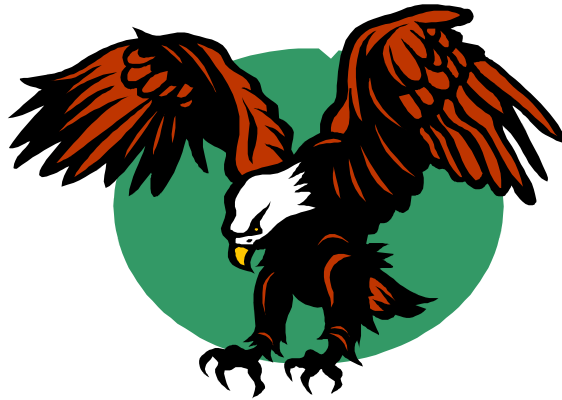




**Dwight D. Eisenhower Senior High School**  
Midterm Review 2010

# **Dwight D. Eisenhower Senior High School**



**Focus on Learning 2010  
On-Site Midterm Review**

**Western Association of Schools and Colleges  
California Department of Education**

**Dwight D. Eisenhower Senior High School  
1321 N. Lilac Ave.  
Rialto, CA 92376  
(909) 820-7777**



Dwight D. Eisenhower Senior High School  
Midterm Review 2010

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**Dwight D. Eisenhower Senior High School  
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**Visiting Committee Chairperson:**

**Mr. Dan Salcedo  
Principal  
117 Lohrum Lane  
Anaheim, CA 92807  
(714) 637-4335**

**Prior Visiting Members For This Accreditation:**

**Mr. John Peter Arvedson  
La Puente High School  
15615 E. Nelson Avenue  
La Puente, CA 91744**

**Mr. Tim Dignan  
Great Oak High School  
32555 Deer Hollow Way  
Temecula, CA 92592**

**Ms. Raquel George  
South Gate High School  
3351 Firestone Boulevard  
South Gate, CA 90280**

**Mrs. Kim Holzhauer  
5555 Encelia Ave.  
Twentynine Palms, CA 92277**

**Dr. Neil S. Kramer  
New Community Jewish High School  
7353 Valley Circle Blvd.  
West Hills, CA 91304**

**Ms. Rita J. Ray  
Assistant Principal  
5161 Blarrwood Drive  
La Palma, CA 90623**

**Mr. Daniel Salcedo and Ms. Rita J. Ray will be a part of this Mid-term visit.**



**Dwight D. Eisenhower Senior High School  
Midterm Review 2010**

**Rialto Unified District Board Members:**



**President: Michael G. Ridgway**  
email:  
[mridgway@rialto.k12.ca.us](mailto:mridgway@rialto.k12.ca.us)



**Vice President: Joanne T. Gilbert**  
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[jgilbert@rialto.k12.ca.us](mailto:jgilbert@rialto.k12.ca.us)



**Clerk: Joseph Ayala**  
email:  
[jayala@rialto.k12.ca.us](mailto:jayala@rialto.k12.ca.us)



**Member: Joseph W. Martinez**  
email:  
[jmartine@rialto.k12.ca.us](mailto:jmartine@rialto.k12.ca.us)



**Member: Edgar Montes**  
email:  
[emontes@rialto.k12.ca.us](mailto:emontes@rialto.k12.ca.us)



**Student Member:  
Amanda Rice**



# Dwight D. Eisenhower Senior High School Midterm Review 2010

## Superintendent:



**Dr. Harold L. Cebrun, Sr.**  
[hcebrun@rialto.k12.ca.us](mailto:hcebrun@rialto.k12.ca.us)

## Superintendent's Cabinet:



**James Wallace, Ph.D.**  
Deputy Superintendent/  
Chief of Staff  
email:  
[jwallace@rialto.k12.ca.us](mailto:jwallace@rialto.k12.ca.us)



**Phil Urabe, Ed.D.**  
Interim Asst.  
Superintendent  
Business Services  
email:  
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**Felix Avila**  
Asst. Superintendent  
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Asst. Superintendent  
Educational Services.  
email:  
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**Robin McIver-Brown**  
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**Kent Taylor**  
Director  
[ktaylor@rialto.k12.ca.us](mailto:ktaylor@rialto.k12.ca.us)



# Dwight D. Eisenhower Senior High School Midterm Review 2010

## Eisenhower High School Administrators:

**Principal: *Nancy O'Kelley***



**Assistant Principal: *Scott Sparks***



**Assistant Principal: *Dr. Ratmony Yee***



**Assistant Principal: *Jerry Sturmer***



**Assistant Principal: *Sharon Straughter***





**Dwight D. Eisenhower Senior High School  
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**Instructional Leaders & WASC Committee:**

Instructional Leaders

**Kirsten Allen: Fine Arts**  
**Sandy Alps: Instructional Strategist**  
**Laura Anderson: Science**  
**Carole Baca: Science**  
**Carol Bertotto: Vocational Education**  
**Kim Biddick: Mathematics**  
**Kathleen Cook: Counseling**  
**Janet Cunningham: Vocational Education**  
**Laurie Dunbar-Small: Instructional Strategist**  
**Earlene Hyman: Special Education**  
**Ron Miller: Social Science**  
**Evelyn Newman: Physical Education**  
**Vincent Redman: English**  
**Rachel Rodriguez: Foreign Language**  
**Eric Schessler: Language Development Specialist**  
**Julie Streck-Carver: Library**

Self-Study Leadership Team

**Self-Study Coordinator Administrator: Scott Sparks**  
**Self-Study Coordinator: Rachel Rodriguez**  
**Principal: Nancy O'Kelley**  
**Member: Eric Schessler**  
**Member: Laurie Dunbar-Small**  
**Member: Sandy Alps**



Dwight D. Eisenhower Senior High School  
Midterm Review 2010

# Chapter 1



Introduction and Basic  
Student/Community Profile Data  
including Summary of Data  
On-Site Midterm Review



## Dwight D. Eisenhower Senior High School Midterm Review 2010

### I. Introduction

#### School Description:

Eisenhower High School is one of three comprehensive high schools serving the city of Rialto, CA. Established in 1959, the oldest comprehensive high school in Rialto has served more than four generations of its community's members. Eisenhower's last accreditation process was three years ago. At that time, Eisenhower was awarded a six-year term with a three-year midterm review.

#### **The mission statement for Eisenhower High School is:**

*The Mission of Eisenhower High School, in cooperation with parents/guardians, students, and members of the community, is to provide within a safe environment, the opportunity for all students to optimize their intellectual, social, and personal potential, and become productive and contributing members of a democratic society.*

#### **The vision is:**

*Eisenhower High School will prepare all students for post-secondary educational, vocational, and high school-to-career opportunities by promoting high academic achievement and integrating technology into the curricula.*

*Eisenhower High School will employ standards-based instructional programs in order to meet state and federal standardized test score mandates.*

*Eisenhower High School will maintain ongoing communication and collaboration with all stakeholders.*



**Dwight D. Eisenhower Senior High School**  
Midterm Review 2010

**Schoolwide Student Goals:**

The Expected Schoolwide Learning Results for Eisenhower High School students are:


**Upon graduation, all Eisenhower High School students will:**

- Possess academic skills that meet or exceed content standards as articulated by CELDT, CST (California Standards Test) and the CAHSEE (California High School Exit Examination), and demonstrate competency in all curricular areas.
- Develop personal skills including exercising self-discipline, making informed decisions, setting and pursuing goals, communicating effectively, and becoming contributing members of society.
- Demonstrate interpersonal skills by showing sensitivity to social, ethnic and cultural diversity, collaborating effectively, and demonstrating civic and personal responsibility.
- Possess transferable skills by achieving technological literacy, developing a coordinated 4-year high school plan and preparing for the transition to post-secondary endeavors by exploring interests and requirements for a variety of career options.

