations of the program is to create a sense of community through the teams so that teachers, students and parents build relationships, and from these relationships, students will be more successful in all areas. When we shifted to virtual learning, the Program Specialist and administrator conducted home visits for chronically absent students in order to make connections with parents and communicate that students were not attending classes online. As it was a first year, flexibility was key with the program's success.

2020-2021

The greatest challenge to the program's success for this year was the fact that the entire year was virtual. In addition, all teams were new. All meetings were held virtually and with the complexities of COVID, it was difficult to conduct the program with fidelity due to teacher burnout and student fatigue. One of the benefits was the continued home visits from the Program Specialist and supervisory administrator.

2021-2022

A new Program Specialist came on board this year and did some restructuring. Several new challenges also arose this year: with the return to in person learning and the adjustments that came along with it, fidelity to the program was difficult. Many of the teachers suffered from

program fatigue, as they had been teaching 9th grade for a few years in a row. iTimes, which are focused lessons to create structure and community, became plans for substitute teachers, rather than program teachers. These became ineffective, as students did not engage and take them seriously. Although successful as a whole, the commitment to this program that comes along with teaching 9th grade creates unexpected challenges. In addition, this was the last year the grant was funded, and unfortunately it was not renewed, due to missing the submission deadline. A new administrator and a new Program Specialist in the same year created some communication issues that made full program fidelity difficult. They often did not share the same vision, which caused some confusion with the program as a whole. However, there were several breakthroughs with some Tier 3 students achieving success this year. These students were able to make positive choices and changes that changed the trajectory of their year due to the support of this program.

2022-2023

A new Program Specialist came on board. This Specialist was familiar with the program and had been a teacher in the program since it started. Teacher feedback indicated a needed shift into something more flexible so that we are truly catering the program to the specific needs of our students. The name also had to change since the grant was not funded. BARR is now known as Freshman Academy. Other changes include teams meeting bi-monthly instead of weekly, due to teacher burnout and lack of productivity and negative dialogue. This has resulted in a stronger urgency to keep the focus on needs and solutions, rather than complaint circles. In addition, I times have been reduced to only 9/semester, with emphasis on those that have been most effective in previous years. Another change was that the risk review meetings would not continue this year due to lack of attendance from multiple stakeholders. Instead, the Program Specialist and supervising administrator collaborate on a daily basis to discuss high need students and issues and effective strategies in order to intervene and respond appropriately as quickly as possible. The Program Specialist then relays updates to teacher teams to keep all necessary stakeholders informed. This has been highly successful so far this year. One of the final changes to the program this year is the library meeting with the Program Specialist, counselors, and students in order to bring more clarity regarding high school credits needed each year in order to stay on track to graduate. These meetings have improved student apathy. One of the largest priorities for the program this year is the commitment to communicate with parents on a daily basis. Parent calls, conferences with teacher teams and then the necessary and consistent follow up. This has been a huge success so far. parents have shown appreciation for the updates and communication. In these calls, parents are encouraged to push their students to attend before and after school tutoring to support positive choices and better success.

Multicultural Literature Course

2019-2021

We began the process of creating our Multicultural Literature course by participating in a 10-day

Ethnic Studies training supported by an independent consulting firm. We delved into the foundational concepts of Ethnic Studies in a collaborative setting with teams from each of the district's high schools. Given the onset of the COVID pandemic, we shifted to an online venue to finish our Ethnic Studies training. The last handful of sessions were focused on actually developing our curriculum for an entire school year. Two 10th grade lead teachers spear-headed the creation of the Foundational Unit and the Latinx unit. All lessons were linked directly to ELA state standards in conjunction with Social Justice and Ethnic Studies standards. The other high school teams focused on the remaining units (African American/Afro-Latin, Native American/Indigenous, Asian American/Pacific Islander, and the YPAR project.

YPAR: Students research examples of local social issues that were transformed by collective organizing. In the process, they identify a community organization that has been responsible for transformation and change around this specific social problem. They then summarize the issue, identify the community impacted by this issue, determine the key players in the resolution, and explain how a community came together to enact transformation, lasting change, and subsequent community understanding. Students present this project in an open forum to the community.