The Vision Statement, Mission Statement, and the Expected Schoolwide Learning Results were recently updated during August of 2010 by a group of staff, students, and parents. The final versions were ratified by all staff in September of 2010.

**Student Demographics:**

Eisenhower High School currently has a student population of 2,417, including 2,203 regular education students, 566 LEP students, 101 RSP students, 307 Gate Students and 109 SDC students. 202 students are enrolled in our AVID program. The gender breakdown by grade level is:

	09	10	11	12	<i>Total</i>
<b>Female</b>	<b>311</b>	<b>317</b>	<b>298</b>	<b>284</b>	<b>1210</b>
<b>Male</b>	<b>318</b>	<b>315</b>	<b>296</b>	<b>274</b>	<b>1203</b>
<i>Total</i>	627	638	597	555	2417






**Dwight D. Eisenhower Senior High School**  
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Similar to the ethnic make-up of all Rialto Unified School District schools, Hispanic students are the largest ethnic group represented on the campus. African-American students make up the second largest ethnic minority group represented on campus. Ethnicities of EHS students are as follows:

<b>American Indian</b>	<b>2</b>	<b>Hispanic</b>	<b>1837</b>	<b>Samoan</b>	<b>14</b>
<b>African American</b>	<b>437</b>	<b>Japanese</b>	<b>2</b>	<b>Vietnamese</b>	<b>3</b>
<b>Cambodian</b>	<b>5</b>	<b>Korean</b>	<b>1</b>	<b>White (Caucasian)</b>	<b>86</b>
<b>Chinese</b>	<b>1</b>	<b>Other Asian</b>	<b>7</b>	<b>Tahitian</b>	<b>1</b>
<b>Filipino</b>	<b>2</b>	<b>Other Pacific Islander</b>	<b>8</b>	<b>Laotian</b>	<b>1</b>
				<b>Hawaiian</b>	<b>1</b>

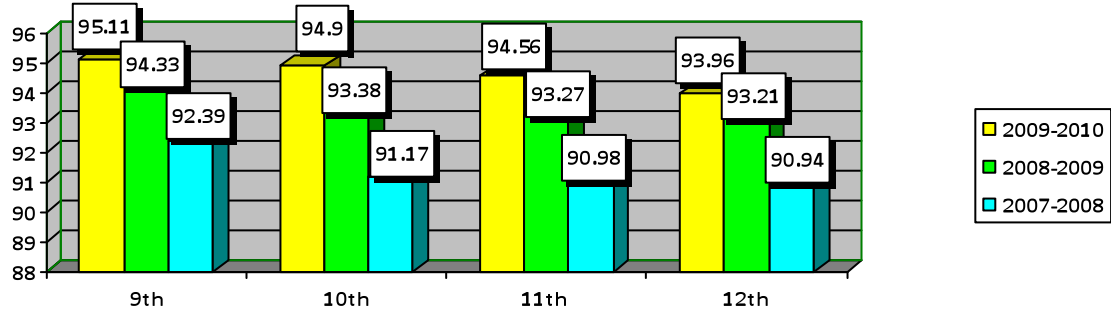
Eisenhower has a total of 566 designated EL (English Learner) students. EL levels of students by grade level are:

	<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
<b>1</b>	11	19	7	9	46
<b>2</b>	18	25	15	16	74
<b>3</b>	39	53	44	43	179
<b>4</b>	57	53	53	41	204
<b>5</b>	36	9	12	6	63
<b>TOTAL</b>	161	159	131	115	566



## Dwight D. Eisenhower Senior High School Midterm Review 2010

The average daily attendance rate for EHS students for the fall of 2010 is 96.16%. The daily attendance rates by grade level for the last three years were:



The number of suspensions and expulsions for the last four years:

Years	Days of Suspension	Expulsions
2006-2007	1685	29
2007-2008	1506	31
2008-2009	1041	0
2009-2010	1874	17

The graduation and dropout rates for the last several years:

YEAR	Graduation Rate	Dropout Rate
2004-2005	85.3%	4.54%
2005-2006	72.6%	6.13%
2006-2007	64.9%	5.44%
2007-2008	65.5%	7.0%
2008-2009	61.79%	3.05%



## Dwight D. Eisenhower Senior High School Midterm Review 2010

### Faculty/Staff Demographics:

The Eisenhower staff currently consists of 79 classified employees and 119 certificated employees. Members of the EHS staff include, but are not limited to, the following:

#### Certificated

<b>106</b>	<b>Teachers</b>
<b>5</b>	<b>Administrators</b>
<b>7</b>	<b>Counselors</b>
<b>1</b>	<b>Psychologist</b>
<b>1</b>	<b>Librarian</b>
<b>1</b>	<b>Literacy Instructional Strategist</b>
<b>1</b>	<b>Math Instructional Strategist</b>
<b>1</b>	<b>Athletic Director</b>
<b>1</b>	<b>ASB Activities Director</b>
<b>1</b>	<b>School Nurse</b>
<b>1</b>	<b>Language Development Strategist</b>
<b>1</b>	<b>Audio/Visual Technician</b>
<b>2</b>	<b>ROTC Instructors</b>

#### Classified

<b>5</b>	<b>Secretaries</b>
<b>1</b>	<b>Receptionist</b>
<b>4</b>	<b>Attendance Clerks</b>
<b>1</b>	<b>Attendance Specialist</b>
<b>1</b>	<b>Counseling Clerk</b>
<b>3</b>	<b>Library Technicians</b>
<b>23</b>	<b>Special Education Instructional Aids</b>
<b>4</b>	<b>Bilingual Aides</b>
<b>1</b>	<b>ASB Secretary</b>
<b>1</b>	<b>Career Center Technician</b>
<b>2</b>	<b>Instructional Asst. / Computer Tech.</b>
<b>7</b>	<b>Security Officers</b>
<b>7</b>	<b>Custodians</b>
<b>1</b>	<b>Budget Clerk</b>
<b>1</b>	<b>School Resource Officer</b>
<b>1</b>	<b>Sports Trainer</b>
<b>1</b>	<b>AV Technician</b>
<b>14</b>	<b>Cafeteria Workers</b>
<b>2</b>	<b>Maintenance Workers</b>

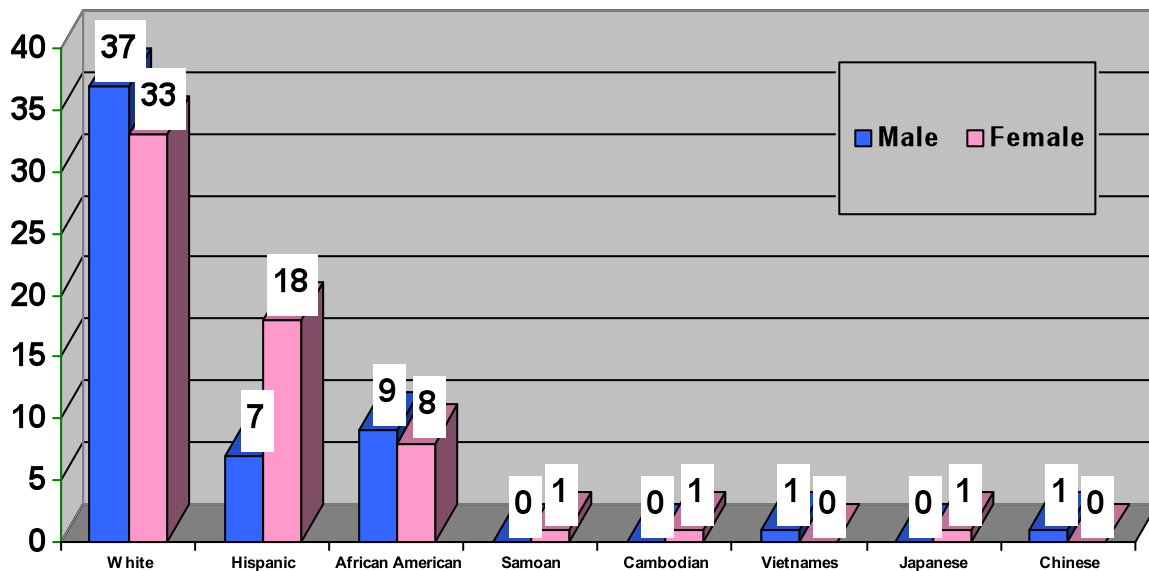


## Dwight D. Eisenhower Senior High School Midterm Review 2010

Of the 106 certificated teachers at Eisenhower:

- 100% meet the highly qualified teacher requirements of NCLB
- 73.5% hold a valid California teaching credential
- No teachers are teaching outside of their credentialed area
- 2 teachers have an emergency credential
- There are 2 intern-credentialed teachers
- There are 15 BTSA teachers at IKE this school year. (6 year ones, 7 Year twos and 2 Early Completion.)
- All teachers are CLAD certified
- 13% have less than 2 years of teaching experience, while the average number of years of experience for the teaching staff as a whole is 12.6
- 39% have a Master's Degree
- 1% have a Doctorate Degree
- None are National Board Certified at this time
- The average attendance rate for EHS certificated staff is 94.4%

Teacher and Administrative ethnicities for the 2010-2011 school year are shown in the graph below:



### Summary of Student Achievement Data:

Since our last full self-study, Eisenhower's California Standards Test scores improved tremendously. In spite of these improvements, EHS has not met its AYP goals for the last three years. In previous years, this was due to the inability to meet the participation rate criteria. Last year this was mostly due to the lack of meeting the percent proficient rate criteria. The results for the Academic Performance Index for the last three years are:



## Dwight D. Eisenhower Senior High School Midterm Review 2010

Year	API Base	API Actual	API Goal Met School wide	AYP Met School wide
2007-2008	600	633	Yes	No
2008-2009	633	697	Yes	No
2009-2010	700	697	No	No

AYP percentages for proficient students in Language Arts since 2003 are:

2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
43.8%	40.0% (-3.8%)	30.2% (-9.8%)	33.8% (+3.6%)	28.9% (-4.9%)	30.9% (+2.0%)	42.2% (+11.3%)	41.0% (-1.2%)

AYP percentages for proficient students in Math since 2003 are:

2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
24.9%	32.5% (+7.6%)	28.9% (-3.6%)	28.0% (-0.9%)	27.8% (-0.2%)	31.9% (+4.1%)	43.7% (+11.8%)	43.6% (-.19%)

### Subgroups:

Although EHS did not meet the API goal for the 2009-2010 school year, the students' scores are considerably better than they were three years ago. In the past three years our API has increased 97 points. Our API increased 33 points in 2008, 64 points in 2009 and decreased 3 points in 2010. It is not unusual for a school to experience a slight decline after two years of significant growth.

API Data for the last four years with regards to subgroups is:

Year	2007			2008			2009			2010			Net
Eisenhower High School	2006 Base	API Growth	API Change	2007 Base	API Growth	API Change	2008 Growth	API Growth	API Change	2009 Base	API Growth	API Change	API Growth
School	619	600	-19	600	633	33	633	697	64	700	697	-3	125
African American	600	591	-9	591	624	33	624	673	49	680	674	-6	130
Hispanic	615	595	-20	595	631	36	631	700	69	702	696	-6	146
White	-	-	-	-	-	-	-	-	-	-	-	-	-675
SES Dis.	600	565	-35	565	633	68	634	701	67	703	701	-2	123
English Learner	536	544	8	544	612	68	612	654	42	656	666	10	129
Students with Disabilities	416	417	1	417	421	4	421	469	48	478	452	-26	84
Met All API Targets?	N	O		N	O		YES		N	O			



## Dwight D. Eisenhower Senior High School Midterm Review 2010

Following a significant increase in the API scores of every subgroup in 2009, the 2010 API scores declined in every subgroup except EL, which increased by 10 points. The API score of the Students with Disabilities group decreased the most, losing 26 points from the previous year. This may be attributed to the fact that in 2009, Students with Disabilities had to pass the CAHSEE in order to receive a high school diploma. In 2010, the state reversed that decision and said that the CAHSEE graduation requirement would be waived for Students with Disabilities. Possibly the students did not put forth as much effort on the CAHSEE in 2010 as they did in 2009 because they knew they would receive their diploma whether or not they passed. The CAHSEE pass rate is a factor of our API, so a decrease in the number of students passing the CAHSEE would result in a lower API.

The API results for each subgroup for 2009-2010 were:

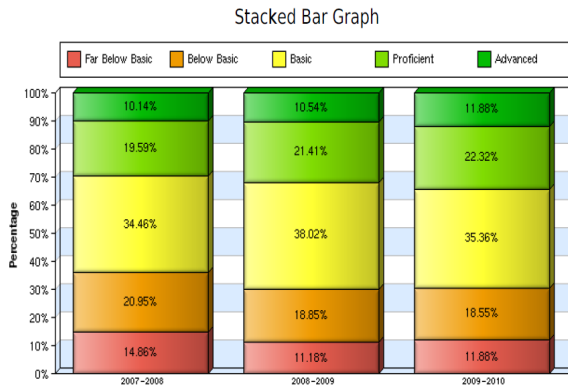
Ethnic/Race	# of students included in 2010 API	Numerically significant in both years	2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	Met Subgroup Growth Target
<b>African American</b>	261	Yes	674	680	6	-6	No
<b>American Indian/Alaskan Native</b>	0	No					
<b>Asian</b>	15	No					
<b>Filipino</b>	1	No					
<b>Hispanic</b>	1255	Yes	696	702	5	-6	No
<b>Pacific Islander</b>	18	No					
<b>White</b>	54	No					
<b>Socioeconomically Disadvantaged</b>	1131	Yes	701	703	5	-2	No
<b>English Learners</b>	611	Yes	666	656	7	10	Yes
<b>Students with Disabilities</b>	123	Yes	452	478	16	-26	No