2022-2023

Only two sections of the course were offered last year, so it seemed like a fractured roll-out. This year, all 10th grade English courses are now Multicultural Literature.. All new teachers are currently participating in the Ethnic Studies training provided by the same consulting firm. The Multicultural Literature PLC meets regularly to collaborate, refine curriculum to continue to increase critical thinking and rigorous tasks, as well as best meet student needs. We will begin refining the curriculum to better align to the CAASPP blueprint that includes more informational text pieces, so we have a seamless flow from grade 9-11 and students continuously practice and make gains toward grade level proficiency.

Solution Tree Conference

2022-2023

The administrator that oversees Instruction, along with the Instructional Coaches, attended a 2 day conference on PLCs. This is a new team so the primary purpose was so that all leader members are on the same page about understanding the site purpose and goals in coaching each PLC team. The workshops focused on realistic vision and mission for the school site that all stakeholders contribute in creating in order to have greater buy-in. This conference provided several resources for the team to evaluate where we are in the 7 stages of a healthy PLC, so that the mindset of the majority of teachers continues to shift away from PLC time being grade-level planning, and more toward constructive dialogue around data that demonstrates strategies that support student learning and interventions to support strugglers. Several self-reflective tools were included that the team agrees is what is needed in order to help steer PLC teams to come to

realistic conclusions about site progress and next steps.

Culturally Responsive Pedagogy

2021-2022

Women's Studies, US Race and Gender, Ethnic Studies teachers have been trained in Culturally Responsive Pedagogy. Not only do the concepts and strategies embedded in the training qualify these courses to meet the new state requirement for Ethnic Studies, it also creates better student engagement as students see themselves in the history they read. This approach helps students develop a critical lens to question and understand their realities. When teachers approach learning as reciprocal, rather than one person delivering the knowledge, students feel their experiences and cultures are valued as participants in history. This approach helps close the achievement gap.

2022-2023

The Multicultural Literature is a new team that has expanded to all sections of 10th grade English. They are all in the process of being trained in CRP so that they approach the course in the manner. Teachers are already experiencing positive responses in their students. Students are internalizing what they are learning and this is leading to stronger engagement during class.

Kagan

2022-2023

One of our priorities this year in our Literacy plan is to train teachers in structured conversations. We are collaborating with the Kagan team to train 40 teachers in their 2 day training workshop. September was our first 2 day training and we have seen immediate implementation in classrooms. Teachers are reporting stronger engagement from all students and better understanding of content due to structured conversations. Our second group trained in October, included the remaining grade 11 teachers from all content areas. One of our main Literacy focuses this year is on the Speaking Domain, so this training was necessary to give teachers practical guidance in how to set up structures that have all students participating, rather than the standard 2-3. Teachers are reporting and administration continues to see the results of the training in regular Speaking activities in classes, as well as a larger number of students that are engaged..

CPM

2022-2023

In an effort to align to the site literacy plan, mathematics teachers expressed a need for supplemental materials to aid as they transition to a student-centered, problem-based curriculum. The 6 hour, 2 day training provided professional development to help teachers build confidence in the mathematical content, plan lessons purposefully, and assess understanding. Teachers reported this was what they needed to move forward and make a shift in teaching practice. They will continue to work and be trained in CPM to better support their instructional practices, as well as student success in understanding and making math relevant.

3. Growth Area 3: Eisenhower will increase family engagement in school sponsored

workshops, events, and family curriculum.

PIQUE

EHS has a partnership with the PIQUE Organization through Title I. They offer sessions in both English and Spanish but we have seen the Spanish sessions are more successful than the English ones. Parents register for the trainings and commit to attend and participate in all of the sessions. All sessions are virtual and consist of topics that cover: Understanding How High School Works; Identifying a-g requirements; Recognizing the Importance of GPA; Other Important Requirements; Discussing Higher Education Options. Each session dives into each of these topics in depth. In June, the Principal along with the PIQUE Lead, host an in person graduation ceremony for parents that mirrors our senior graduation. Most of our parents are limited in their knowledge of these areas so they have been grateful for the outreach and partnership, especially the ability to understand in their first language.