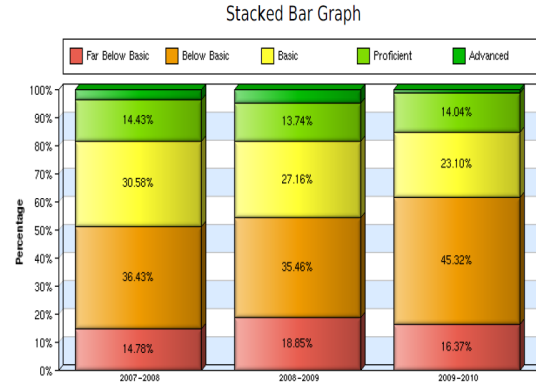
## Dwight D. Eisenhower Senior High School Midterm Review 2010

CST Data for the last three years by subject for *African American* Students is:

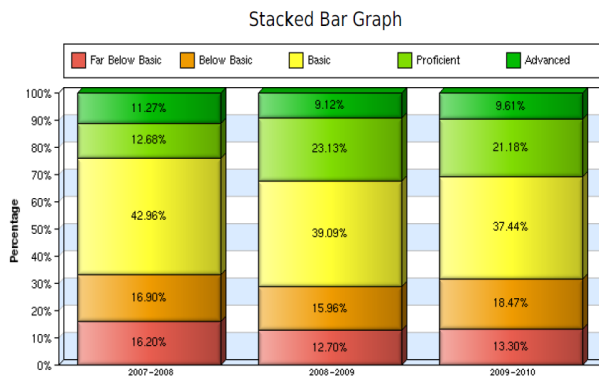
### CST English Language Arts



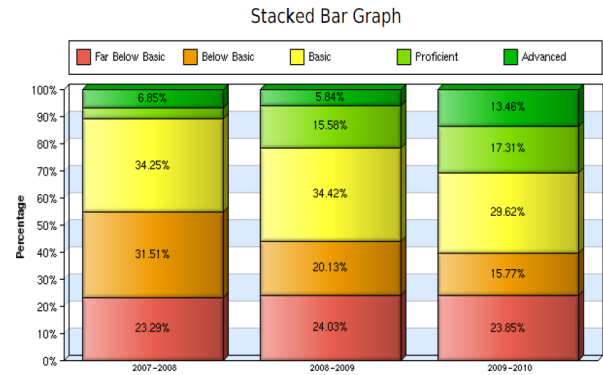
### CST Math



### CST Science

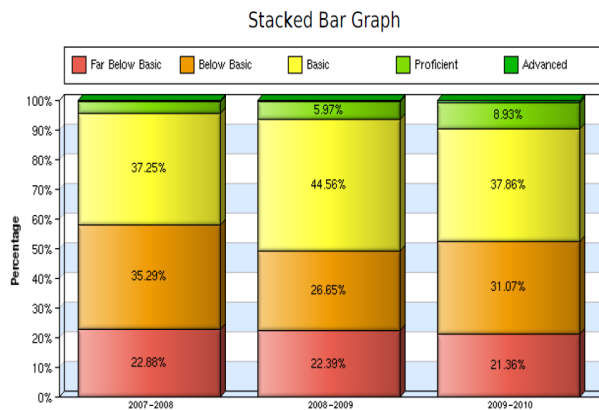


### CST History

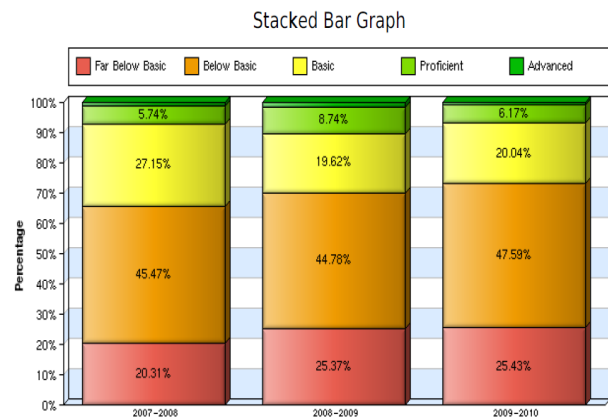


CST Data by subject for *English Language Learners* for the last three years is:

### CST English Language Arts



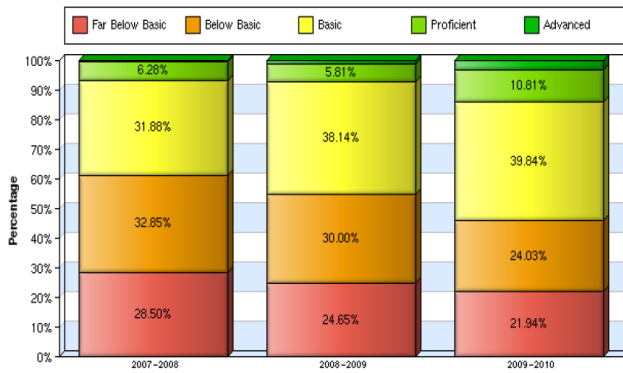
### CST Math



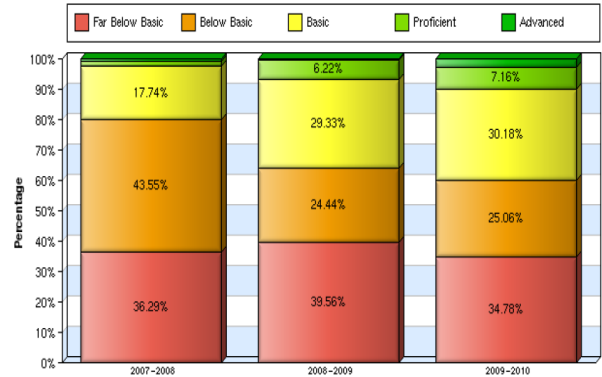


# Dwight D. Eisenhower Senior High School Midterm Review 2010

**CST Science**  
Stacked Bar Graph



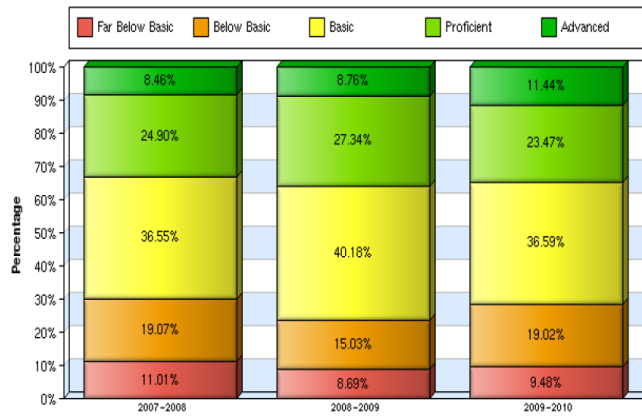
**CST History**  
Stacked Bar Graph



CST Data by subject for *Hispanic/Latino* students for the last three years is:

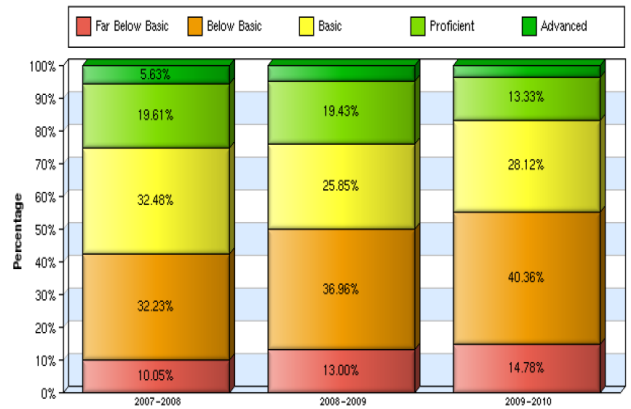
**CST English Language Arts**

Stacked Bar Graph



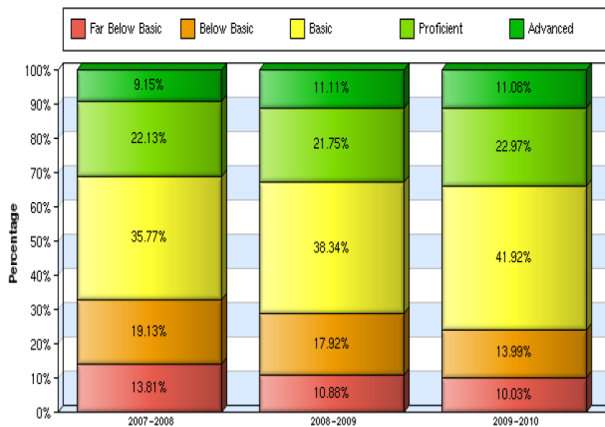
**CST Math**

Stacked Bar Graph



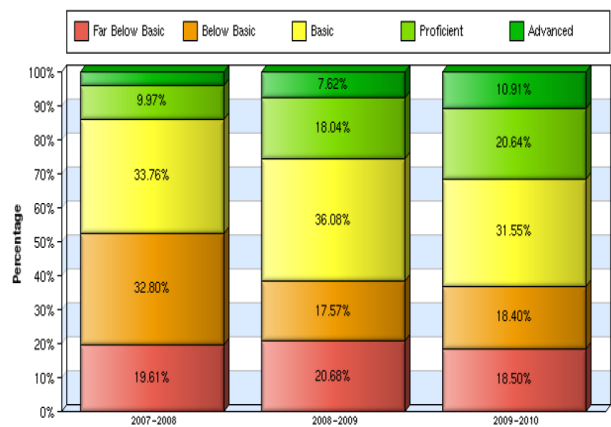
**CST Science**

Stacked Bar Graph



**CST History**

Stacked Bar Graph



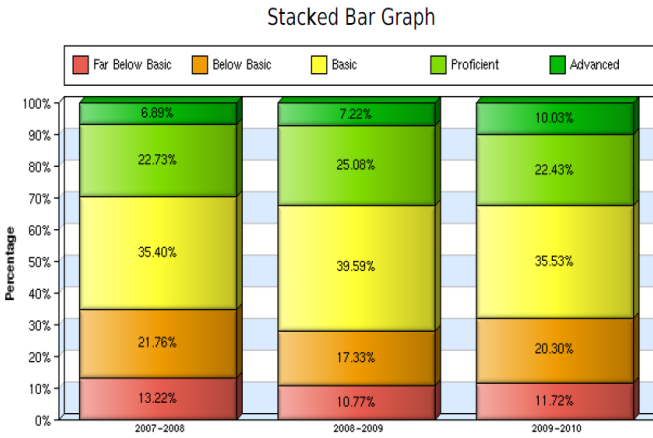




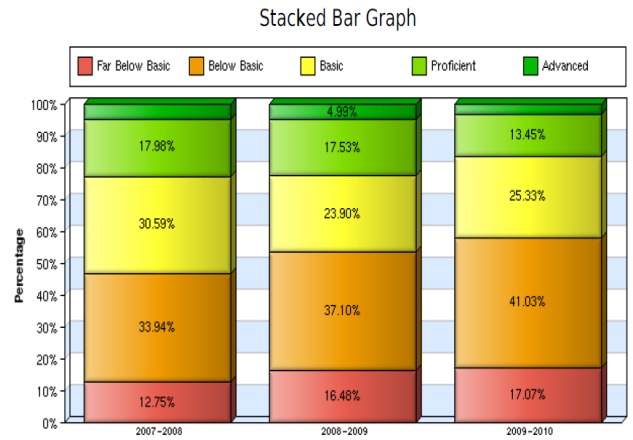
## Dwight D. Eisenhower Senior High School Midterm Review 2010

CST Data by subject for *Socially/Economically Disadvantaged* students for the last three years is:

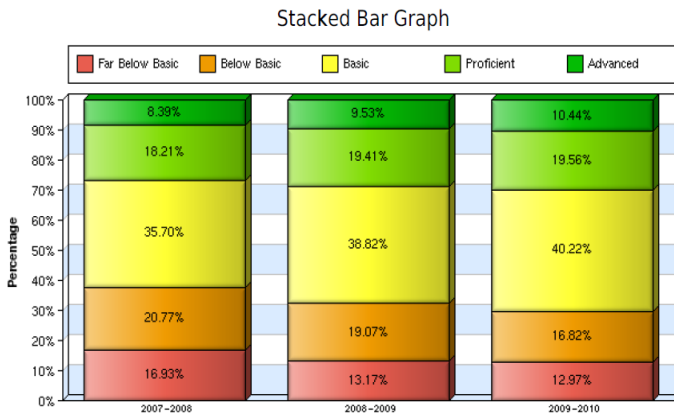
### CST English Language Arts



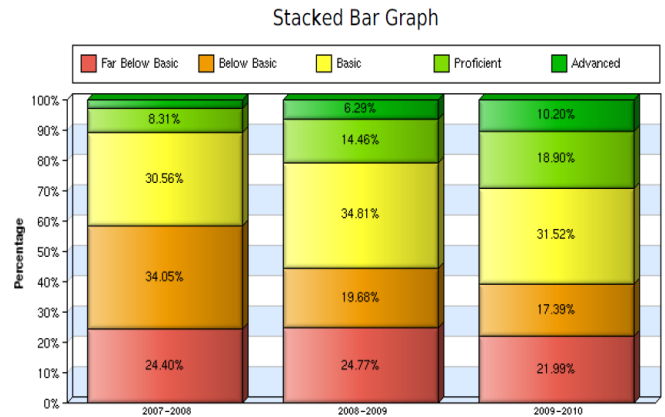
### CST Math



### CST Science

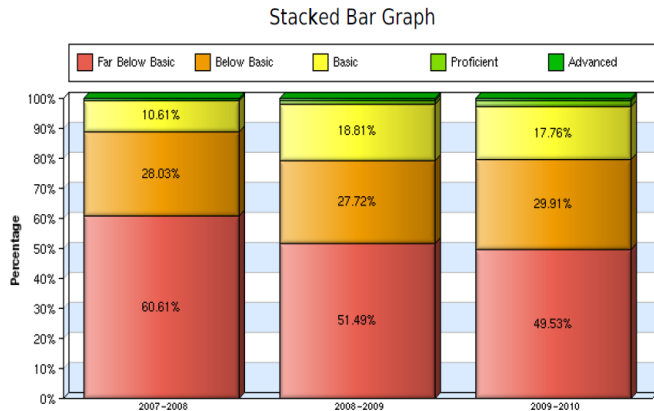


### CST History

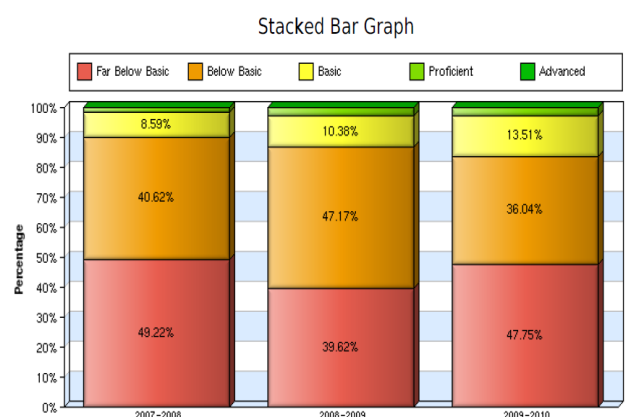


CST Data by subject for *Special Education* Students for the last three years is:

### CST English Language Arts



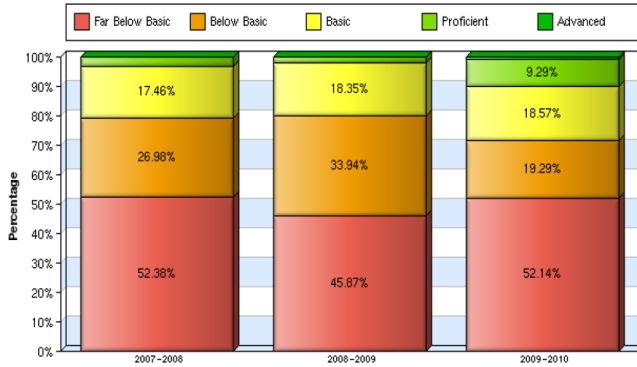
### CST Math



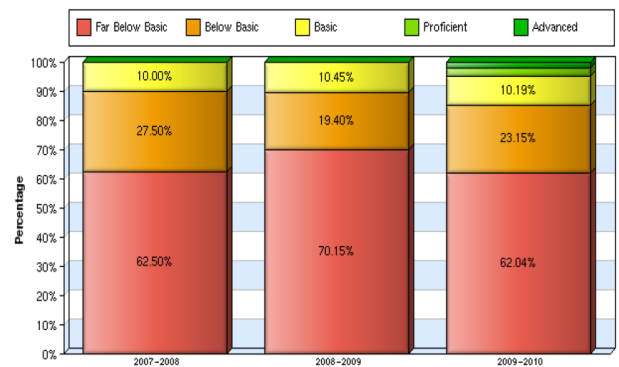


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**CST Science**  
Stacked Bar Graph

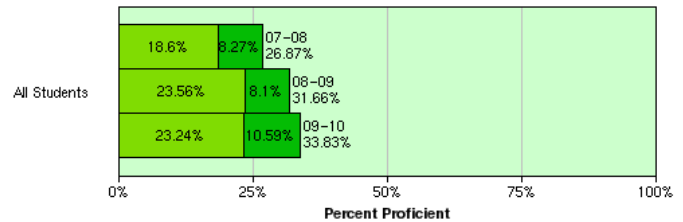
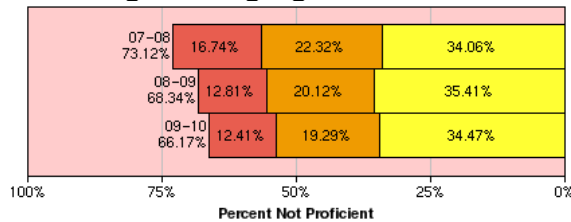


**CST History**  
Stacked Bar Graph

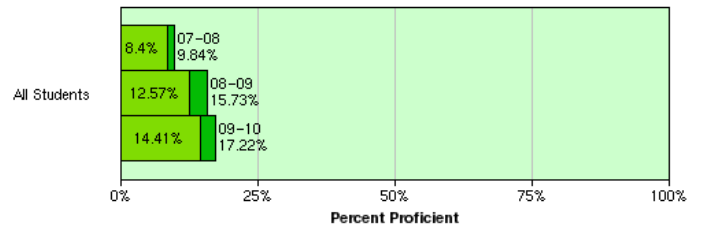
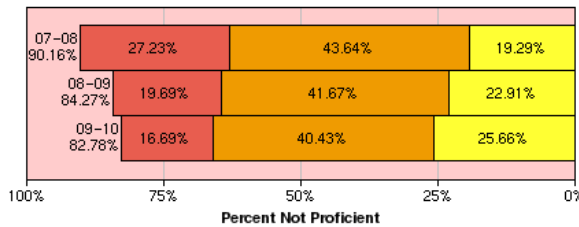


EHS CST percentages by subject for the last three years are represented in the following graphs.

### CST – English Language Arts:



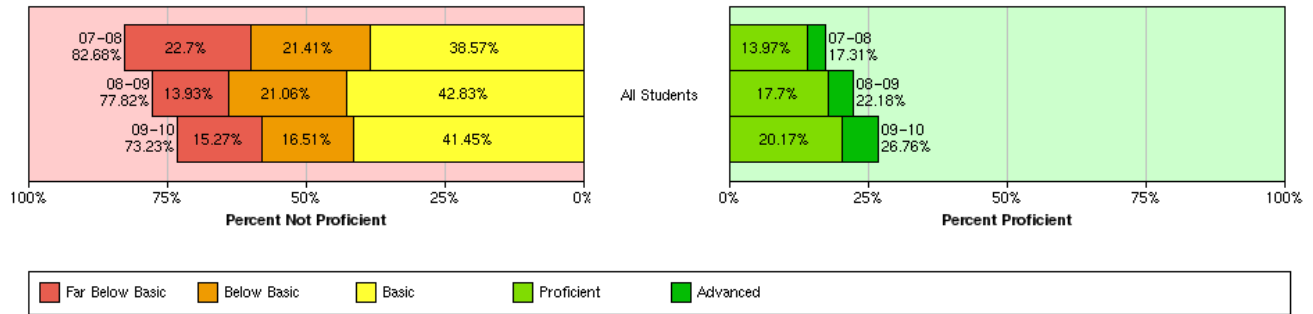
### CST – Math:



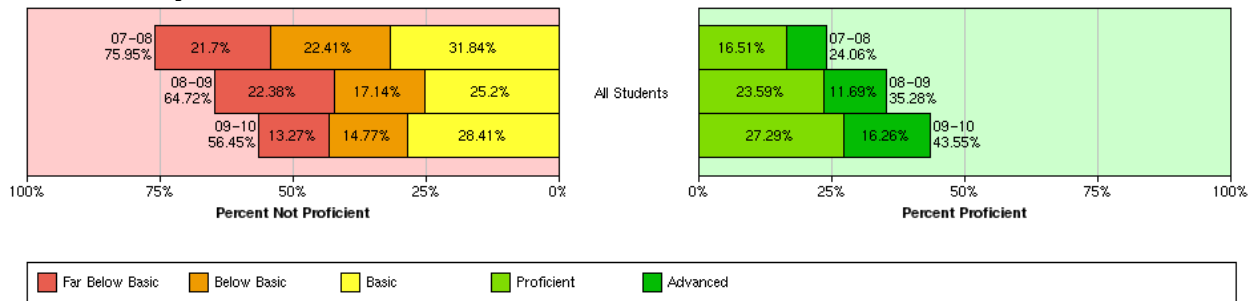


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### CST – Science:



### CST – History:



According to these charts, there has been progress in increasing the number of proficient students while decreasing the number of far below basic students. With the exception of math, the majority of students fall into the basic or above category for all subjects.