African American Inland Empire Round Table

2020-2022

In an effort to create unity and understanding in this diverse community, EHS Ethnic Studies teachers, together with administration, hosted an educator roundtable. Due to the pandemic it was completely virtual. However, it was a huge success. A keynote speaker provided a message to the attendees and then attendees were split into breakout groups for discussion and reflection. 120 educators in the surrounding community participated. Both years proved successful and impactful. Exit surveys indicated the urgency to continue this important community event to dialogue and celebrate the leaders in the community and how they are working together to improve understanding.

African American Student Round Table

2021-2022

Last year's event was such a success with educators, EHS expanded this February event to include a virtual student roundtable. Students registered for the event through a Google form. The lead organizer discussed a powerpoint that includes key figures and facts. 6 breakout session leaders included African American teachers on site. 23 students participated in the roundtable. They stated the impact of the event was they felt their voices were heard and felt closer to understanding common issues. They are excited to host the event again to continue progress in understanding each other and finding common ground.

Hispanic Heritage Month

There are several events throughout the month of October in order to emphasize and celebrate Hispanic Heritage and pride for our students and community. Cal Poly hosts a Latino college expo, in which 58 students attended this year. Our EL students visit an elementary site to provide students an opportunity to build relationships, and they return to participate in a Roundtable event. The month ends culminating in a celebratory festival for students and community members.

EL Awareness events:

2021-2022

We saw the need to ensure all stakeholders are aware of EL needs, accomplishments and how to support our EL students and teachers of ELs more successfully. With the support of the Multilingual Program Director and the district technology department, a training video on the ELLevation platform was created and sent to all staff. This was the start to having teachers understand the responsibility and role of everyone in data gathering and progress monitoring, in order to best support our language learners. We finished this year with a Reclassification ceremony to celebrate all of our ELs that reclassified to RFEPs. 18 students were celebrated by administration, teachers, district agents and the superintendent in the library. The celebration was featured in an article in the local newspaper.

2022-2023

This year the plan was to collect data around the ELLevation training. We will track those that complete the training. In the month of October, about 40 ELD 1 and 2 students attended a field trip to Morgan Elementary School to engage with each other in an effort to build leadership skills, community and promote literacy. Students will be able to converse in both English and Spanish. Upon their return, they will participate in round table discussion about their experience and the power of their voice. El Poder La Voz/ Power of your Voice: This is hosted by a former EHS employee, turned EL support and advocate, as well as the Attendance clerk.

Latino Student Round Table

2022-2023

This is the first year for our site to host a Student Round Table. 52 students registered and participated in the event. This event was student-planned and led during 5 lunch meetings. Participants noted that there were genuine conversations in the sessions and felt student voices were heard and celebrated. Most noted they felt a shared understanding regarding family and their roles they play; newcomers and international students shared their struggles and adapting to new expectations and culture.

Women's Studies

This elective course is also a trailblazer in hosting student-led events that highlight, celebrate and educate students, staff, and community members regarding women in government, politics, sports, civil, labor and human rights activists. These events are a platform to engage in dialogue, learn and be inspired to continue to support and celebrate women- leaders as change-makers in our community. November, January, February and March are the key months for the events. Some events are more informal where attendees share poems, songs, book passages of words inspired by women, while others are more formal with presentations that follow a theme or feature a specific female hero. A few women recently featured have been: Correta Scott King, Zitkala-Sa, and Mary Church Terrell. Students report these events are life-changing and inspirational. They are grateful to be given a space to connect to others who share their struggles and triumphs.

Parent Summit

2020-2022

The Annual Parent Summit is hosted by the Rialto Unified School District each year. It includes a Keynote speaker and workshops for parents. Last year, it was hosted online and workshop topics included: Dual Language Immersion; Equity: Special Education, English Learners, and African Americans; Mental Health Support; College and Career Readiness; Technology Support for Families. In previous years, it was hosted in person and included performances from students and a parade of all schools. The Summit was virtual again 2022 workshop topics included: Accelerating Learning; Strategies to help Accelerate student math skills; Strategies to help Accelerate Students Reading Skills. These workshops were led by the District Strategist.

Senior Information Nights are hosted monthly via Google Meets and are run by the Assistant Principal over seniors, counselors over seniors, and the ASB Director. Topics include graduation requirements, financial aid requirements and supports, a-g requirements, college application process, graduation ceremony, senior activities, State Seal of Biliteracy qualifications, State Seal of Civic Engagement requirements, and various awards ceremonies for seniors. Meetings are recorded and published on the school's website. Slides are included on the Senior Google Classroom that all seniors have access to.

College and Career Week

2022-2023

The counseling team, together with the Career Center Tech, are hosts to a week of activities that emphasize the options after high school graduation. Those activities consist of: a college and career fair, teacher talks around personal college experiences, attendance at the San Bernardino Joe Baca Job and Career Fair, ASVAB assessment, and application assistance. Seniors that meet a-g criteria, qualify for the district incentive of 2 free applications.

Cash for College Night

2021-2022

Cash for College is an event hosted twice a year for parents and students to get assistance in completing their financial aid applications. In 2021-2022, Eisenhower implemented a requirement for all seniors to submit their financial aid application as a part of their graduation requirements. This was to prepare for the following year where it would become a state mandated requirement. Administration, counselors, and the Career Center Technician created a plan where students would be informed and supported in filling out the forms. Students were then celebrated with a food truck when they completed their forms. This resulted in 80% of the senior class filing their financial aid applications successfully.

2022-2023

The Cash for College event was hosted on October 11, 2022. It resulted in 60 students filing their FAFSA application. There will be another event in February and it will be followed by a celebration as well. This year the goal is to get 100% of applications filed for students who do not opt-out of the requirement.

4. Growth Area 4: Eisenhower High School will decrease the number of students receiving Ds and Fs by 2% each year.

Bubble kids

2021-2022

Our Bubble kids are students who are “close to meet a-g requirements” as identified on our school Transcript Evaluation Service. Administration met to create a plan to address the number of students who were close to completing their a-g requirements. The plan created, included identifying the students, meeting with the parents and students, ensuring the student was properly placed in courses, and following up with additional student/parent meetings. Each of the Assistant Principal’s oversees a subpopulation of students at risk of graduation. The subpopulations are: ELs(50)/RFEPs(20), SPED (9), African Americans (8), and No Program (27)-these NP students are those that do not qualify for specialized support within a specified program, but have still demonstrated a need for monitoring and follow up support. During the summer, administration met with the identified students and their parents to discuss a-g requirements, graduation requirements, and the possibility of applying to colleges. Each administrator gives an monthly update during the leadership meeting. This data is then shared with the District Site Provider for accountability and further support if needed. Of the 100 identified students, 72 of them are now on track for a-g completion.

2022-2023

The Bubble Kids identified by the Transcript Evaluation Service receive continued support with individual follow up throughout the year by each grade level administrator. Upon each progress report and end of grading period that administrator meets with students and communicates progress and a plan of action with their parents.

The Transcript Evaluation Service also identified juniors who are not on track to fulfill their a-g requirements. 112 juniors were identified and each administrator was given a subpopulation to host a meeting with the student, call parents, and invite to an Accelerated Period Meeting.

Impact Academy

[2022-2023](#)

This is the augural year to offer this opportunity for severely credit deficient seniors. Since AB 104 does not apply to this year’s senior class, as well as the Milor Continuation High School being impacted with other students closer to getting back on track than this group. Due to the flexibility of online credit recovery Apex courses, students are placed in a 0-4 period schedule. They travel to each period as a cohort and complete Apex courses throughout the day. Once one course is complete, their counselor will exchange it for a new course that needs to be recovered. They will continue this way for the entire year, until all courses needed are recovered and they are back on track to graduate.

There were approximately 24 students on the roster at the end of the semester. One student was able to finish their entire classes needed to receive his diploma in January. He completed a total

of 24 classes! 2 students recovered enough credits to transfer to Milor Continuation school, and only 1 student dropped the program entirely and unfortunately will be a nongrad. 8 of the students are on track to complete all their coursework by the end of qtr 3. 9 students are on track to complete all of their course work by June and graduate on time; and the remaining 7 are on track to finish their coursework and graduate in the summer. There were approximately 142 courses completed in the first semester of this program.

Since this program has demonstrated great success for current seniors, administrators and counselors have identified 20 juniors at risk of being non-grads in 2024, that they will be enrolled in this program quarter 4 in order to get a headstart and provide an opportunity to get back on track in order to graduate on time.

Accelerated/Zero Period

2021-2022

This is the first year we offered this opportunity for students. The Assistant Principal, along with counselors, create a spreadsheet of students that need credit recovery courses. During Quarter 1, counselors work together and create a plan to offer the courses most needed. The classes begin in quarter 2. Each quarter, a new semester of courses are offered. Students are placed according to credits needed toward graduation first, and then, those that are repeating a course to make them a-g eligible are also given an opportunity. The classes meet five days per week for 1.5 hours each session, in person with a live teacher providing direct instruction. Students can complete a 1 semester course in approximately 8 weeks, which is why we label this Accelerated (This opportunity is not offered as an original credit course to students in order to get ahead). This is an opportunity provided to students who missed summer school, or who have difficulty with online Apex credit recovery courses. We offered 21 courses throughout the school year and 382 students were able to recover credits from previously failed courses. This has demonstrated great success and will help students remain on track in the current year, rather than waiting until the next summer school.

2022-2023

Quarter 2, we offered 8 courses and resulted in 132 students recovering credits. This opportunity will help us keep our Impact Academy students to a manageable number, as well as continue to provide intervention opportunities for students before they become too far off-track or non-grads. In January, Counselors will work quickly to evaluate semester grades and see what courses we need to offer for Quarter 3 in order to maximize the number of students receiving the opportunity to get back on track to graduation. Our current data shows the need to offer 4 courses (English 9, English 10, Math 1, and Math 2) for Quarter 3 and 94 students will be enrolled.

V: Schoolwide Action Plan/SPSA Refinements

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

Student Learning Outcomes aligned with our new core values:

Eisenhower High School will prepare students to be:

Respectful individuals who:

- are accountable for their academic success
- approach life with intellectual curiosity

Responsible learners who:

- are accountable for their actions
- apply critical thinking skills to real-life scenarios
- apply problem-solving processes to evaluate and analyze academic material

Kind community members who:

- demonstrate a willingness to help others

Action Plan Item 1:

All Eisenhower students will succeed at every level in their Academics. (SPSA Goals 1,2) (LCAP Goals 1, 2)

- [Increase ELA, math, and CAST scores by 3% annually](#)
- [PLC teams will continue their cycle of improvement](#)
- [Exceptional Grading Practices implementation](#)
- [Decrease D/F rates](#)
- [Increase EL reclassification by 3% annually.](#)

Action Plan Item 2:

All students will be provided access to support their Social-Emotional needs. (SPSA Goals 2, 3) (LCAP Goals 2, 3)

- The Wellness Center counselor will continue to meet with students and refer them to district partners, as well as facilitate student groups struggling with anxiety, depression, as well as substance abuse. He will continue to inform the staff on a monthly basis with data from student visits.
- Educator and student round table events will continue to impact student attitude, culture and continue to create a bridge of diversity and inclusivity.
- Counselors use lessons in Naviance to help support student needs.
- Both ELA and social science teachers will continue their work in Culturally Responsive Pedagogy-selecting texts and activities that are culturally meaningful and relevant to student growth and development.
- Our Emerging Linguist will expand EL Awareness events to support current and future newcomer students and ELs so students feel valued and that their experience matters in their education. These events will better inform teachers on specific needs to support our ELs in academic and career goals.

Action Plan Item 3:

All students will be provided access to intervention plans for behavior and attendance. (SPSA Goals 2,3) (LCAP Goals 1, 2)

- [The MTSS team will continue to meet 1/month in order to implement our site plan.](#)
- The Freshman Academy team will continue their collaboration with the site Program Specialist and grade level administrator to work with parents and students to support adjustment to the high school system.
- Administrators will continue to host monthly Parent Town Hall meetings to keep parents informed and involved in current and upcoming events and expectations and processes.
- Continue Breakfast in the Classroom so that students' physiological needs are not a barrier to learning.
- Parent attendance and participation in PIQUE, FLI will increase by 5%.