Adequate Yearly Progress for Language Arts for the last three years is:

### 2008 - 2010 Language Arts

Subgroup	2010			2009			2008		
	% Prof.	Met Target	Participation Rate	% Prof.	Met Target	Participation Rate	% Prof.	Met Target	Participation Rate
All Students	41%	N	98%	42.2%	Y	99%	30.9%	N	97%
African American (not of Hispanic Origin)	35%	N	97%	42.4%	N	99%	28.2%	N	99%
American Indian or Alaska Native			100%	-0%	-	-0%	-0%	-	100%
Asian			100%	-0%	-	100%	-0%	-	100%
Filipino				-0%	-	100%	-0%	-	67%
Hispanic	41.6%	N	98%	40.4%	Y	100%	31%	N	96%
Pacific Islanders			100%	-0%	-	100%	-0%	-	100%



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	2010		2009		2008	
<b>White (not of Hispanic origin)</b>	55%	100%	75% -	100%	39.1% -	96%
<b>Two or More Races</b>		100%				
<b>Socioeconomically Disadvantaged</b>	42.7% N	98%	44.3% Y	100%	30.5% Y	97%
<b>English Learners</b>	34.7% P	99%	27.5% N	100%	24% N	100%
<b>Students with Disabilities</b>	11.6%	89%	13.9% -	100%	7% -	99%

In the fall of 2008, the EHS Language Arts Department implemented Professional Learning Communities. As noted in the chart above, percentages of proficient students in all subgroups improved within the last two years.

Adequate Yearly Progress for Math for the last three years is:

### 2008 - 2010 Mathematics

Subgroup	2010			2009			2008		
	% Prof.	Met Target	Participation Rate	% Prof.	Met Target	Participation Rate	% Prof.	Met Target	Participation Rate
<b>All Students</b>	43.6%	N	98%	43.7%	Y	99%	31.9%	N	97%
<b>African American (not of Hispanic Origin)</b>	29.8%	N	97%	36.4%	N	98%	28.1%	N	98%
<b>American Indian or Alaska Native</b>			100%	-0%	-	-0%	-0%	-	100%
<b>Asian</b>			100%	-0%	-	100%	-0%	-	100%
<b>Filipino</b>				-0%	-	100%	-0%	-	100%
<b>Hispanic</b>	46.2%	N	98%	44.6%	Y	100%	33.2%	Y	96%
<b>Pacific Islanders</b>			100%	-0%	-	100%	-0%	-	100%
<b>White (not of Hispanic origin)</b>	60%		100%	62.5%	-	100%	34.8%	-	96%
<b>Two or More Races</b>			100%						
<b>Socioeconomically Disadvantaged</b>	45.3%	N	98%	44.5%	Y	100%	34%	Y	97%
<b>English Learners</b>	43.6%	P	99%	35.5%	Y	100%	30%	Y	99%
<b>Students with Disabilities</b>	11.6%		89%	13.9%	-	100%	5.3%	-	100%



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Eisenhower has demonstrated significant growth in Mathematics in every subgroup over the past 3 years. The Math teachers work collaboratively in Professional Learning Communities to analyze student data, create common assessments and share best practices in order to improve the instructional program in mathematics. Although the students' math scores are improving, it is evident that EHS needs to develop strategies to address the needs of the African American Students. The EL subgroup made its AYP goals in ELA and Math through Safe Harbor.

### **Status of School**

Although the Rialto Unified School District was identified by the California State Board of Education as a Program Improvement District, Eisenhower High School has not been through any audit process within the last two years, nor does the school have a corrective action plan or joint intervention agreement. At this time, Eisenhower is under no state or federally imposed timelines for improvement or evidence of growth in student achievement. While over fifty percent of Eisenhower High School's students receive some type of federal assistance, the school is not categorized as Title 1. Eisenhower High school has been ranked as a decile 4 school for the Statewide Ranking and was ranked as a decile 8 school for the similar schools ranking in 2009.



# Chapter 2



## Significant School Changes or Developments



## Dwight D. Eisenhower Senior High School Midterm Review 2010

### II. Significant School Changes and Developments

The most dramatic changes since the last full self-study process have been the changes in administration and staff at both the district and school level. Dr. Harold Cebrun joined the Rialto Unified School District as our Superintendent in February, 2009. His plan to reorganize the district has resulted in numerous personnel changes at both the district and site levels. Eisenhower High School has had five Principals since the last full self-study. Reginald Thompkins, the Principal at the time, left the district in 2008. He was initially replaced by two interim co-Principals, Tom Hoak and Armand Messer who served for 3 months until Malcolm Butler was hired as the Principal in September, 2008. Malcolm Butler left the district in April, 2009 at which time former Assistant Principal, Nancy O'Kelley, was promoted to Principal. The Assistant Principals have also changed since the last self-study. Sharon Straughter is the only Assistant Principal from the last self-study who is still working at Eisenhower. The latest additions to the Eisenhower High School Administrative team are Scott Sparks, Dr. Ratmony Yee, and Jerry Sturmer. In addition to the administrative changes, many staff members have retired, left the district, or moved to other positions in the district. Eisenhower is a new school in many aspects.

Yet, even with all of these changes, the overall tone of the campus environment continues to be positive, proactive and productive. Academically, Eisenhower High School is still improving. The implementation of Professional Learning Communities, the STEP-UP Saturday program, and the partnership with Hope Through Housing to provide extended learning opportunities and resources to Eisenhower students have raised the bar on student learning. Our API increased by 33 points in 2008, by 64 points in 2009 and remained basically the same in 2010. Overall, in the past 3 years we have gained 97 points on our API.

The district changed the school boundaries in 2009 resulting in an influx of students who had previously attended other high schools. Eisenhower High School continued to excel, both



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academically and in extra-curricular activities. The Boys' Basketball team was instrumental in increasing school pride and school spirit for the last two years by winning the State Boy's Basketball Championship in 2009 and the CIF Southern Section Boy's Basketball Championship in 2009 and 2010.

Improvements to the Eisenhower High School facility since the last self-study include: refurbishing our Little Theatre with new seats, flooring and a stage curtain, constructing a much-needed athletic storage area, creating of a new computer lab designed specifically for CAHSEE preparation, purchasing of new band uniforms, completing the renovation of the Eisenhower cafeteria, purchasing ELMO's and LCD projectors for the majority of the staff and refurbishing the ASB room.

EHS discontinued the implementation of Smaller Learning Communities in order to focus on implementing and strengthening the Professional Learning Communities schoolwide. Eisenhower Administrators also designed the Master Schedule to provide a Collaboration Day every week so that teachers would have adequate time to meet within their PLCs.

<b>Additional Developments Since the Last Full Self-Study</b>	<b>2008 Critical Areas of Follow-up Addressed</b>
Renaissance Program (Accelerated Reader) was removed and 5 minutes was added to each period. English classes are now requiring book reports from their students.	Goal #1
Removal of "Writing Day" each semester	Goal #1
In 2010 EHS Library purchased select Spanish/English and high interest/low level reader book titles for the Eisenhower library specifically to support English Language Learners and struggling readers.	Goal #1
Position of "ELD Support Teacher" eliminated and replaced with "Language Development Specialist"	Goal #1
Position of "Literacy Coach" eliminated and replaced with the position of "Instructional Strategist"	Goal #1
Implementation of EL support class for long term English learners, EDGE.	Goal #1





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System 44 Reading Program for ELD 1 and SDC students	Goal #1
PLCs have replaced Smaller Learning Communities	Goals #1 & #2
Brand new computers in J-1 to support the Study Island program for Math and English (Web-based standards mastery program)	Goals #1 & #2
ALS Benchmark Assessment program discontinued (ETS program used now)	Goals #1 & #2
SDAIE Skills Training for Staff during collaboration meetings	Goals #1 & #2
CAHSEE Summer School Prep. Classes (Summer of 2008)	Goals #1 & #2
ELMOs purchased for most Core teachers	Goals #1 & #2
KAGAN Training for Structured Interaction	Goals #1, #2 & #4
STEP UP Saturday Program	Goals #1, #2 & #5
Hope Through Housing Program	Goals #1, #2, #4 & #5
“Math Coach” position eliminated and replaced with “Math Instructional Strategist”	Goal #2
One semester 9 <sup>th</sup> grade Math Support class made available to the lowest 100 students in 2009-2010.	Goal #2
Classroom J4 transformed into an additional computer lab for STEM program	Goal #2
Introduction to College Math Course offered to Seniors (Began in fall of 2010)	Goal #2
Parent Link has replaced EdConnect	Goal #3
PTSA established in 2009	Goal #3
The Parent Summit held annually for RUSD	Goal #3
Parent Institute at district PACE center	Goal #3
Unleash Your Parent Power Night	Goal #3
AP Parent Meetings	Goal #4
Addition of 2 Counselor positions	Goal #4
College Club – Career Center sponsored club	Goal #4
Project Lead The Way – more courses offered	Goal #4
Addition of 1 Attendance Liaison	Goal #5



# Chapter 3



Ongoing School Improvement



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### III. Ongoing School Improvement

#### Implementation and Monitoring Process:

In February of 2008, the WASC Accreditation Team and the EHS staff solidified the Schoolwide Action Plan. Five Goals were established to assess improvement and monitor progress.

The Five Action Plan Goals for Eisenhower High School are:

**Goal #1:** Improve student achievement in English/Language Arts as evidenced by improved class grades and increased scores on standardized tests at both the district (ALS Benchmarks) and state (CST and CAHSEE) level. Increase the literacy level of all students, especially English Language Learners.

**Goal #2:** Increase the performance levels of all students in Algebra I to Basic, Proficient, and/or Advanced.

**Goal #3:** Improve communication among all stakeholders.

**Goal #4:** Provide improved assistance to students in the development of a 4-year plan for high school and the transition to post secondary endeavors.

**Goal #5:** Improve student attendance rate.

The EHS Administration, Instructional Leaders and Leadership team meet monthly to discuss progress with regards to these goals and those of EHS in general. At the end of each school year, the WASC coordinator for Eisenhower contacts the Administration, Instructional Leaders and Leadership team to discuss progress for these goals and make any needed updates.

#### Integration of Plans:

The EHS Action Plan and EHS Schoolwide Plan now have common basic goals. The five main goals of the School Site Plan are:



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### **GOAL 1** for Improving Student Achievement in Reading Language Arts:

- A minimum of 66.7% of the students (10<sup>th</sup> graders) will score at proficient or advanced on 2011 CAHSEE ELA.
- All students will become proficient or better in reading/language arts by 2014 as measured by the CAHSEE ELA.
- Currently at this school 71% of students are passing or above on the CAHSEE ELA

### **GOAL 2** for Improving Student Achievement in Mathematics:

- A minimum of 66.1% of the students (10<sup>th</sup> graders) will score at proficient or advanced on 2011 CAHSEE Math.
- All students will become proficient or better in reading/language arts by 2014 as measured by the CAHSEE.
- Currently at this school 74 % of students (10<sup>th</sup> graders) are scoring proficient or above on the CAHSEE Math.

### **GOAL 3** for Improving Student Achievement in English Language Development:

- AMAO 1 The percent of English Learner students gaining one CELDT level per year will increase to 54.6% in 2011.
- AMAO 2 The percent of English Learner students in the US less than 5 years attaining proficiency in English will increase to 18.7% in 2011.
- AMAO 2 The percent of English Learner students in the US 5 years or more attaining proficiency in English will increase to 41.3% in 2011.
- AMAO 3 ELA The percent of English Learners making proficiency or above in reading on the CAHSEE test will increase to 67% in 2011-AYP Requirement.
- AMAO 3 Math The percentage of English Learners making proficiency or above in mathematics on the annual CAHSEE test will increase to 67.3% in 2011.

### **GOAL 4** Improving Student Achievement for all Special Education Students in Reading Language Arts and Math:

- A minimum of 67% of the students will score at proficient or advanced on 2011 CAHSEE ELA.
- A minimum of 67.3% of the students will score at proficient or advanced on 2011 CAHSEE Math.

### **GOAL 5** Planned Improvements in Student Performance through the Quality Education Improvement Act (QEIA):

- The school will exceed the school's API growth targets averaged over the first three years of the QEIA program (2008-09, 2009-10, and 2010-11) and meet the API targets each year after the third year.



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With the exception of the last two EHS School Site Plan goals, the rest are closely aligned to the WASC Action Plan goals created in February of 2008.

In addition to the EHS WASC Action Plan and the School Plan, EHS has also decided to focus on four areas of Instruction for the 2010-2011 school year:

1. Professional Learning Communities: To continue to improve student academic achievement by increasing the effectiveness of the Professional Learning Communities in all core academic areas, which will strengthen the instructional program by developing consistency in curriculum and consistency in assessing what students learn.
2. Response to Intervention (RTI): To improve student achievement by providing needed services and support to struggling students before they fail.
3. Explicit Direct Instruction (EDI) Strategies: To improve student achievement through the continued emphasis and use of EDI Strategies in all classes.
4. EL Strategies: To improve the academic achievement of our English Learners through the implementation and consistent use of highly effective EL strategies.

All four of these goals personalize what is already stated in the WASC and school site plans.

Instructionally, these goals fortify what needs to be done with regards to the 5 main goals for the WASC Action plan.

### **Preparation of Progress Reports:**

Updates have been made to the EHS WASC Action Plan goals every May. Instructional Leaders are presented with the most updated version of the Action Plan and are then asked to re-write, correct and/or add any necessary changes. They are also expected to list any progress that has been made during that school year to sufficiently satisfy the goals. Once the final version is completed, the EHS Administration is given the final document. Copies of each of the schoolwide action plans are as follows: