



ORGANIZATION

Vision and Purpose,
Governance, Leadership
and Staff, and Resources



Focus Group Leader: Anna Valmores, Science

Administration: Scott Sparks, Principal

Jennifer Allen, Special Education
Lowell Amrine, Language Arts
Lance Atkinson, Science
Maria Barriga, Attendance Clerk
Kim Biddick, Math Instructional Leader
Liliana Casarrubias, Social Studies
Stanley Compton, Security Officer
Gia Darby, Counselor
Gary Djonne, Health Education
Dennis Evero, Language Arts
Leslee Forney, Educational Technology Technician
Lisa Haas, Clerk Typist
Gilbert Henriquez-Pulido, Athletic Director
Pat Ivins, Home Economics
Tyler Manners, Language Arts

David McMillan, Custodian
Diana Mendoza, World Languages
Geoffrey Meneses, Social Studies
Kem Morris, Special Education
Paul Pivac, Custodian
Ruth Polonio, Special Education
Antonio Quintero, Math
Vincent Ressa, Visual & Performing Arts
Chad Rickard, Language Arts
Eddie Samuel, Physical Education
Yadira Solis, Secretary
Hillary Tambaoan, Math
Bridget Wood, Head Counselor
Ron Wynn, Custodian

SELF-STUDY FINDINGS

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. ORGANIZATION CRITERION

The school has a clearly stated vision and mission (purpose) based on its student’s needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school’s purpose is defined further by school wide learner outcomes and the academic standards.

Findings	Supporting Evidence
<p>Vision-Mission-Schoolwide Learner Outcomes-Profile</p> <p>Eisenhower High School has clearly developed Vision and Mission Statements that are based on achievement data and educational research. These statements are also based on the strong belief that all students can achieve academic success. In May of 2012, a team of the school’s identified leadership participated in a mini retreat at the University of California—Los Angeles Conference Center in Lake Arrowhead, CA. During this retreat, participants were divided into three groups of ten. These groups examined and altered, as necessary, the wording of the school’s Vision and Mission Statement. After much discussion, the groups reunited into one focus group. The focus group decided on the following Mission Statement:</p> <p>“We provide a safe environment and the opportunity for students to optimize their intellectual, social and personal development to become productive members of a democratic society.”</p>	<ul style="list-style-type: none"> • Eisenhower’s Vision Statement • Eisenhower’s Mission Statement • Eisenhower’s Schoolwide Learner Outcomes • Lake Arrowhead Leadership Team Meeting agenda for May 3 and May 4, 2012 • CST and NCLB scores analysis • Focus Group meeting minutes from April 2013 • Framework for 21st

SELF-STUDY FINDINGS

Educational research which defines 21st century citizenship was used to develop the school's new Mission Statement. Our Mission Statement demands that students become "productive members of a democratic society". The ways in which Americans engage in their communities, country, and world are changing and expanding. This is reflected in the Mission Statement. Furthermore, our Mission Statement encourages students to "optimize their intellectual, social, and personal development" because we understand that Americans need to become more economically competitive to meet local, state, national, and global challenges.

Participants from the UCLA Conference Center retreat decided to postpone any finalization of the school's Vision Statement pending a discussion with the entire staff. This final discussion was conducted by school site focus groups in April of 2013. It was a top priority for Eisenhower Staff that the Mission, Vision, and Schoolwide Learner Outcomes reflect 21st century skills that are needed for our students to succeed.

The Mission, Vision, and SLOs' finalization process took place over a span of six months. During this time, stakeholders created statements reflective of the surrounding community. These statements also ensured that the academic and career-based skills Eisenhower students would need in the future would be addressed. Henceforth, Eisenhower's finalized Vision Statement became thus:

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

Century Skills

- Email voting
- Staff wide Email collaboration

SELF-STUDY FINDINGS

environment.”

In October 2013, a volunteer committee was used to create our Schoolwide Learner Outcomes. The volunteer group was composed of instructional leaders, certificated staff, and administration. They gathered and drafted the following traits that all Eisenhower students will need to possess in order to be successful graduates and lifelong learners:

- **Respectful Individuals who--**
Demonstrate respectful behaviors toward students and adults.
Possess the ability to demonstrate respect with individuals and groups.
- **Responsible Individuals who--**
Are accountable for their academic success.
Demonstrate the willingness to assist others.
- **Relevant Thinkers who--**
Actively pursue understanding of the world around them.
Apply critical thinking skills to real-life scenarios.
- **Rigorous Learners who--**
Apply problem-solving processes to evaluate and analyze academic material.
Approach life with intellectual curiosity.

These SLOs are reflective of the Life and Career Skills of the Framework for 21st Century Learning. Some of the 21st Century Life and Career Skills to which our SLOs align include:

- “Understanding, negotiating and balancing diverse views and beliefs to

SELF-STUDY FINDINGS

reach workable solutions, particularly in multi-cultural environments”

- “Inspiring others to reach their very best via example and selflessness”
- “Monitoring, defining, prioritizing and completing tasks without direct oversight”
- “Going beyond basic mastery of skills and/or standardized curriculum in order to explore and expand one’s own learning as a lifelong process”

The proposed SLOs were sent to the staff via email throughout the six month revision process. This enabled all staff to make necessary revisions to the document. The final product is now visible in all classrooms. Demonstrate the willingness to assist others

- **Relevant Thinkers who--**

Actively pursue understandings of the world around them

Apply critical thinking skills to real-life scenarios

- **Rigorous Learners who—**

Apply problem-solving processes to evaluate and analyze academic material

Approach life with intellectual curiosity

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SELF-STUDY FINDINGS

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Most Eisenhower classes are based on California Subject Area Standards. In subject areas that do not have California State Standards, such as Physical Geography, national content area standards guide the instruction. Currently, Language Arts and Math classes are transitioning from California State Standards to Common Core State Standards. In the fall of 2013, all teachers were required to collect student work samples and identify the subject area standard being assessed in the collected work sample. One hundred percent of the student work samples were aligned to either a California State Standard or a national content standard.

- Student work samples
- Course descriptions
- Course syllabi
- PLC meeting minutes

Understanding of Vision, Mission, and School Wide Learner Outcomes

Parents and guardians are provided copies of the school’s Vision Statement, Mission Statement, and SLOs during Back to School Night. In addition, the school’s Vision, Mission, and SLOs are also shared with parents and students as part of the Student/Parent Handbook. All parties receive a copy of the handbook at the beginning of each school year, or when the student enrolls at Eisenhower High School. These handbooks are printed in both English

- Back-to-School sign in sheets
- Back-to-School agenda
- Student/ Parent Handbook
- Signed receipt of handbook
- Daily Announcements

SELF-STUDY FINDINGS

and Spanish.

Regular Review and Revision

Eisenhower's Mission Statement, Vision Statement, and Schoolwide Learner Outcomes were drafted with a specific intent: to provide a list the skills needed for our students to be productive citizens in the 21st Century.

At the outset of the review process, the faculty and staff of Eisenhower High School quickly realized that since our last, full self-study in 2008, significant changes had occurred not only in our site leadership but also to our community's economic conditions. The Eisenhower faculty and staff created belief statements that kept those facts in mind. Eisenhower's belief statements will be monitored periodically. We will be examining student statistical data taken from the Smarter Balanced Assessment Consortium (SBAC), CAHSEE, District Benchmarks, teacher-created Common Formative Assessments (CFAs), and the CELDT. Those results will be shared with the staff, students, and parents in order to document how we are working in unison to help our students reach their fullest, academic potential.

As part of our Self-Study process, an Action Plan is being developed and will be implemented through our Professional Learning Communities in order to address student needs. Creating a more rigorous and relevant curriculum will be ongoing. Strengthening the roles and responsibilities of our PLCs will also be needed in order for the Action Plan to be realized. Evidence demonstrating the importance of the P21 Framework for 21st Century Learning in our Action Plan will need to be clear if Eisenhower's

- Leadership Changes
- SBAC
- CAHSEE
- CFAs
- CELDT
- District Benchmarks
- Smarter Balance Practice Tests

SELF-STUDY FINDINGS

stakeholders truly expect to lead students into the 21st century.

A2. GOVERNANCE CRITERION

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

Findings	Supporting Evidence
<p>WASC Parent Committee Findings:</p> <p>When asked, “Does the school’s leadership use a wide range of strategies to encourage parental and community involvement?” parents indicated that they have a variety of opportunities in which they are able to collaborate with staff members and voice their opinions. Parents listed the School Site Council, English Language Advisory Council, Parent Teacher Student Association, African American Advisory Committee, Coffee with the Principal, Parent University, and the Parent Summit as positive examples of how parents are included in their child’s academic progress at Eisenhower High School.</p> <p>Areas of needed growth identified by parents included:</p> <ul style="list-style-type: none"> • the need to have more direct communication with teachers, • a shorter wait time with regards to scheduling meetings among the 	<ul style="list-style-type: none"> • WASC Parent Committee Report • WASC Parent Questionnaires • Parent Survey Results • School Site Council meeting minutes • English Language Advisory Council meeting minutes • Parent Teacher Student Association meeting minutes • African American Advisory

SELF-STUDY FINDINGS

parent, student, teacher(s), and counselor,

- a method of electronically being able to check on their son or daughter's attendance, grades, etc. via the Internet.

Parents also shared their concern about The District's elimination of the E-Chalk website, for it served as a quick way to find out what academic lessons were being presented by a given instructor.

Eighty-one percent of parents either somewhat agreed, or strongly agreed, with the statement that Eisenhower "uses a variety of methods to communicate with parents." Eighty-three percent of parents agreed with the statement, "Parent's input is welcome at the school," while eighty percent of parents agreed with the statement, "I am aware of the various opportunities to be involved in the school." 1,235 parents completed the Parent Survey during the registration process at the beginning of the school year.

WASC Student Committee Findings:

When asked, "Does the school's leadership use a wide range of strategies to encourage parental and community involvement?" students responded that Back-to-School Night, the PTSA, and the Relay For Life event were positive examples which support this statement as truth.

As a side note, the WASC Student Committee, like the WASC Parent Committee, also indicated that direct communication between teachers and parents was an area in need of continued growth at Eisenhower High School.

Committee meeting minutes

- Coffee with the Principal meeting minutes

- WASC Student Committee Report
- WASC Student Questionnaires
- Student Survey Results

SELF-STUDY FINDINGS

Understanding the Role of the Governing Board

The Mission Statement of the Rialto Unified School District is “to provide high levels of learning for all students and to inspire people to set goals to maximize their potential.” This statement is further supported by The District’s Vision Statement which says: “a leader in providing a quality education that prepares all students for their future.” These expectations are supported by The District’s core beliefs, which declare:

Excellence: We strive towards excellence in our pursuit of academic achievement.

Accountability: We are responsible for unleashing the maximum potential of each student, recognizing that our roles are critical in their success.

Diversity: We embrace and celebrate the diversity, history and collective cultures in our community.

Integrity: We respect and value our relationships based on honesty and compassion, and we are transparent in our actions.

Community: We build positive partnerships for the benefit of our students and community.

Safety: We provide a safe educational environment.

All district policies and procedures are defined by and aligned to these core beliefs. The Rialto Unified School District Board of Education meets bi-monthly. These meetings are open to the public and are broadcast live via web feed from the district website for those who are not able to physically

- RUSD Mission
- RUSD Vision
- RUSD Core Values
- RUSD Common Core State Standards Plan

SELF-STUDY FINDINGS

attend. The Rialto Unified School District website publicizes the board's meeting dates, times and places, agenda, and meeting minutes.

The District's Mission, Vision, and Core Values have served as an anchor for all policies and administrative regulations that occur at Eisenhower High School. Eisenhower's leadership team communicates these goals through school wide staff meetings, department meetings, and PLC meetings.

Eisenhower has aligned its site-based curricular Single Plan for Student Achievement with the district's high school goals. This curricular plan has focused on the development of Professional Learning Communities in order to drive effective instruction. There has been a shift away from Smaller Learning Communities, as teachers favor the concept of PLCs at Eisenhower High School. An important goal of the self-study process will be to ensure that the school's WASC Action Plan is aligned to the school's Single Plan for Student Achievement, driving the school's direction over the next six years. The current administration has expressed dedication to redeveloping the Single Plan for Student Achievement to reflect the goals identified throughout this self-study.

The RUSD Educational Services Department has developed a Common Core State Standards Plan that encompasses six areas: Curriculum, Instructional Strategies, Materials, Assessment, Professional Development, and Policies. Each of the six areas has an overall goal with specific objectives below it, and is written as an Action Plan with a timeline for implementation. All RUSD employees were invited to preview and offer input to the plan at The District's Gallery Walk presentation held during October of 2013. It will be

SELF-STUDY FINDINGS

the responsibility of the site principals to guide the plan's implementation at their perspective site. Eisenhower has already taken steps to incorporate the district's CCSS Plan into our WASC Action Plan.

The Professional Staff and Governing Board

The School Board is responsible for setting policy, and the professional staff is responsible for implementing those policies.

District and school leadership communicate professional responsibilities to their staff. In addition, any employee may speak to The Board at a public meeting, representing himself/herself, other employees, or citizens within the community, on non-negotiable items outside the scope of representation.

In April of 2013, seventy-seven percent of Eisenhower's staff either somewhat agreed, or strongly agreed, with the statement, "Quality work is expected from all staff" when responding to the Staff Survey. This result indicates that the school's governing board effectively communicates the responsibilities of the professional staff. Eighty-five percent of the staff agreed with the statement, "Administration provides good leadership."

- Staff Handbook
- Staff meeting handouts and agendas
- Employee Contract
- PLC meeting minutes
- Extra duty assignments
- Administrative observation
- Staff Survey results

Complaint and Conflict Resolution Procedures

Clear procedures for complaint and conflict resolution are posted within classrooms, detailed in Student/Parent Handbooks, and communicated to staff via the employee contract. Prior to filing a formal written grievance, the employee grievant is required to first make a good faith effort to adjust the

- Agreement Between the Rialto Unified School District and the Rialto Education Association
- Classroom and office posters

SELF-STUDY FINDINGS

grievance informally with his/her immediate supervisor. Should an informal process fail, the employee contract outlines three levels of administrative procedures that must be followed, with the third level involving mediation through the California State Conciliation Service.

In April 2013, ninety-one percent of the staff agreed with the statement, “I am comfortable asking any staff member for help or clarification.” Seventy-one percent of staff agreed with the statement, “The school community is supportive.” These responses indicate that Eisenhower’s staff feels comfortable with the school’s complaint and conflict resolution procedures.

- Staff Survey results

A3. LEADERSHIP AND STAFF CRITERION

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

Findings

Broad-Based and Collaborative

Eisenhower Professional Learning Committees are guided by Instructional Leaders who, in conjunction with administration, have the responsibility to assist in the direction of school wide academic goals. Furthermore, they help implement curricular and/or instructional action plans. In monthly meetings and during summer planning meetings, Instructional Leaders examine student achievement data such as CAHSEE, CST, API, the number

Supporting Evidence

- Professional Learning Communities
- Benchmarks
- Department Assignments
- Common Formative Assessments

SELF-STUDY FINDINGS

of D's and/or F's issued, progress made by significant subgroups, and school graduation rates in order to look for significant trends—good and bad.

During Collaboration Mondays, common conference periods, or voluntarily during lunch time, staff meets weekly in their departments, PLCs, and WASC Focus Groups. Sometimes, the entire staff gathers to discuss issues and policies that need to be visited based on school wide importance.

Topics for these meetings usually come from administration and Instructional Leaders. From these meetings, the staff uses the information to collaborate and discuss best practices for student instruction. In order to track student progress, the staff may include, but are not limited to, examining department wide assignments, benchmark data results, and common assessments. Because of time limitations associated with WASC self-study tasks, the principal has held instructional meetings with teachers before school on the first Tuesday of each month. Presentations during these meetings have covered topics such as Checking For Understanding (CFU) and Depth of Knowledge (DOK).

The Administrative Leadership Team consists of site administration, the ASB Advisor, Athletic Director, representatives from the Counseling Department, Academic Department Chairs, the Special Education Coordinator, representatives from our On-Site Security, and the English Learner Support TOSA. Leadership Team meetings are conducted weekly. Its focus is to bring school wide issues to the attention of the administration.

Eisenhower parents are active in PTSA, SSC, ELAC, clubs, and other booster

- Leadership Team
- Parent Center
- School Site Council
- English Language Advisory Council
- Parent Teacher Student Association
- Coffee with the Principal

SELF-STUDY FINDINGS

organizations. At the beginning of the 2013-2014 school year, administration moved the ASB student's meeting room from a space within the Administration Building to an independent classroom. This was done in order to convert the former ASB Room to a Parent Center. The purpose of the Parent Center is to give parents an increased voice with regards to student enterprises available on campus, and to support academic and extra curricular activities. The school's Intervention Liaison has an office open to the Parent Center, and maintains informative bulletin boards in the room. Most meetings involving parents are now held in the Parent Center. It is the goal of the current administration that the Parent Center will grow in importance and usefulness.

Eisenhower's School Site Council meets three to six times per year in order to review, update, and approve the Single Plan for Student Achievement. Other items discussed at SSC meetings include, but are not limited to, school initiatives and events, and any pertinent items stemming from parent and/or community concerns.

The English Language Advisory Committee meets monthly. They discuss issues related to student English language achievement at Eisenhower. CELDT, CAHSEE, and CST scores are shared with committee members in order to assist with the proper placement of students. The inherent goal is to help students exit the English Learners Program, and to be able to strive successfully within a traditional classroom setting during their experience at Eisenhower.

Eisenhower's PTSA has seen a recent resurgence. A large number of

SELF-STUDY FINDINGS

parents have joined the association with the specific task of raising funds in order to help students with their post-secondary endeavors. The PTSA has been key in the development of the Parent Center and has been crucial to the organization of the WASC Parent Committee for the 2013-2014 school year.

In 2013-2014, Principal Sparks continued a parent program begun by the previous principal. It is called Coffee with the Principal. Its purpose is to meet informally with parents on a monthly basis, and to promote a shared vision of greatness about all things Eisenhower. The group having Coffee With the Principal tends to be a cross section of parents from SSC, PTSA, and ELAC.

School Plan Correlated to Student Learning

Eisenhower's Single Plan for Student Achievement is adjusted each year based on assessment data taken from the CSTs, CAHSEE proficiency and pass-rates, API/AYP results, graduation rates, and class failure rates. Each school year, the SPSA is approved by both the School Site Council and by the RUSD School Board.

Since our last full self-study in 2008, it has been recognized by the WASC Leadership Team that the school's WASC Action Plan was not directly aligned with the school's SPSA. With frequent changes in administration, it has been difficult to maintain commitment to the WASC Action Plan and ensure that the SPSA and WASC Action Plan retain alignment. The current Leadership Team is dedicated to ensuring the future congruence of the SPSA and the WASC Action Plan. To develop the WASC Action Plan goals

- Single Plan for Student Achievement
- CST data
- CAHSEE data
- API/AYP data
- Graduation Rates
- Leadership Team meeting minutes
- Instructional Leader meeting minutes
- WASC Action Plan

SELF-STUDY FINDINGS

which will guide this year's development of the SPSA, the Principal called for several meetings of the Instructional Leaders. The purpose of these meetings was to develop a list of key, academic needs that will guide Eisenhower through the next six years. At these meetings, the administrative staff outlined three crucial areas to be addressed by the school's WASC Action Plan:

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

Once this Action Plan is finalized, it will then become a part of the SPSA for the 2014-2015 school year.

Correlation Between All Resources, Schoolwide Learner Outcomes, and Plan

QEIA funding requests are tied to the school's Single Plan for Student Achievement. Any request for QEIA funds must include a justification statement that cites the applicable Single Plan for Student Achievement goal addressed by the purchase. PLC meetings outside of the regular school day have been funded through justification according to the Single Plan for

- Project office funding justification statements
- Math PLC meeting minutes
- Science Department Eno projection systems
- Purchase Orders
- Department meeting

SELF-STUDY FINDINGS

Student Achievement. Eisenhower’s Science Department has been able to update Science classrooms with technology resources purchased by QEIA funds, and was able to justify it within the confines of the Single Plan for Student Achievement.

Each subject area is allocated a predetermined amount of money by the principal for their department at the beginning of each school year. Collectively within each department, teachers make decisions on how to utilize these financial resources.

One of the major material allocation failures at Eisenhower is the current, disheveled state of many of the student textbooks. These are mostly the ones used in classrooms as class sets. The Rialto Unified School District has faced many years of budget shortages and, as a result, new textbook adoptions has been delayed multiple times. Most classrooms are in desperate need of up-to-date textbooks. For example, the current textbook being used in U.S. History classes does not indicate that George W. Bush’s tenure as the nation’s forty-third president has ended. It goes without saying that departments with adopted Common Core State Standards are in need of new textbooks, and the corresponding supplementary materials, in order to meet the rigors of the new standards.

As the change to Common Core State Standards progresses, staff will also need additional training in all areas of technology in order to transition to new teaching methods as mandated by these said Common Core State Standards. While the district’s CCSS Plan does call for substantial amounts of money to be spent on professional development, so far a majority of the

minutes

- Textbook adoption timelines
- Textbooks

SELF-STUDY FINDINGS

training has been done at the elementary level. Specifically, Eisenhower teachers will need increased training on web-based instructional tools that will connect curriculum to the 21st century. The school has already begun the process of increasing the size of its professional development library to include more 21st century topics.

An identified area of growth from which the staff would benefit would be for the administration to provide the additional time needed in order for teachers to complete non-instructional tasks such as, but not limited to, participating in IEP meetings. Offering release time and providing substitute teachers, as needed, would be beneficial for many on-site programs.

A4. LEADERSHIP AND STAFF CRITERION

A qualified staff facilitates achievement of the academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

Findings	Supporting Evidence
<p>Qualifications of Staff</p> <p>Eisenhower has a knowledgeable teaching staff with an average of fifteen years of teaching experience. The teaching staff includes AP certified, AVID trained, GATE certified teachers, resource specialists, and other content area specialists. Additional support services include a psychologist, a part time nurse, seven counselors, four assistant principals, and a full time</p>	<ul style="list-style-type: none"> • CBEDS • Advanced Placement certification • AVID certification • GATE certification • Rialto Education

SELF-STUDY FINDINGS

college and career counselor. All staff members are considered highly qualified under No Child Left Behind mandates.

Eisenhower falls in line with the employment policies and practices of the Rialto Unified School District. With the state budget crisis of 2008, there has been a reduction of teachers in the Rialto Unified School District. This reduction has led to temporary contracts being issued on a yearly basis as well as “bumping” of some positions based on the Rialto Education Association’s seniority list. With the funds provided by the QEIA grant, Eisenhower has been able to hire three additional counselors, six teachers, one academic intervention specialist, and one additional administrator. The QEIA grant funding for Eisenhower is set to expire after the 2013-2014 fiscal school year. A lack in QEIA grant finding may lead to additional cuts in staff.

Association

- QEIA Grant

Maximum Use of Staff Expertise

The administration team makes every effort to place both new teachers and existing teachers in areas where the backgrounds, expertise, and interests are maximized. This effort is evident in the development of our master schedule whereby administration makes a concentrated effort to place teachers based on individual requests, student performance, and individual teacher characteristics. Teachers have been asked to list their course preferences during the Master Schedule development process.

Throughout the year, additional attention is given to the Master Schedule in order to increase student achievement. If teachers are excelling with their classes, then more sections of the class may be offered the following year. If a teacher is recognized to be struggling, then specific professional

- Master Schedule
- Teacher schedule requests

SELF-STUDY FINDINGS

development steps are put into place in accordance with the binding contract between The District and the Rialto Education Association.

Defining and Understanding Practices/ Relationships

Staff communicates constantly and effectively. This is done via email, telephone contacts, staff meetings, department meetings, Leadership Team meetings, and during PLCs. At the beginning of each school year, administration develops a Master Calendar of meetings. This Master Calendar establishes dates for weekly Leadership Meetings, monthly Instructional Leader Meetings and various staff meetings. The Master Calendar is disseminated at the beginning of the year, with meeting notifications sent via email. All parties are then encouraged to place the items on their individual calendars and/or appointment books.

For the 2013-2014 school year, the permanent meeting schedule consists of the following:

Late Start Monday: Whole Staff/Department/PLC/ WASC Focus Group meetings

First Tuesday of the Month: Teacher Meeting with the Principal before school

Every Third Thursday of the Month: Instructional Leaders Meeting

Administration meetings are held after Leadership meetings.

Throughout these meetings, the Eisenhower community is able to submit questions and concerns to their Instructional Leaders, who then share the

- Staff meetings
- Department meetings
- PLC meetings
- Email
- Staff Survey results
- Classroom assignments

SELF-STUDY FINDINGS

information with the school's administration. The Leadership Team evaluates, and acts upon, areas of concern. Then, they follow-up with the staff. With these existing meeting structures, Eisenhower does an adequate job of allowing all stakeholders to have a voice in the operation of the school. Informal communication is effective because subject area teachers are physically located in classrooms that are close to each other, and it must be noted that seventy-nine percent of staff either somewhat agreed or strongly agreed with the statement, "There are numerous opportunities to meet with colleagues to share strategies, lessons, project ideas, etc." The ability of PLC teachers to meet during a mutual conference period has produced positive results.

Staff Actions/ Accountability to Support Learning

The school's Professional Learning Communities share responsibility for the evaluation of collegial strategies used to implement innovations and to encourage improvements that support student learning. PLCs collaborate on a regular basis to support one another and to discuss best teaching practices. RSP and EL teachers are placed with Co-teachers and Instructional Aides.

While our current Principal has begun to encourage newer teachers to observe classes of other successful teachers, it is believed that even veteran teachers on staff may benefit from observing other classrooms.

Currently, Eisenhower is in the process of developing a class that will look to equip incoming freshman with the tools they will need to meet the rigors of the new Common Core State Standards. The teachers who will be

- Master Schedule
- Common Conference Period within PLC, if requested
- Instructional Aide assignments
- AVID Tutor Placement
- Staff Survey results
- E-mails

SELF-STUDY FINDINGS

conducting this class will be sent to AVID Path training thereby, enabling teachers to rely heavily on research-based AVID strategies. These same teachers will benefit from the observation of current AVID classes on campus and can be further trained by Eisenhower's AVID teachers. AVID tutors currently work with AVID teachers and students to support AVID program goals.

Seventy-eight percent of Eisenhower's staff agreed with the statement, "The Special Education Department provides adequate support for students with special needs." Seventy-five percent of staff agreed with the statement, "I receive communication to help me recognize and deal with Special Needs Students." All staff members are emailed a list of RSP and SDC caseloads at the beginning of the school year, and at the beginning of second semester. Teachers are also alerted through email as to the language proficiency level of their English Learner students.

Evaluation of Existing Processes

Eisenhower's administration continually reviews existing processes that effect successful student learning. Each Monday, the administrative team meets to discuss all issues relevant to student achievement. Frequent items of discussion involve classroom observations, benchmark data, and results from Common Formative Assessments. Focused conversations involving CAHSEE planning and the newly adopted SBAC assessments are constantly being reviewed in order to establish effective educational practices.

Eisenhower has a number of strategies that foster shared-responsibility with regards to supporting student learning. One of the most important parts of

- Meeting Agenda and Minutes
- Instructional Leadership Meeting Minutes and Agenda
- Department Meeting Minutes
- PLC Meeting Minutes

SELF-STUDY FINDINGS

this strategy is teacher collaboration, and the sharing of best practices on a frequent basis. This strategy is best witnessed in our Science and Math Departments, where there is a concentrated effort to develop new teaching techniques and student assignments based on the student's understanding of the material. Recently, it has been the goal of Principal Sparks to have newer teachers visit teachers' classrooms that have systems in place which academically challenge students' everyday.

A5. LEADERSHIP AND STAFF CRITERION

Leadership and staff are involved in ongoing research or data driven correlated professional development that focuses on identified student learning needs.

Findings	Supporting Evidence
<p>Support of Professional Development</p> <p>The Eisenhower High School staff is supported in the following areas for Professional Development:</p> <ol style="list-style-type: none"> 1. Time: Twenty-seven late start Monday's in order to allow staff to meet in their PLCs. 2. Personnel: Academic coaches, PLC Chairpersons, and Instructional Leaders are chosen by administration and are trained to effectively execute their tasks. 3. Fiscal Resources: Staff is fully compensated for all district and site level Professional Development. 	<ul style="list-style-type: none"> • Late start Mondays • Academic Coaches • Professional Development Center

SELF-STUDY FINDINGS

These three areas lay the foundation for which the staff is able to facilitate all students in achieving the academic standards and the Schoolwide Learner Outcomes. This effort is supported through Staff Meetings, Teacher Collaboration Meetings, and Department Meetings. Topics discussed in these meetings that address academic achievement include: assessment formation and results in Illuminate, curriculum formation, instructional strategies, and ways to differentiate instruction.

All Eisenhower staff members have access to the district's Professional Development Center (PDC). The Mission of the Professional Development Center is to provide resources and programs that actively engage all members of the school community in developing their skills as educators. The PDC Staff emails information about training opportunities to staff. In addition, they make site-based visits.

Supervision and Evaluation

Supervision and Evaluation procedures are in alignment with contractual guidelines and identified areas of need for individual teachers. Teacher observations and evaluations emphasize the standards for the teaching profession including, but not limited to, the effectiveness of instruction and the professional development of the educator. New teachers are observed more frequently than veteran teachers. This is to assist them with any classroom management issues they may have experienced, or with any other instructional concerns. All teachers are encouraged to observe their colleagues to share best practices and observe student learning.

In the Fall of 2013, the administration team purchased the services of the

- Evaluation agreement
- Final Evaluation meeting
- California Standards for the Teaching Profession
- DigiCoach® Walkthroughs
- DigiCoach® feedback emails

SELF-STUDY FINDINGS

web-based DigiCoach ®. This iPad app tracks every observation that each administrator records. The administrative team uses five criteria during classroom observations: engagement, checking for understanding, schema, cognition, and room environment. These criteria are embedded in the application. In a five-minute time period, each administrator can indicate the criteria category they observe while in a specific teacher's room. The feedback to teachers is automatic, as an email and is sent to the teacher immediately following the administrator's exit from the teacher's classroom.

On the first Tuesday of every month, Principal Sparks conducts a staff meeting with teachers to offer an in depth explanation of the five DigiCoach ® criteria. The focus of the administration team is to look at one specific criterion each month in order to get the teaching faculty to heighten their instructional abilities.

Over the course of four months, the administration team recorded 508 walkthrough classroom observations during the first semester. Information gathered from these walkthroughs has been presented at the Instructional Leaders' meetings, where they were discussed. Then, the information is passed to departmental PLCs.

Measurable Effect of Professional Development

The effectiveness of professional development, coaching, mentoring and trainings is determined by analysis of lesson plans, classroom visits, and observations made by administrators and peers. PLC meetings allow members to analyze effectiveness of lessons and strategies learned by looking at data and student overall performance. There has been an

- Professional Development handouts/ materials
- AVID Path Training
- Accountable Talk
- Lesson Plans

SELF-STUDY FINDINGS

increase in the number of teachers receiving AVID training, with the hope that participating teachers will implement research-based AVID strategies within their classes and share, with their colleagues, the effectiveness of these strategies.

As Eisenhower moves toward the direction of data-driven instruction, the need for training and the adoption of additional research-based instructional strategies will be crucial in order to improve student achievement. With the transition to CCSS, The District has become noticeably more proactive when it comes to providing teachers with research-based Professional Development. The overwhelming majority of RUSD elementary and secondary teachers have been trained on Accountable Talk methodology, and incorporate it within their classrooms. It is the expectation of District Administrators that they will see signs of Accountable Talk being used in classrooms during classroom observations. Currently, the data available to measure the effectiveness of Professional Development at Eisenhower includes: CST scores, CAHSEE results, District Benchmarks, and Common Formative Assessments.

- Classroom Visits
- Lesson Studies

SELF-STUDY FINDINGS

A6. RESOURCES CRITERION

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

Findings	Supporting Evidence
<p>WASC Student Committee Report</p> <p>When asked to respond to the question, “Is the school a safe, clean, and orderly place that nurtures learning?” the students overwhelmingly responded that the Eisenhower campus is a safe place. Students felt that campus Security Officers do an effective job at keeping the school safe. The WASC Student Committee also felt that areas of the campus are kept relatively clean, like the Cafeteria, GYM, pool area, and most classrooms. Many students appreciate the efforts of administration to enforce lunch clean up by allowing students to use electronic devices during lunch, as long as the lunch areas are kept clean.</p> <p>Areas in need of growth recognized by both the WASC Student Committee and the WASC Parent Committee include the maintenance of student restrooms. Students and parents would like to see the restrooms continuously stocked with supplies. Another area in need of growth recognized by both the WASC Student Committee and the WASC Parent Committee is the congestion of students in the Cafeteria during lunch-time. Many parents are worried about their child’s ability to eat lunch in the limited amount of time given to serve so many students.</p>	<ul style="list-style-type: none"> • WASC Student Committee Report • WASC Student Questionnaires • WASC Parent Committee Report • WASC Parent Questionnaires • Student Survey Results

SELF-STUDY FINDINGS

Eighty-seven percent of students either somewhat agreed or strongly agreed with the statement, “I feel physically safe inside the classrooms.” The percentage of positive results fell to seventy-five percent when students responded to the statement, “I feel physically safe outside the classroom.”

Allocation Decisions

The allocation of funds at Eisenhower is a broad-based decision making process that involves collaboration among several parties including: administration, the Instructional Leaders, ASB, athletics, and the School Site Council. These competing interests require funding from the General Budget as well as from the QEIA Grant.

Through the 2013-2014 self-study process, it has been the goal of administration to let the school’s WASC Action Plan and SPSA to drive all financial decisions. All funding requests this year have required connections to these plans.

Each academic department is allocated a fixed amount of money that fluctuates on a year-to-year basis. Within each department, teachers decide where the resources of these funds need to be spent. Supplies, and other materials, are monitored based on fixed budget allotments and the overall efficiency at which those materials are being used. Each classroom has a sufficient allotment of books, however, many of those textbooks are not up-to-date and/or the textbooks are seriously damaged.

- Instructional Leaders
- ASB
- Athletics
- SSC
- SPSA
- School Vision/Mission
- Master Schedule
- Purchase order records

Facilities

- Maintenance schedule and assignments

SELF-STUDY FINDINGS

Eisenhower's facilities are adequate and are well maintained to support the safety of students and staff. However, the limited number of custodians places time constraints on the amount of person-hours spent on each assignment. That is, there are times when only regular, routine maintenance is accomplished. Any additional maintenance issues become subject to time constraints and personnel availability. Ramp installment throughout the campus, and the remodeling of some school buildings, were noted as a sign of progress.

Ninety percent of staff either somewhat agreed or strongly agreed with the statement, "Campus security is doing an efficient job of maintaining an effective learning environment" on the Staff Survey.

- Record of requested repairs completed
- Ramps and safety features installed
- Staff Survey

Instructional Materials and Equipment

As the school transitions to the implementation of the Common Core State Standards, one of the top concerns of the teaching staff is the availability of printing resources. With out-of-date textbooks, teachers must obtain outside resources for the students to use. These supplementary materials need to be photocopied in class-sets. This results in teachers quickly exhausting their monthly allotment of photocopies.

There is an adequate procedure for checking out available printed materials and technology at Eisenhower High School. Available for checkout by teachers this school-year are technology carts loaded with class-sets of laptops. Teachers wanting to incorporate internet research, word processing, or PowerPoint development into their instruction can now do so by first alerting the Educational Technology Technician of their

- Library Textbook Distribution Schedule
- Student Library check-out lists
- Classroom sets of textbooks
- Technology purchase orders
- Classroom laptop carts
- Textbook adoption records

SELF-STUDY FINDINGS

request to verify availability.

It is the finding of the Organization Focus Group that Eisenhower would greatly benefit from new textbooks and technology to implement the new common core standards. Most staff would like to provide students with increased access to Advanced Placement courses and a greater selection of electives. The school would benefit from additional money being allocated for student consumables to reduce the number of photocopies needed. The school would also benefit from more money being allocated to provide and replace technology for student use in classrooms and computer labs. Students would also benefit from additional updated exercise equipment and portable whiteboards in the Physical Education department.

Category A: Organization: Areas of Strength

1. There are multiple opportunities for all stakeholders to be involved in the educational process at Eisenhower High School.
2. The implementation of new technology, to keep pace with 21st Century student needs, is visibly in progress.
3. The use of student achievement data and educational research was used to develop a clear Mission and Vision Statement. In addition, California State Standards and Schoolwide Learning Outcomes are well defined, identified, and posted.
4. There are a wide variety of course offerings at Eisenhower High School. Higher-level classes are accessible for those seeking to attend a 4-year university, while various hands-on CTE courses teach vocational skills that can transfer to the work force.
5. Communication amongst staff, students and parents is evident at Eisenhower High School.

SELF-STUDY FINDINGS

Category A: Organization: Areas of Growth

1. Classrooms are in need of adequate up-to-date texts, supplemental materials, equipment and technology to help achieve learning goals.
2. Teachers need increased professional development and planning time to develop cross-curricular lessons aligned with Common Core State Standards.
3. Programs, policies and evaluation processes have not been consistent due to the turnover on administrative personnel.
4. The school's Single Plan for Student Achievement and WASC Action Plan need to be in continuous alignment.



CURRICULUM

Standards-based Student Learning



**Focus Group
Co-Leader:**
**Karensa
Hutchens,
Language Arts**

**Focus Group
Co-Leader:**
**Lance Riley,
Language Arts**

Administration: Cindy Aguilar-Munoz, Assistant Principal

Kirsten Allen, Visual & Performing Arts Instructional Leader
Rubi Amezcua, Secretary
Angel Arratia, Language Arts
Carole Baca, Science Instructional Leader
David Benoit, R.O.T.C.
Kevin Bishop, Security Officer
Diane Carter, Math
Caren Contreras, Special Education
David Decipulo, Pool/ Custodian
Angelica Echauregui, Counselor
Gina Felkins, Physical Education
Everett Fox, Custodian
Robert Hampton, Career Center Technician
Krystal Henriquez-Pulido, Associated Student Body Director

Dean Hudson, Math
Irma Matos, Language Arts
Gretchen Millhollon, ROP
Jessica Moreno, Records Clerk
Mark Perantoni, Social Studies
Redus Reed, Special Education
Chris Reeks, Custodian
Lorraine Robles, Special Education
Rachel Rodriguez, World Languages
Terese Romagnano, Visual & Performing Arts
Humberto Salcido, Math
Crystal Sheehan, Science
Billy Truax, Math
Paul Vasquez, Security Officer

SELF-STUDY FINDINGS

Category B: Standards-based Student Learning: Curriculum

B1. CURRICULUM CRITERION

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Findings	Supporting Evidence
<p>Current Educational Research and Thinking</p> <p>Current educational research is used to develop a viable, meaningful instructional program. Courses are standards based and aligned with California state frameworks. In addition, individual teachers continue to maintain current knowledge of their subject area and how it applies to their student population to maintain relevant curriculum. In most subjects, PLCs meet regularly to collaborate and discuss best teaching strategies to assist all students in accessing the curriculum.</p> <p>In 2008, copies of Robert J. Marzano’s <i>Classroom Instruction That Works</i> were given to every Eisenhower teacher. Since 2008, many teachers have adopted the vocabulary strategies outlined by Marzano. Instruction of new vocabulary terms includes a brief explanation of the new term, a non-linguistic representation of the new term, student-generated descriptions of the new term, and student creations of non-linguistic representations of the new term or phrase. Marzano’s instructions on Historical Investigation are also used throughout the Social Studies Department.</p>	<ul style="list-style-type: none">• Robert Marzano’s <i>Classroom Instruction That Works</i>• Kagan Strategies for Cooperative Learning• Bloom’s Taxonomy of Learning Domains• Jane Schaffer Writing Skills ®• Six Traits of Writing training materials• TAPPLE strategies• Piaget’s Theory of Cognitive Development• Zone of Proximal Development

SELF-STUDY FINDINGS

Kagan strategies (i.e. Think Pair Share, Timed Writing Prompts, Checking for Understanding, etc.) are being used at all grade levels, across all disciplines at Eisenhower High School. Several Math teachers have been to Kagan Strategies training and returned to share these strategies with the entire department. These include Think-Pair-Share and various grouping methods.

Several years ago all Eisenhower High School teachers received TAPPLE instruction to ensure that checking for understanding is at the forefront of our lessons. When Explicit Direct Instruction is considered the best instructional strategy, Eisenhower teachers have been trained to Teach First, Ask a Question, Pause and Pair-Share, Pick a Non-Volunteer, Listen to the Response, and the provide Effective Feedback.

Some English and Social Studies department teachers incorporate either Jane Shaffer's Model for Writing or The Six Traits of Writing as part of their lesson plans for remediation purposes. With the impending Common Core State Standards dictating curriculum in English Language Arts, teachers now use a modified version of Bloom's Taxonomy and Depth of Knowledge (DOK) techniques. At the 9th and 10th grade level, English Language Arts teachers use approved materials provided by the State of California in order to provide practice for the California High School Exit Exam. Students apply the skills they acquire from the English curriculum to real-world activities which, in turn, interpolate with their educational interests. These skills include, but are not limited to: vocabulary building, writing techniques, listening and speaking skills, and their intrinsic desire to

- Howard Gardner's Theory of Multiple Intelligences
- Inclusion for Special Education Students
- 21st Century Learning Objectives
- James Asher's Total Physical Response
- AVID Path training

SELF-STUDY FINDINGS

graduate.

Kate Kinsella's academic word lists become "stopper words" that are front loaded as lessons are introduced in Social Studies classes. Asking students to describe a historical event, identifying what is known about the event, offering hypothetical scenarios, and then seeking out and analyzing evidence to determine if the proposed hypothetical scenario is plausible is a regular part of Social Studies curriculum.

Examples of research used in Science classes includes research on Bloom's Taxonomy of Learning Domains, magazines, Jean Piaget's Theory of Cognitive Development, Zone of Proximal Development, scaffolding, and English Learners Support via development of vocabulary and front loading. Science teachers use this research in the planning of lessons, labs, and student activities.

World Languages teachers use Howard Gardner's Theory of Multiple Intelligences, inclusion for special education students, 21st Century Learning Objectives, and James Asher's Total Physical Response (TPR) method for teaching a language.

Special Education teachers create standards based grade level scaffolded goals for students who require and individualized education plan. Special education students are held to the same rigor as those in general education and provided support for equal access.

Many teachers have also participated in AVID Path training to increase the use of research-based instructional strategies. Graphic organizers and

SELF-STUDY FINDINGS

Cornell note-taking are some of the research-based strategies used by teachers to increase student achievement.

Integration Among Disciplines

Integration among disciplines is very much a work in progress at Eisenhower High School. The social studies and English departments are in the preliminary stages of cross-curricular collaboration and would like to see an increase in time for this collaboration process to take place. With the upcoming transition to Common Core State Standards (CCSS), it is the belief of these teachers that more collaboration, especially among these two disciplines, is necessary for students to succeed. This opinion stems from the fact that CCSS requires seventy percent of students' reading material to be non-fiction in the upper-grades. Therefore, these teachers believe they can be valuable assets for one another to draw upon. Hence, with the advent of the Common Core, our American literature and US history PLCs have begun meeting to create a plan for integrating curricula. Some English teachers collaborate with social science teachers informally to implement a uniform system of writing. This has been done through informal teacher training on the Jane Schaffer writing method. The English department also supports student learning in the social sciences by analyzing historical documents, speeches, and key pieces of historical literature are in greater depth within English classes, and rhetorical devices are thoroughly analyzed. In addition, the many departments collaborate with the AVID program to support students in the areas of writing and note-taking strategies.

- Common Core State Standards for English Language Arts
- 11th Grade PLC meeting minutes
- Jane Schaffer Writing Skills ®
- AVID strategies
- World Languages textbook adoption

SELF-STUDY FINDINGS

In most departments across campus, teachers find integration among disciplines to be very limited. In some cases there are examples of cross-discipline instruction contained within a single department. The World Language Department has the fortunate opportunity to have integration among disciplines with the new textbook series. Within the scope and sequence of units and lessons, World Languages textbooks cover many other disciplines that focus on the language and/or culture of the country being studied. Disciplines covered include math, art, history, science, music, geography, economics, health, and comparisons of the English language to the language being studied. Students can apply world language skills to perform research and learn about cultural awareness and assimilation.

Accessibility of All Students to Curriculum

Eisenhower High School understands rigor to be the degree of difficulty or challenge presented to students in a course, on a test, or during an assignment. All parties believe that the materials that they use to teach are challenging. Instructors look for revised and updated materials in order to keep their students current and engaged.

Faculty and staff employ various methods to help the students apply the skills they have learned during their high school years to real-world careers and advanced post-secondary learning activities. Eisenhower's A-G classes are designed to prepare students for post-secondary education, while ROP and CTE classes provide students with skills they will be able to use in the work place. Eisenhower's transition to the Common Core State Standards is

- Common Core State Standards for English Language Arts
- Common Core State Standards for Mathematics
- University of California A-G Subject Requirements
- Rialto Unified School District Pacing Guides
- Student work samples
- DigiCoach® records
- Schoolwide Learner

SELF-STUDY FINDINGS

an example of an awareness of the need to keep curriculum relevant to the needs of our student population.

Coherence is apparent in the logical sequence of Eisenhower's curriculum and in the path that students take from their freshman year through graduation. It is also evident in district-created pacing guides that are designed to move Eisenhower students from skill to skill during their high school years. Coherence is also found in the articulation between classes. Many classes are scaffolded, where course outcomes are based on knowledge and skills learned from a previous level that lay a foundation for future success.

Through their DigiCoach® observations, Eisenhower administrators report a high level of student engagement in learning and classes that clearly implement a standards-based curriculum. However, the regular inclusion of our Schoolwide Learner Outcomes is scant. The Curriculum Focus Group examined several examples of student work and found that most of the samples demonstrated the implementation of a standards-based curriculum. Student work labels reflect the standard being addressed on the assignment as well as the Schoolwide Learner Outcomes (SLO). Nearly all of the student work samples demonstrate the skills embedded in the standard identified on the student work sample collection label.

English Language Arts

Over the past six years, Eisenhower's English-Language Arts Department has made every attempt to continually work toward academic rigor and to align said rigor with the California English-Language Arts Content

Outcomes

- Professional Learning Communities
- Students passing AP test
- Standards based IEP goals
- Leadership walkthroughs

- California English-Language Arts Content Standards for California

SELF-STUDY FINDINGS

Standards for California Public Schools. As the Common Core State Standards for English Language Arts raise the bar for individual accountability in the areas of research and expository writing, teachers have introduced curricular units to push students toward these new expectations. All 9th, 10th, & 11th grade English Language Arts teachers are currently working to align their curriculum with the Common Core State Standards. The English 12 Expository Reading and Writing program is already aligned with Common Core State Standards.

English Language Arts courses at Eisenhower High School are written to meet the reading, writing, listening, and speaking requirements of the University of California's A-G course descriptions. Occasionally, what is taught is adapted or altered because many students do not read or write at grade level. At this time, some English remediation courses designed for students not yet ready for the rigors of college preparatory classes are not being funded. In light of this, English teachers will differentiate and scaffold their lessons in order to make the content more accessible to students of all grade levels and abilities.

Upon examination of student work samples, it was found that students were assessed in a variety of ways in their English classes. The collected student work samples were indicative of the rigor employed by teachers to check and ensure understanding of coherent Common Core based curriculum. Work samples from all levels, i.e. Special Education, RSP, EL, Honors, Advanced Placement, etc. were included.

The school relies almost wholly on teachers and PLCs to review the English

Public Schools

- Common Core State Standards for English Language Arts
- Rialto Unified School District CCSS Plan
- Rialto Unified School District English Language Arts Curriculum Council meeting minutes
- English department Course Descriptions
- University of California A-G Subject Requirements
- School Accountability Report Card
- 2012-2013 School Quality Snapshot
- Student work samples
- Home Group meeting minutes from September 16, 2013
- English Department PLC meeting minutes

SELF-STUDY FINDINGS

Language Arts curriculum and evaluation processes. In addition, English Department teachers have gone to district meetings in order to rewrite pacing guides and revise student benchmark tests. Unfortunately, these district meetings have not always been one-hundred percent successful. For example, the 9th grade English Language Arts PLC rewrote its English course structure, including a new course to meet the needs of our large remedial population, but was unable to get this particular new course approved for English credit. (At this time, the new course has been approved for elective credit.)

Key stakeholders in Eisenhower's English Department continue to be more involved in the District's selection and evaluation of materials taught to ensure that the curriculum matches the school's Mission and Schoolwide Learner Outcomes. This is evidenced by members of the English Department serving on multiple district-level committees. In recent years, the District has shown more interest in welcoming the involvement of site-level stakeholders: the district sponsored a Gallery Walk at Rialto Middle School for the review of its Common Core State Standards Plan adoptions, and solicited the input of teachers, as well as administrators and the community.

Math

The following math courses are currently offered at Eisenhower High School: Algebra Essentials, Algebra I, Geometry, Bridges to Algebra II, Algebra II, Diploma Math, Introduction to College Math, Precalculus, Advanced Placement Statistics, and Advanced Placement Calculus A/B. Honors courses offered to students include: Honors Geometry, Honors

- 11th Grade PLC meeting minutes

- Mathematics Content Standards for California Public Schools
- Common Core State Standards for Mathematics

SELF-STUDY FINDINGS

Algebra II and Honors Precalculus. All of Eisenhower's math courses are aligned with Mathematics Content Standards for California Public Schools-based except Diploma Math, which is taken by students concurrently with another standards-based math class. The majority of Eisenhower's math courses meet the University of California's A-G requirements, with the exception of Algebra Essentials, Bridges to Algebra II and Diploma Math.

In an effort to ensure that all students leave Eisenhower High School with a diploma, the Math Department has instituted several courses geared specifically for the students who struggle to obtain the required thirty credits of mathematics. In 2012-2013, Eisenhower began offering Algebra Essentials, which is limited to ninth grade students who are at risk of not being successful in Algebra I. During the first quarter, these students receive intensive instruction in basic skills. The following three quarters address Algebra I Power Standards. The following year these same students take the regular Algebra I course. For juniors and seniors who have shown poor progress in either Algebra I or Geometry, Eisenhower offers Bridges to Algebra II, which is a course designed for those not quite ready for the rigors of Algebra II. Eisenhower also offers Diploma Math for those who have not yet passed the CAHSEE. For Seniors who have successfully passed Algebra II and feel they are college-bound but are unwilling to attempt Precalculus, Eisenhower offers Introduction to College Math, a course designed to help students succeed on California State University's Elementary Level Math exam. Additionally, for every student who fails either semester of Algebra I or Geometry, the Math Department offers "restart" classes. Students can take these "restart" courses out of

- Rialto Unified School District CCSS Plan
- Rialto Unified School District Mathematics Curriculum Council meeting minutes
- Math department Course Descriptions
- University of California A-G Subject Requirements
- Kagan Strategies for Cooperative Learning
- Robert Marzano's *Classroom Instruction That Works*
- Math Department PLC meeting minutes
- Math Department Lesson Plans
- Classroom postings of standards and objectives/ Classroom Observations
- Student placement records
- RUSD Chapter Tests

SELF-STUDY FINDINGS

sequence, so if they have failed only one semester of a course they are concurrently enrolled in that failed semester in addition to the next course in the sequence. This offers students the opportunity to catch up without wasting an entire school year doing so. The upcoming Common Core implementation in our district will change course titles and content but will not affect a student's ability to restart if needed. Math PLCs and Department meetings focus on ensuring that we are meeting student needs. There is a part-time Math Coach who facilitates Math PLC meetings and assists teachers (both new and veteran) as needed.

To give each student the best chance of success, Math teachers spend considerable time individually placing our incoming ninth graders in the correct level of math, using a combination of factors including standardized test scores, grades and district assessment results. These placements are reviewed quarterly and adjustments are made, if needed. Professional Learning Communities for each of our math courses focus on examining data from common assessments, which are now being revised to include more spiraling and Common-Core type questions.

The use of common district Chapter Tests and Benchmark Exams in the Math Department ensure that the appropriate California Content Standards for each course are addressed. Time for standardized test preparation has been set aside in our district Pacing Guides. In the last few years, the Math Department has been making slow but steady progress with respect to the percentage of students scoring Proficient and Advanced on the California Standardized Tests. However, Math department teachers recognize that they still have far to go. Realizing that we must help students make

- RUSD Math Benchmark Exams
- Eisenhower High School Master Schedule
- ABLE logs
- Math textbook piloting logs
- Student work samples
- Home Group meeting minutes from September 16, 2013

SELF-STUDY FINDINGS

connections between real-world problems and what they are learning in the classroom, the Math Department, as a whole, went on a three-day retreat in 2012 to address this issue. Our PLCs meet bi-weekly to perfect instructional strategies and to determine how best to spiral instruction.

The District does solicit some teacher input with regard to major Math curriculum decisions. The decision to adopt a Traditional or Integrated Pathway for Common Core implementation will be made soon, with each secondary school's Math Department receiving one vote. Math teachers are able to participate in textbook piloting and selection, and have had buy-in with regards to district grading policies. Teacher input regarding Common Core staff development is currently underway.

Individually, Math teachers cover problems that relate to real life issues with their students. Administration, this year, is emphasizing teaching which has the students trying to solve real world problems. Over the past few years, programs such as I Can Learn Lab, Accelerated Math, Kahn Academy (via the internet) and various videos have attempted to help bridge the gap. Guest speakers have been brought to classes, and classes have had the opportunity to hear from engineers, firefighters, surveyors, electricians, and plumbers. Also, Algebra II and Chemistry share concepts--such as scientific notation and logarithms. Our AP classes, as well as the STEM program, have many links to real world events.

Student work samples collected by Math teachers display standards-based assignments, but students have a large range in difficulty level as evidenced by the displayed work. Rigor (not just computation) is expected from

SELF-STUDY FINDINGS

students at all levels. Evidence that students are engaged, and putting forth effort, is present at all levels. The department finds that most assignments display practical, real world examples. The students demonstrate a great attention to detail in their work.

Science

The following Science courses are currently offered at Eisenhower High School: Earth Science, Biology, Animal Anatomy, Chemistry, Physics and Advanced Placement Biology. Next Generation Science Standards for California Public Schools, adopted by the State of California, guide the curriculum. The Science Department curriculum adheres to Pacing Guides established by The District.

Eisenhower Science teachers plan lessons together during Professional Learning Community meetings. The lessons developed incorporate the rigors of the Next Generation Science Standards. Special Education students receive extra support, via a Teacher Aide, to help them with reading and comprehension. Teachers use “chunking” strategies as well, to insure attainment of the standards by students.

Science teachers review data from Science Benchmarks, California Standards Tests, and student grades to evaluate the effectiveness of the curriculum and adjust teacher lesson plans accordingly. Eisenhower Science Department teachers have participated in the district’s development of Benchmarks, and adoption of Science textbooks. Science Department teachers are able to make recommendations for the purchasing of support curriculum materials. Science Department teachers have

- Next Generation Science Standards for California Public Schools
- Rialto Unified School District Pacing Guides for Science
- Science department Course Descriptions
- Science Department PLC meeting minutes
- Science Benchmark results
- California Standards Test results
- Project WET lesson plans
- Catalyst for Science lesson plans
- Student work samples
- Home Group meeting minutes from September 16, 2013

SELF-STUDY FINDINGS

developed and suggested new courses in order to help meet student needs in the area of additional science elective credits.

Science lessons developed within the PLC will sometimes team with other academic departments in order to incorporate cross-curricular techniques. A variety of cross-curricular lessons include reading, writing, interpreting graphs, the use of Algebra. It should also be noted that the reading of current events as they relate to real world applications of Science dovetails with some curriculum within the English and History Departments. Outsourced cross-curricular materials used by Science Department teachers include Project WET- Worldwide Water Education and the web-based Catalyst for Science.

Student work samples collected were found by Science teachers to reflect state and national (Common Core and Next Generation Science) standards. The samples reflected not only demonstrated the use of research and analytical skills, but also showed that students employ those skills to evaluate the world around them. Students used Star Charts to explore the night sky in their area, used textbooks and technology to learn about cells and organ systems, used lab equipment to measure, view cells, launch projectiles, and graph information, wrote (paragraphs, essays, and short answer) to address higher-level questions, and created visual and three dimensional models.

Social Studies

At Eisenhower High School, all students must complete and pass a 10th grade World History, an 11th grade 20th Century United States History, a 12th

- History-Social Science Content Standards for

SELF-STUDY FINDINGS

grade American Government, and a 12th grade Economics course in order to graduate. The History-Social Science Content Standards for California Public Schools determine the curriculum for our World History, United States History, Government, and Economics courses. In the case of Physical Geography offered to ninth grade students, the National Geography Standards & Skills drive the curriculum. As we await the possible adoption of the National Curriculum Standards for Social Studies, Eisenhower's Social Studies teachers have already begun to implement the CCSS English Language Arts Standards >>History/Social Studies in their classes. All Social Studies courses taught at Eisenhower High School meet the University of California A-G requirements.

In both World History and United States History, curriculum is approached in a chronological fashion. The textbooks adopted by the Rialto Unified School District present history in a chronological manner and are aligned to the chronological approach of the History-Social Science Content Standards for California Public Schools. The 12th grade courses of Government and Economics are also in alignment with the History-Social Science Content Standards for California Public Schools. Our district pacing guides ensure that each standard is adequately addressed throughout the school year. Through collaborative projects, technology assignments, research papers, and other daily assessments, Social Studies students demonstrate competency of the California Historical and Social Sciences Analysis Skills.

Student work samples collected by Social Studies teachers indicated that rigor is most often evident in the student writing samples. Students are front-loaded with history content and given a variety of pre-writing activities

California Public Schools

- National Geography Standards & Skills
- Common Core State Standards for English Language Arts >>History/Social Studies
- Social Studies Department Course Descriptions
- Rialto Unified School District CCSS Plan
- University of California A-G Subject Requirements
- Rialto Unified School District Social Studies Curriculum Council meeting minutes
- Social Studies Department PLC meeting minutes
- Rialto Unified School District Pacing Guides for Social Studies
- Student work samples
- Home Group meeting

SELF-STUDY FINDINGS

prior to being assigned 5 paragraph essays. Students must prove standards mastery at higher critical thinking levels when they are asked to answer historical questions in their own words. In Economics and Physical Geography, students must first learn basic key vocabulary and ideas before being asked to solve larger problems in class projects. There is a general shift towards more difficult open-ended exam questions, but most teachers are still using multiple-choice tests as an effective way of measuring student achievement.

Curriculum review and evaluation in Social Studies is done at the district level. The Educational Services Department assists Rialto schools in delivering high quality instruction to ensure all students are college and career ready through the implementation of the California State Standards and the new Common Core State Standards. A district Curriculum Council, representing the Social Studies departments of all middle schools and high schools, meets throughout the school year to ensure that all students are engaged in a challenging, coherent, and relevant curriculum. The Curriculum Council adopts the Pacing Guides used in Social Studies classes throughout the district and develops a policy regarding Benchmark Exams.

While the Social Studies Department is hindered by the nation's failure to adopt national Social Studies content standards, for now, the district's CCSS Plan guides curriculum development. All Rialto Social Studies teachers and support staff were invited to attend a Gallery Walk to view the district's Common Core State Standards Plan. The Plan encompasses 6 areas: Curriculum, Instructional Strategies, Materials, Assessment, and Professional Development and Policies. Teachers and support staff were

minutes from September
16, 2013

SELF-STUDY FINDINGS

asked to review the proposed CCSS Plan and make suggestions for changes. Part of the plan involves having a Core Team of teachers in Social Studies “Recreate and realign our current curriculum to meet the CCSS.” The Core Team of teachers will also be involved in creating performance tasks/ assessments and developing curricular units that could be used in Social Studies classes throughout the district. To assist Social Studies teachers transition their curriculum to the Common Core State Standards, it is the belief of Social Studies teachers that the Rialto Unified School District needs to place more emphasis on offering professional development to Social Studies teachers at the same rate the English teachers are given professional development opportunities.

Physical Education

In the Rialto Unified School District, twenty credits of Physical Education, as well as a semester-long Health Education class are required for graduation. The Physical Education department works collaboratively to ensure that the Physical Education Model Content Standards for California Public Schools are met. Physical Education lessons focus on fulfilling the demands of the state standards as well as the 4 R’s of Eisenhower’s Schoolwide Learner Outcomes: Respect, Responsibility, Relevance, and Rigor.

The National Association for Sport and Physical Education guides the Physical Education Department in lesson development. Lessons are sometimes adjusted and implemented based on new research gained from the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). The Physical Education Department meets as PLCs and as a

- Physical Education Model Content Standards for California Public Schools
- National Association for Sport and Physical Education Standards
- Eisenhower High School Schoolwide Learner Outcomes
- AAHPERD articles
- Physical Education PLC meeting minutes

SELF-STUDY FINDINGS

whole department to review the units being taught, and to discuss the curricular units needed to meet the requirements of the state standards.

Physical Education students are assigned written work to make up credit for any long-term absences. The written work assignments are based on research articles. Students are required to research health and fitness topics and then write papers on their findings. Some assessments in Physical Education involve writing where students are given a prompt and then expected to provide short answers

Student work samples collected by the Physical Education Department verified student participation through the grades they earn. Daily participation is reflected in written work and student application of critical thinking was expressed through projects. Physical Education teachers have a common grading policy and are guided by the district Physical Education Curriculum Council, which meets four times a year.

- Rialto Unified School District Physical Education Curriculum Council meeting minutes
- Student work samples
- Home Group meeting minutes from September 16, 2013

World Languages

Eisenhower High School currently offers students two world language choices to meet the “E” requirement of the University of California’s A-G requirements: French and Spanish. Students at Eisenhower can take French I, French II, French III, French IV, Spanish I, Spanish II, Spanish II for Spanish Speakers, Spanish III, Spanish III for Spanish Speakers, Spanish IV, Advanced Placement Spanish Language, and Advanced Placement Spanish Literature. The World Language Department of the Rialto Unified School District has made the decision to use the California World Language Standards, to which the newly adopted standards are aligned. Currently, all

- National Standards for Foreign Language Education
- University of California A-G Subject Requirements
- World Languages Department Course Descriptions
- Rialto Unified School

SELF-STUDY FINDINGS

World Language classes within the school and district meet the University of California A-G requirements. Through the District World Language Curriculum Committee new course outlines are in the process of being written in alignment with the new textbook programs for French and Spanish.

Congruence between the 5 Cs of the National Standards for Foreign Language Education, Spanish & French concepts and skills taught in classes, and Eisenhower's Schoolwide Learner Outcomes is easily achieved with the new textbook series. The new World Languages textbooks utilize many ways to provide students with the opportunity to better understand their importance in preserving culture while protecting the environment and becoming life-long learners through their study of a World Language. Discovering and experiencing a new perspective of other cultures, allows students to gain a better perspective on their own.

During the 2012-2013 school year, the Rialto Unified School District and Eisenhower High School's World Language Department completed a total revision of all World Language programs for the district. All high schools were involved in choosing the textbook series for the adoption of new Spanish, French and German programs. Each language program chose a textbook series that would be effective in meeting the students' needs within the classroom. Technology, student interest, standards based curriculum, practicality of program, and program articulation were all taken into account by all stakeholders while adopting the new textbook programs. District members, including teachers and RUSD district personnel, chose the curricular programs to be implemented. The community was invited to

District World Languages Curriculum Council meeting minutes

- World Languages Department PLC meeting minutes
- New Textbook adoption
- Rialto Unified School District Pacing Guides for World Languages
- Student work samples
- Home Group meeting minutes from September 16, 2013

SELF-STUDY FINDINGS

look at programs and text materials. Rialto Unified School District (RUSD) World Language Department teachers then created pacing guides for the new textbook series. All World Language Department teachers now have a pacing guide to utilize while teaching their classes.

World Language Department curriculum and its rigor has been evaluated by the World Language teachers within the district. With the new textbook programs, the next step for the World Language teachers is to look at and revise the course outlines. World Languages Pacing Guides will also be revised in the spring of 2014, after a full year of teaching with the new pacing guides and textbook programs. If changes to the curricular program need to be made, they will be made at that time. Plans for common assessments can also be made once pacing guides are finalized. At this time curriculum and its rigor, relevancy, and coherency of examination policies regarding course completion, credits, grading policies, homework, etc., will also be reviewed. All World Language Department teachers, school administrators, counselors, school leadership team, and RUSD district representatives will be involved in this process at some point in time.

Evidence of challenging curriculum was observed in the student work samples collected by the World Languages Department. Student work samples included: engaging in conversation, written language (grammar), recognizing culture as expressed through culture (literature), demonstrating understanding of nature of the language through comparisons of language with their own, using language beyond the school setting, and becoming life-long learners and using language for personal

SELF-STUDY FINDINGS

enjoyment.

Visual and Performing Arts

To fulfill the Fine Arts requirement of graduation, students at Eisenhower High School have numerous choices to select from: Art I, Art II, Ceramics I, Advanced Ceramics, Studio Art P, Advanced Placement Studio Art, Theater I, Theater II, Theater III, Drama Production, Dance Production, Pageantry Production, Concert Band, Jazz Band, Marching Band, Percussion Ensemble, Wind Ensemble, A Cappella Choir, Treble Choir, and Madrigals. The Visual and Performing Arts Framework for California Public Schools guide the curriculum in these courses along with the “Creative Expression” and career-related expressions.

Concepts and skills taught in the Visual and Performing Arts Department lean heavily towards the “Creative Expression” standards. Almost all, if not all, of our courses in Visual and Performing Arts meet the University of California’s “F” segment of the A-G requirements. Our Performing Arts programs--Drama, Band, and Choir--have earned an exemplary reputation by winning numerous awards. The school’s Band and Choir programs compete regularly against other schools and often win in their areas of focus. In the Visual Arts, students show off their work in various gallery shows and tend to perform well.

There is some integration of curriculum between Visual Arts and the Performing Arts as the Visual Arts have helped with “sets” for Drama and “halftime props” for Band. The Performing Arts have performed musicals

- The Visual and Performing Arts Framework for California Public Schools
- Creative Expression Standards
- University of California A-G Subject Requirements
- Visual and Performing Arts Department Course Descriptions
- Common Core State Standards for English Language Arts
- Student work samples
- Home Group meeting minutes from September 16, 2013
- Rialto Unified School District Visual and Performing Arts Curriculum Council meeting minutes

SELF-STUDY FINDINGS

involving curriculum from two or more disciplines.

Student work samples collected by the Visual and Performing Arts Department reflected only a small percentage of the standards. The samples did reflect rigor, especially in the collected assignments involving photos of sculptures and other written examples. Academically, daily concepts are taught in Visual and Performing Arts classes, and achievement of the Schoolwide Learner Outcomes have the same source of evidence as other departments—CST data, etc.

Curriculum review for the Visual and Performing Arts is the responsibility of the district's Visual and Performing Arts Curriculum Council. Involvement of the key stakeholders is filtered through the Visual and Performing Arts Committee at the district level. These meetings take place quarterly. The Visual and Performing Arts Department does not spend much time matching curriculum to the school's Mission Statement and Schoolwide Learner Outcomes. The department does plan exhibitions and performances and discusses many details about the curriculum in those forums. Teacher input at the school level is always solicited at Instructional Leader Meetings that take place monthly. Teacher input is treated with interest, respect and it is acted upon by administration. Teachers are expected to show, perform, and compete where they can. Visual and Performing Arts meetings give feedback to teachers from parents, administrators, and board members.

CTE/ ROP

At Eisenhower High School, there are a variety of Career Technical Education (CTE) and Regional Occupational Program (ROP) courses that

- Course Descriptions
- Industry Standards
- California Career

SELF-STUDY FINDINGS

students may enroll in the field of Business, Engineering, Home Economics, Industrial Arts, and Health Careers. CTE/ROP classes use California Career Technical Education Model Curriculum Standards and the Common Core standards when applicable. The collected work samples of the CTE/ ROP departments verify a rigorous connection between content standards, curriculum and assessment. The work also shows direct relevance to the workplace and to academia, and diverse real world situations. The work demonstrates a coherent strategy to integrate and interconnect classes through a pathway towards an industry standard classroom environment and curriculum.

Business Department

Information and Communication Technology

- Digital Media Presentation
- Computer Applications
- Computerized Graphic Design
- Web Page Design

Marketing, Sales and Services

- Introduction to Business
- Sales and Merchandising
- Business Management
- Business Law

Engineering Department

Technical Education Model Curriculum Standards

- Common Core State Standards
- Annual Advisory Board Meetings
- Student work samples
- Home Group meeting minutes from September 16, 2013

SELF-STUDY FINDINGS

Engineering and Architecture (Project Lead the Way)

- Introduction to Engineering Design
- Principles of Engineering
- Digital Electronics
- Civil Engineering and Architecture
- Engineering Design and Development

Home Economics Department

Education, Child Development and Family Services

- Life Management
- Child Development I
- Child Development II
- Careers with Children

Hospitality, Tourism and Recreation

- Life Management
- Culinary Arts I
- Culinary Arts II
- Advanced Culinary Arts

Fashion and Interior Design

- Life Management

SELF-STUDY FINDINGS

- Fashion Textiles and Apparel 1A& B
- Fashion Design and History A & B
- Fashion Textile and Apparel II A & B
- Fashion History and Design

Industrial Arts Department

Building and Construction Trades

- Wood Technology
- Furniture/ Wood Manufacturing
- Cabinet Making and Wood Manufacturing (ROP)

Manufacturing & Product Development (ROP)

- Welding Technology
- Welding Certification

Transportation (ROP)

- Auto Collision Repair and Refinishing
- Advanced Auto Collision Repair and Refinishing

Health Careers Department (ROP)

Health Science and Medical Technology

- Introduction to Health Careers
- Introduction to Nursing Careers

SELF-STUDY FINDINGS

- Medical Records Specialist
- Medical Terminology

CTE/ROP classes use California Career Technical Education Model Curriculum Standards and the Common Core standards when applicable. Wood working classes use the Technical Knowledge and Skills standards of the Building Trades and Construction Industry sector. “Project Lead the Way” has adopted and makes connections with the Common Core State Standards.

The collected work samples of the CTE/ROP departments verify a rigorous application of standards to curriculum and assessment. The work also shows direct relevance to the workplace and to academia, and diverse real world situations. The work demonstrates a coherent strategy to integrate and interconnect classes through a pathway towards an industry standard classroom environment and curriculum.

Special Education

Eisenhower’s Special Education Department includes Resource Specialist Program (RSP) classes, Special Day Classes (SDC), and Multiple Handicap (MH) classes. RSP classes are a part of Eisenhower’s mainstream classes; RSP classes are not self-contained. Our RSP sections in core classes are team-taught by the general education teacher and the Resource Specialist. SDC classes are offered for English (at all grade levels), General Math, Algebra A, Algebra B, Earth Science, Biology, World History, United States History, Government, and Economics. SDC students are mainstreamed as

- California English-Language Arts Content Standards for California Public Schools
- Mathematics Content Standards for California Public Schools
- Next Generation Science

SELF-STUDY FINDINGS

much as possible and as their Individualized Education Program (IEP) allows. With Eisenhower's Special Needs students, we mainstream them in every area outside of the specified need in their IEP and maintain the least restrictive environment.

Special Education classes incorporate the same California Content Area Standards used by Core Area teachers, but make serious modifications to the scope and sequence of how the standards are addressed. The MH/SDC PLC uses the BASICS 2 curriculum frameworks for students with moderate to severe disabilities. Teachers use the Diamond Learning Model on a 0-5 scale with 5 being the most independent and 0 being dependent.

There is collaboration among Special Education teachers in curriculum development. There is also constant collaboration between RSP teachers and the core area classes they are assigned to. Curriculum development is adjusted using testing and collaborating with other teachers to see what students may be doing with other teachers. Special Education teachers have to modify assignments based on student needs and student IEPs. IEPs are used to gauge progress of prior goals. Revision of goals and evaluation is done using teacher input and test scores.

MH Teachers use Houghton Mifflin & SRA reading programs. SDC teachers use the edge ® Reading Intervention Program. When applicable, teachers use Think Pair Share and Peer Partners strategies. To assist with math instruction, teachers attended the math training "The Big Idea". As with Core Area classes, Special Education teachers use graphic organizers and manipulatives to enhance instruction. Special Education Department

Standards for California
Public Schools

- BASICS 2
- Diamond Learning Model
- History-Social Science Content Standards for California Public Schools
- Special Education Department PLC meeting minutes
- Student IEPs
- Standardized test scores
- Student work samples
- Home Group meeting minutes from September 16, 2013

SELF-STUDY FINDINGS

teachers implement Transition Goals for Post High School Education based on student needs. Teachers have received training on universal access (i.e. different learning styles, multiple intelligences, Venn diagrams, focus on tactile, visual, and front loading vocabulary).

Student work samples collected by the Special Education Department indicated that teachers use Bloom's Taxonomy of Learning Domains to help vary the level of questions in a single lesson. They also promote critical thinking through open end questioning and allow students think time. MH/SDC students are graded on their level of independence and according to how many "prompts" they need to complete a given task. Students work on functional, community, vocational, domestic, and recreational skills.

Articulation and Follow-up Studies

Eisenhower's Counseling Department meets annually with our feeder middle schools to register upcoming freshmen. This has been done in several ways over the years via a classroom setting, large groups in the cafeteria or through PE classes. The coordination of student registration is conducted through the middle school counseling departments. Through the Think Together program, some of Eisenhower's students are volunteering in the middle and/ or elementary schools. Students involved in the Think Together program provide tutoring, mentoring and coaching skills to younger students.

One event that has proven successful and worth repeating is the Future Eagle Night. Incoming Freshman and their parents were invited to the Eisenhower campus to showcase our programs, electives, honors, etc. The

- Counselor visits to feeder middle schools
- Future Eagle Night
- Think Together Program
- College Academy
- San Bernardino Valley College visits
- Valley Bound Program
- SMART Workshop
- Eisenhower College and Career Fair
- Career Center college

SELF-STUDY FINDINGS

event was advertised on middle school campuses. The counseling staff has also organized an on site articulation meeting for middle and high school English and math teachers to discuss high school expectations and to secure a recommendation list of upcoming freshmen for honors and Geometry placement.

Eisenhower counselors assisted in the development and monitoring of the College Academy. This program was offered to one-hundred 10-12 grade students yearly. The College Academy was an opportunity to concurrently attend San Bernardino Valley College and Eisenhower High School. There was an established articulation between Eisenhower's counseling staff and Valley College's counseling staff to get students registered, assessed in math and English and development of a two-year Plan. Unfortunately, this program is no longer funded, and the concurrent availability at San Bernardino Valley is limited at this time due to current economic constraints.

There are multiple examples of articulation between Eisenhower High School and local colleges and universities. The Career Center offers students the opportunity to hear from numerous college presenters throughout the school year. College representatives come to present their programs and recruit students through lunchtime or whole-class presentations. These presentations are usually in the Career Center. Even without Eisenhower student participation in the College Academy, San Bernardino Valley College comes to campus during our second semester and offers site assessments in math and English, orientation to the campus, and a brief education plan is developed. Students are then provided a field

presentations

- EAOP
- Upward Bound
- Student 4-year Plans

SELF-STUDY FINDINGS

trip to the campus. The Valley Bound program is an additional opportunity offered to Eisenhower students. It is based on financial need. Only thirteen Inland Empire high schools participate in this program, with Eisenhower being one of them. The program is funded through the San Manuel Band of Mission Indians. Representatives from California State University at San Bernardino come to our campus in order to offer admission presentations. They, also, offer the SMART workshop for those students who have secured an admission to the college campus. Eisenhower's Career Center offers a yearly College and Career Fair in which an average of thirty campuses/trade schools/community colleges present information to our students.

Eisenhower's Counseling Department oversees the University of California at Riverside's Early Academic Outreach Program (EAOP) and the California State University at San Bernardino's UPWARD BOUND outreach program. Eisenhower students are recruited yearly for participation in these programs. (Counselors identify qualifying students, and coordinate on-site presentations with both organizations.)

Through a student's four-year plan and student-counselor communications, students are alerted to summer programs at local colleges in their field of interest. Students are made aware of campus open house opportunities and, when funding is available, field trips are offered to students to explore college campuses. Information about colleges and universities is disseminated through the Counseling Office. For example, information about the University of Southern California Open House was presented in the Counseling Office, and prospective college students were encouraged

SELF-STUDY FINDINGS

to attend. Recently, a technician from the Career Center chaperoned forty seniors on a field trip to visit San Joaquin Community College.

Follow-up studies of Eisenhower graduates are a weak point for Eisenhower High School. The Counseling Department does conduct a Senior Checkout Survey, requiring students to provide the school with information about their post-graduation plans. This Senior Checkout Survey allows the school to see how many students are planning to attend four-year universities, two-year colleges and trade schools, enlist in the military, or directly enter the work force following graduation. The school is able to use this information in-house but once the students graduate, Eisenhower does not utilize a database that can actually follow up with graduates to see if they have followed through with their original post-graduation plans. Counselors do record student future goals consistently, updating and maintaining this in a spreadsheet format. Even as late as senior check out, counselors have a record of their post graduation destination(s). It is only through word of mouth, or if a student comes back to visit, that any post-secondary graduate information may be confirmed.

SELF-STUDY FINDINGS

B2. CURRICULUM CRITERION

All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

Findings	Supporting Evidence
<p>WASC Student Committee Findings</p> <p>When asked, “Do all Eisenhower High School students have access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?” students responded that the Career Center is the place to find out about test dates, work permits, scholarship information, help with FASFA application, college representatives provide information about their college, and general assistance with post-graduate goals. Other identified strengths include the assistance provided by the Internship Program, the AVID program, ROTC, ASB, and the assistance by counselors in order to help students meet the A-G requirements. Students indicated that there is, also, assistance for student athletes to meet NCAA requirements.</p> <p>Areas of growth identified by the WASC Student Committee include the need for more assistance with regards to helping students succeed on the SAT, providing more flexible options for students so that they can choose to be more involved in multiple offerings, making Saturday Step-Up classes available to all students and not just those who need to make up attendance and truancy issues, and the expansion of elective course offerings. Students felt that enrolling in college classes is difficult, and that they could use some</p>	<ul style="list-style-type: none">• WASC Student Committee Report• WASC Student Questionnaires• Student Survey Results

SELF-STUDY FINDINGS

additional assistance in this area. Students would like to see more course offerings, in the same vein as Spanish and Ceramics.

WASC Parent Committee Findings

Like the students, Eisenhower parents identified the school's Career Center as an area of strength. Parents said that counselors review the four-year plan with students, and that the Pride Platoon program helps students with career goals. Parents mentioned the ROTC program, and how it helps students develop self-discipline.

Areas of growth identified by Eisenhower parents include a need for increased ROP courses, more guidance for students geared towards college, and an increase in academic programs like those offered by other school districts. Parents also expressed concern that information about school programs is not easily provided to parents.

- WASC Parent Committee Report
- WASC Parent Questionnaires
- Parent Survey Results

Monitoring/ Changing Student Plans

Teachers communicate with parents when they complete the Poor Progress Reports, quarter grades and semester grades. Counselors are in constant communication with teachers and parents. Status letters are sent at the beginning of each semester to every parent of 11th and 12th students to inform the parents of their child's academic progress. Counselors review grades with students and parents every time they hold a Parent/Teacher Conference (PTC). Parent Teacher Conferences may be scheduled by either the parents, teachers, administrators, or counselors as needed when student progress is not being made. To help

- Progress Reports
- Quarter/Semester Grades
- Weekly Grade Checks
- Tutoring Schedules
- Four-Year Plans
- Transcript Review w/ Counselor
- Parent-Teacher

SELF-STUDY FINDINGS

with the monitoring process, counselors use a database which includes the following:

- Credits earned and needed to graduate
- CAHSEE results
- College pathways, and notes of what programs are used to meet the college requirements

Based on the goals in the student's Four-Year Plan, counselors review student grades at the end of each quarter and semester. This helps counselors determine if changes need to be made in order to keep a student on track for graduation and maintain A-G requirements. Each school year, counselors review transcripts with students during the course registration process for the upcoming school year. In the Counseling Office, counselors distribute weekly grade checks to students. They often provide tutoring schedules and weekly logs for homework assignments. Weekly grade checks help staff members, students, and parents monitor student academic progress. To encourage student academic achievement, counselors send "Job Well Done" cards to students who received grades of As, Bs or Cs during the previous semester.

Outside of the Counseling Department, there are other various processes for monitoring student progress. Link Crew Leaders meet with 9th grade students and review First Quarter grades. An Academic Review Assembly is held for failing freshman and, in addition, their parents are invited to an evening meeting to discuss ways in which failing freshman can change their

Conference Logs

- Link Crew 1st Quarter Meeting
- Restart Classes in Math
- A+ Monitoring
- Freshman Mentoring Program

SELF-STUDY FINDINGS

habits to become more successful. Students who have struggled in math are given restarts in Algebra I and Geometry. A list of at-risk seniors is sent to all staff members so that staff, working as a team, can help the senior get back on track for graduation. Teachers also make referrals to counselors when a student's behavior or poor work ethic is an issue. Students who are enrolled in A+ are monitored weekly, and notes are sent to students as to their progress in the program. By the end of First Quarter, the newly initiated Freshman Mentor Program assigns a volunteer staff member to assist any freshman who has shown signs of academic struggling.

Post High School Transitions

There are several programs at Eisenhower High School that are designed to facilitate student transitions from high school to their post high school options. Each year, the College and Career Fair exposes students to local career opportunities and colleges. Announcements are given by the school's Career Center Technician in order to help students with career visits. The Career Center Technician assists students college application deadlines. The Career Center maintains a calendar on the Eisenhower High School Webpage. The Counseling Department prints a quarterly newsletter that disseminates information with regards to post high school options. ROP classes offer articulation with local junior colleges whereby students may earn certificates and credits that will transfer to a community college. Advanced Placement classes offer the possibility of college credit if the Advanced Placement exam is passed. Students enrolling and taking the Advanced Placement Microeconomics exams can earn college credit through California State University at Fullerton. Most colleges and

- Career Center
- Career Center calendar of activities
- ROP Certificates
- CSUF Articulation
- Internship Program
- AVID
- FBLA
- FHA
- HOSA
- NAPCA

SELF-STUDY FINDINGS

universities are able to accept student scores of a three, four, or five on AP exams for credit towards Bachelor's degrees. The class in Macroeconomics offers articulation with California State University at Fullerton.

College Academy was present on our campus from 2007-2012. Students participating in the program were transported to the San Bernardino Valley College campus where they were enrolled in morning classes. These students were earning credits towards high school graduation, and concurrently earning credit towards an Associate Degree from San Bernardino Valley College. Students not participating in the College Academy program were still able to make Valley College visitations through the Career Center. The Career Center has helped bridge Eisenhower High School with San Bernardino Valley College, by offering college registration and student assessments at the Eisenhower campus. The Valley Bound commitment also helped students with the transition from high school to college by paying for a student's college fees the first year. After they applied, 200 students from various local high school campuses were selected to be part of the Valley Bound program. In 2012-2013, ten Eisenhower students were chosen for the program.

Special Education has a prescribed course of study, which is created according to student's goals for post-secondary success. RSP and SDC transitional classes work with the Workability Program. The moderate/severely handicapped students may work on campus inside the cafeteria, participate with Workability, volunteer at a church stuffing envelopes, or intern at a retail store. The AVID Program is extremely helpful with regards to helping students transition from high school to a post

SELF-STUDY FINDINGS

secondary endeavor. AVID teaches students to be independent learners. In AVID, student's research schools and study degrees. AVID instructors take students to visit public and private colleges and universities which are in our local vicinity. Eisenhower's Internship Program requires students to complete a portfolio in 11th grade. The purpose of the portfolio is for the student to be able to show their high school academic accomplishments. Students with a 3.0 GPA or above complete the portfolio, which may make them eligible for various local scholarships. ROP classes are available to students for pre-technical training. The Art Department brings guest speakers who share ideas about Art Education beyond high school. Woodshop and Welding Technology classes teach the skills necessary for many careers at the technical/trade level. Students involved in several campus clubs, i.e. FBLA, FHA, HOSA and NAPCA, are offered field trips to local colleges.

SELF-STUDY FINDINGS

B3. CURRICULUM CRITERION

Upon completion of the high School Program, students have met all the requirements of graduation.

Findings	Supporting Evidence
<p>WASC Student Committee Report</p> <p>Students were also asked the question, “Upon completion of the Eisenhower High School program, will all Eisenhower students be able to meet the requirements of graduation?” Students reported that an area of strength is that counselors visit their classes to discuss graduation requirements. Students recognized that many teachers offer guidance on choosing the right classes, and how to graduate on time. Like the parents, the students identified the main area in most need of growth: Summer School. Students felt that without Summer School, many students will not be able to meet graduation requirements. Students were also frustrated by the current list of course offerings not being sufficient to meet the needs of all students. Students reported that many of the classes needed to graduate are unavailable for enrollment due to class size limitations and the number of faculty available.</p> <p>Sixty-nine percent of students either strongly agreed, or somewhat agreed, with the statement, “I am given opportunities to have learning experiences outside of the classroom.”</p>	<ul style="list-style-type: none"> • WASC Student Committee Report • WASC Student Questionnaires • Student Survey Results
<p>WASC Parent Committee Findings</p> <p>When asked, “Upon completion of the Eisenhower High School program,</p>	<ul style="list-style-type: none"> • WASC Parent Committee

SELF-STUDY FINDINGS

will all Eisenhower students be able to meet the requirements of graduation?” parents strongly agreed. Areas of strength recognized by parents included the fact that the California High School Exit Exam is reviewed in classes, an A+ Credit Recovery Program is offered to students, and Step-Up Saturday classes are available for qualified students.

Areas in need of growth identified by parents included the need to offer Summer School courses for students interested in getting ahead, and not just for those students who have failed classes. Parents desired a stronger push for all students to enroll in A-G courses, an increased urgency on the part of the school to contact parents of credit-deficient students, and a reduction on counselor case-work load.

Meeting Graduation Requirements

To ensure that students are meeting the requirements of graduation, including the CAHSEE, CAHSEE Prep Academies have been held after school and on Saturdays to help students with CAHSEE preparation. Students can also be enrolled in Diploma Math and/or Diploma English to help reinforce the skills needed to pass these tests. After school tutoring for students with qualified teachers has been offered. A school-wide tutoring schedule has been posted around campus and in classrooms. When it was funded, Hope Through Housing offered tutoring to students after school. Information about these programs has been distributed to all parents who have sought extra academic help for their student.

The A+ Program is used as a credit recovery program to assist credit deficient students. A+ classes have been offered before school, after

Report

- WASC Parent Questionnaires
- Parent Survey Results

- CAHSEE Prep
- CAHSEE Academy
- Diploma Math
- Diploma English
- Master Schedule
- School Calendar
- Step-Up Program

SELF-STUDY FINDINGS

school, during school, and on Saturdays during Step-Up. Alternative Education classes are offered to students who need additional credits for graduation. In the past, Summer School has been an option each year for students who at risk for not graduating, or for students who lacked the proper amount of credits to graduate with their respective class. This past year, Summer School was open to any student who chose to attend, and not just to students who were credit deficient. Counselors complete a senior review in April, and complete a senior checkout session before graduation.

Real World Applications

English Language Arts

To ensure that all students have access to real world applications of their educational interests, English teachers are continually reinforcing listening, speaking, reading, and writing skills, using a wide variety of teaching strategies. Lesson plans incorporate the imminent Common Core Curriculum with student work as evidence. A wide spectrum of individually chosen research projects are used within the body English Language Arts curriculum. The analysis and evaluation of Ethos, Pathos, and Logos as it pertains to advertising techniques is being infused into the 11th and 12th grade Pacing Guides. A diverse spectrum of societal issues are analyzed and debated in English classes at all grade levels, but with heaviest concentration at the senior level. AVID students participate in Socratic Seminars; they use a formal process to engage in meaningful debate.

English teachers teach nonfiction literature that is relevant to real world issues. An example would be that during second semester, 10th grade

- Common Core State Standards
- Teacher Lesson Plans
- Pacing Guides
- AVID
- Socratic Seminars
- English 12 Expository Reading and Writing in conjunction with California State University
- English Honors

SELF-STUDY FINDINGS

English teachers teach segments of *Night* by Elie Wiesel, which addresses the issues of genocide and war. Teachers are able to discuss current event issues with students, thus making connections between content area material and the real world. The English 10 Honors Research Slide Presentation Assignment allows students to demonstrate their knowledge and ability to assess credibility, synthesize information, and create a technological document while simultaneously allowing them to choose an area of their own interest to research. English 12 Expository Reading and Writing covers real world issues such as, but not limited to: Racial Profiling, Bullying, Fast Food and the American Overweight Epidemic, Genetically Modified Engineering, and Trying Juveniles as Adults. Critical thinking, problem solving, and analysis techniques used in English classes are definitive life skills.

Math

Individual teachers in the Math Department bring problems from various sources in an attempt to provide real world examples and experiences. Over the past few years, programs such as the I Can Learn Lab, Accelerated Math and Kahn Academy (via the Internet) have provided a link to the real world as well. Speakers have been guests in many classes, and these classes have heard from the likes of engineers, firefighters, surveyors, electricians and plumbers in an attempt to answer the proverbial “When are we ever gonna use this stuff?” question. Students use critical thinking skills, problem solving skills, logic and reasoning, and justification in Math classes: all skills that are needed in the real world. Math students have the opportunity to extend the skills in which they are learning through project-

- Lesson Plans
- Classroom Observations
- ABLE logs

SELF-STUDY FINDINGS

based experiences in both Math and Science classes. STEM classes, and upper division courses in particular, are geared to real world problems. This past summer, several Pre-Calculus students were involved in a partnership program with NASA; they worked on a rocket building project. Whenever possible, teachers present real world problems and examples to engage the students. Approximately sixty percent of the AP Calculus course and ninety percent of the AP Statistics course involve application problems. Some students will enter into careers requiring higher levels of math skills, including engineering, construction, architecture, teaching, and the like. Some students will use what they learn in math classes in order to complete home improvement projects of the future. Math requires discipline and rigor; it will help students establish a strong work ethic which will, in theory, help them through their entire personal and professional lives.

Science

Science PLC's develop lessons that include real world applications. The Science Department uses inquiry based labs and activities that apply to real life situations. Students are able to participate in Science Lab activities; they use computers for E Lab and ENO Boards. In Science Lab, students use various up-to-date technologies including, but not limited to, products such as Prezi and Microsoft Office. Lab equipment, in general, provides students with valuable, hands-on experiences.

- ENO Boards
- E Lab
- Prezi Presentations

Social Studies

In Social Studies courses, teachers have a fairly easy time connecting the

- Teacher Lesson Plans

SELF-STUDY FINDINGS

subject matter to real world applications. In Social Studies courses, teachers are frequently able to make connections between current events and the content being presented. An example would be the connections made in Government classes between the real life election process and the 12th grade Government standard: “Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.” Teachers provide students with voter registration forms. 12th grade Social Studies students learn about the responsibilities of citizenship, basic constitutional rights, personal finance, and basic economic principles which are applied in various role playing scenarios. Social Studies students are involved in real world experiences when they are doing problem-solving assignments such as the Stock Market Project, which is completed by Economics students. In Social Science, students evaluate the decision of the U. S. government’s decision to drop two atomic bombs on Japan to conclude World War II; this is also covered in United States History classes. Map reading skills are incorporated into the 9th, 10th, and 11th grade Social Studies classes. World History teachers cover world events from past to present using everything from CNN Student News webcasts to History.com. Students may be asked to summarize current event stories and make connections to economic, political, and social themes. Students learn about the roots of democracy. This helps them understand why the United States is the way it is today. Other examples of Social Studies students having access to real world applications include: collaborative group projects, research papers, and the student use of technology to create PowerPoint and iMovie projects.

- Stock Market Project
- Collaborative Group Projects
- PowerPoint Projects
- iMovie Projects

SELF-STUDY FINDINGS

Physical Education

Physical Education teachers teach lifelong skills and physical activity throughout the year. The state's Physical Education Model Content Standards for California Public Schools are written with the belief that the patterns of physical activity acquired during childhood and adolescence are likely to be maintained throughout one's life span, providing physical, mental, and social benefits. All Physical Education activities are standards-based. The Physical Education Department relates all curricula to lifelong learning. All subjects in Physical Education are focused on the student being able to continue physical activity throughout the rest of their adult their life.

- Physical Education Model Content Standards for California Public Schools
- Teacher Lesson Plans

World Languages

In all World Language classes, real world applications are used. Example of this would include the use of technology, the study of travel and geography, cultural studies, the comparison of languages among various cultures, the study of a country's music, art, and history, etc. All these things are relevant to the student; it helps them attach meaning from the textbook to the real world. Students watch TV/DVDs, listen to target language music from worldwide sources, use computer applications such as News+Networking or QR Reader to download cultural resources, use online resources, read, write, cook, plan travel experiences, analyze, and become skilled at study habits while learning the language within a standards-based curriculum. Furthermore, student organizations like the French Club immerse students in the French culture by teaching them how to make French meals, and the

- Teacher Lesson Plans
- Content Audio and Video

SELF-STUDY FINDINGS

like. French Club students visit local French restaurants and galleries displaying French art. Many French Club students have traveled to Europe as part of their educational program. The European experience was able to expose them to British English as well as traditional French and Spanish.

Students are also able to apply World Language skills in order to explore career opportunities (Bilingualist), master another language, increased income earning potential through the usage of bilingual skills, discover travel opportunities, participate in community/volunteer services, and strengthen their conversational skills. Students learn to differentiate between formal and informal language as it applied to their native tongue and secondary language. They accompany this through a variety of written and verbal activities.

Visual and Performing Arts

Real world applications in the Visual and Performing Arts are addressed by offering a full range of courses at the beginning and advanced levels. Real world applications of the subject matter are developed through hands-on projects (i.e. building theater sets) and actual theatrical performances, contests and competitions. These student activities force the students to think critically, be creative with problem solving, and to use analysis and synthesis as it relates to situations within a theatrical setting.

- Teacher Lesson Plans
- Project Planning
- Set Construction
- Acting
- Scriptwriting

CTE/ ROP

- Internship Program
- Externship Program

SELF-STUDY FINDINGS

Eisenhower's CTE-ROP programs are all based on real world applications. Many programs have internship programs attached to them. Some of these internship programs include: Kaiser Permanente, San Bernardino County Sherriff's Department, and the Rialto Police Department. All curriculum includes hands-on activities, with demonstrations and return demonstrations. These programs are heavily skills-based.

Students enrolled in CTE/ ROP classes are able to use what they learn from course curricula in real world applications that suit their educational interests. As part of the Introduction to Nursing Careers course, for example, students are able to intern with the school nurse. They can volunteer to help with the ASB-sponsored Blood Drives which are periodically held on campus. In the Careers with Children course, students are able to work at local preschools and elementary schools for up to seventy hours of workplace experience. Fashion Textile and Apparel students play a role in creating costumes for the school's drama performances. In Welding classes, students have been asked by ASB to create Sturdy Carts that could be used to transport Homecoming floats. Students involved in the Advanced Woodworking class are able to build benches and bookcases, among other projects. Advanced Culinary Arts students prepare, cook, and serve food for Café d'Eisenhower. These are all valid examples of fulfilling Eisenhower's SLO: to prepare students to be "Relevant thinkers who apply critical thinking skills to real-life scenarios."

- Student work samples
- Completed student projects

Special Education

Special Education students attend Vocational Education classes to gain

- Vocational Education

SELF-STUDY FINDINGS

access to real world applications as they relate to their educational interests. Students may participate in the Rialto Police Department's Pride Platoon for Youth-At-Risk. Students learn various skills needed for possible career development. Learning how to be responsible is given a lot of emphasis in Special Education classes. Self-discipline is another area of focus for Special Education students.

- Pride Platoon

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

1. Eisenhower believes that the principal strength of our curriculum is that it is accessible to all students. Eisenhower is proud of, and continues to strive to improve our RSP mainstreaming program and the co-teaching that occurs in our RSP English and Math classes. Our honors and AP programs accept all students willing to challenge themselves with the increased rigor these classes bring. Additionally, Eisenhower is always exploring new ways to improve the educational experience for all levels of student achievement. With programs such as edge® and STEM, Eisenhower is constantly striving to both remediate and enrich where appropriate.
2. Eisenhower's monitoring processes are innovative and help students achieve graduation. Between the Counseling Department's Four-Year Plan initiative and the Mathematics Department's restart and transition programs, Eisenhower is constantly aware of each student's position regarding graduation and earning the credits necessary to achieve that goal.
3. While Eisenhower would love to see an increase in the elective choices offered to students, the belief remains that this is an area of strength. From Culinary Arts to Media studies, Eisenhower offers several avenues for students to explore whether it is manual or technological.

SELF-STUDY FINDINGS

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

1. When evaluating and revising our curriculum, Eisenhower needs to make decisions that are in the best interest of student learning. Teachers believe that they have no control over a state-mandated curriculum. Whether or not this is true, teachers believe it. Growth in this area would be evidenced by teachers manipulating their curricula in such a way to improve student achievement in areas where we know our students struggle.
2. As we move toward implementation of the Common Core State Standards, Eisenhower teachers must be mindful of student educational interests and manipulate their curricula to create opportunities for Real World Application of learning.
3. In this new global society, integration plays a greater role than we acknowledge on the high school campus. Moving forward, the teachers of Eisenhower High School will have to collaborate across the curriculum in a much more intentional manner. While there is a start on campus with the integration of Math and Science in the STEM program, we would like to see more integration in such curricular areas as English and History.



INSTRUCTION

Standards-based Student Learning



Focus Group Leader: Ron Miller, Social Studies Instructional Leader

Administration: Frank Jimenez, Assistant Principal

Armando Adriano, Social Studies
Elsa Anderson, Job Placement Coordinator
Ron Atkinson, Special Education
Jennifer Bailey, Language Arts
Kim Bailey, World Languages
Mark Blackmon, Custodian
Stefanie Chamberlain, Visual & Performing Arts
Laurie Dunbar-Small, Math
Danette Edwards, Library Technician
Curt Elwood, Special Education
Teresa Gallardo, Health Clerk
Kyle Hadley, Industrial Arts
Betty Hamel, Science
Sean Hopkins, Social Studies
Eric Jackson, Counselor
Yvonne Jenkins, Clerk Typist

Ray Jimmerson, Business
Scott Johnson, Language Arts
Steven Johnson, Physical Education
Chris Lonctaux, Math
Wayne Luster, R.O.T.C.
Kirk Natoli, Custodian
Wanda Paluba, On Campus Suspension
Hazel Price, Language Arts
Sharon Ramirez, Science
Carla Ricker, Secretary
Samalu Rodriguez, Language Arts
Deborah Scott-Toux, World Languages-
Instructional Leader
Brenda Solache, Math
Chris Walters, Grounds/ Maintenance
Worker

SELF-STUDY FINDINGS

Category C: Standards-based Student Learning: Instruction

C1. INSTRUCTION CRITERION

To achieve the academic standards and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

Findings	Supporting Evidence
<p>WASC Student Committee Report</p> <p>When asked, “Do all Eisenhower High School students participate in rigorous standards-based curriculum that supports the achievement of the California state standards and the school’s Schoolwide Learner Outcomes (SLOs)?” students were able to identify certain stand-out teachers who not only write standards on their whiteboards, but constantly make connections between the standards and the lesson being taught. Students also indicated that Advanced Placement, Honors, and College Prep classes are challenging and force students to think critically about subject matter.</p> <p>As indicated by the Student Survey results, Eisenhower students have a positive perception regarding personal learning experiences due to the fact the Eisenhower teachers weave real life situations into instruction. Most students believe that the classes that they are currently taking are preparing them for next year’s course work and for college, that classes were challenging, and that teachers supported them in the learning process.</p> <p>Seventy-nine percent of students either strongly agreed or somewhat</p>	<ul style="list-style-type: none">• WASC Student Committee Report• WASC Student Questionnaires• Student Survey Results

SELF-STUDY FINDINGS

agreed with the statement, “I know and understand what the objective for the day is in each class”, while seventy-six percent of students responded positively to the statement, “I know and understand what standard that I am supposed to learn for the day in each class.”

In the student survey, the strong majority of Eisenhower students expressed that Eisenhower High School has created positive learning experiences for them. The area of strength recognized by students is the school’s writing instruction; the identified area of weakness is the school’s assistance in developing speaking skills.

Eighty-two percent of students either strongly agreed or somewhat agreed with the statement, “Eisenhower has helped me to develop writing skills.”

Seventy-nine percent of students either strongly agreed or somewhat agreed with the statement, “Eisenhower has helped me to develop skills in reading and comprehension.”

Seventy-nine percent of students either strongly agreed or somewhat agreed with the statement, “Eisenhower has helped me develop skills in mathematics.”

Only sixty-six percent of students either strongly agreed or somewhat agreed with the statement, “Eisenhower has helped me develop skills in speaking before a group.”

WASC Parent Committee Report

When asked, “Do all Eisenhower High School students participate in a

- WASC Parent Committee Report
- WASC Parent

SELF-STUDY FINDINGS

rigorous standards-based curriculum that supports the achievement of the California state standards?” parents responded that Eisenhower teachers do teach to the standards. Parents indicated that students are challenged to work hard in some classes like Advanced Placement courses and AVID classes.

Identified areas of growth included the need for more homework and elective classes. Parents also expressed concern that Step-up Saturday classes are not available to all students.

Questionnaires

- Parent Survey Results

Results of Student Work Observations and Examining Work

The Eisenhower campus is an engaging learning community with a variety of courses for students to choose from. Examining student work samples offered staff members a complete look at how teacher instruction impacts student achievement. Student work samples show that Eisenhower students are assessed by a wide variety of assignments that challenge students on a daily basis.

Four years of English classes are required for high school graduation and college admission. Freshmen through junior year, students can choose to take regular, remediation, or accelerated classes. Junior year students can also take Honors English or AP English Language and Composition. For students at the twelfth grade level, AP English Literature or Expository Reading and Writing are offered.

In lesson planning, most English teachers incorporate a variety of instructional techniques to engage all students. These techniques include,

- Student work samples
- Lesson Plans
- Direct Instruction
- Guided Practice
- Teacher modeling
- Learning partners
- Checking for understanding
- Grammar and Vocabulary lessons
- Class syllabi
- Jane Schaffer writing strategies
- Kate Kinsella word lists
- Cornell® Notes

SELF-STUDY FINDINGS

but are not limited to: consistent guidance and scaffolding of teaching materials, generous amounts of student group work, regular student pair-sharing activities, repetitive vocabulary instructional exercises, modeling general learning strategies (i.e. deconstructing and reconstructing writing prompts, creating study materials and flashcards, using Realia and other methods of instruction in order to assist the English Language Learners and the Resource Specialist Program, etc.), checking for understanding tasks, and incorporating grammar and vocabulary “mini-lessons”.

Student work in English classes includes, but is not limited to: research projects, writing assignments, oral presentations, skits and role-playing, Cornell® Note taking, and quarterly performance assessments. Teachers evaluate student work using common rubrics. Teachers meet in grade-level Professional Learning Communities to discuss student outcomes, and readjust teaching methods and/or develop re-teaching strategies.

Eisenhower High School currently offers a multitude of different mathematics courses designed to serve students at a variety of levels. In addition, math courses are available to students at multiple grade levels (for example, a freshman may take Algebra I, Geometry, Algebra II depending on the previous course taken in middle school). Math classes include Algebra Essentials, Algebra I, Geometry, Bridges to Algebra II, Diploma Math, Algebra II, Introduction to College Math, Precalculus, AP Statistics and AP Calculus. Additionally, Eisenhower offers Honors sections of Geometry, Algebra II and Precalculus.

The math department is beginning the arduous task of incorporating

- Grading rubrics
- CAHSEE prep materials
- Document Based Questions
- Primary source document analysis
- Professional Learning Community meeting minutes
- Student performances

SELF-STUDY FINDINGS

Common Core lessons in Algebra I, Geometry, and Algebra II classes. These lessons are shifting instruction to teacher as facilitator and creating more opportunity for discussion and critique of students' problem solving skills. Beginning in the 2014-2015 school year, our district has made the decision to adopt an Integrated Model meaning that new textbooks will be in place.

The math work samples that were collected demonstrate that students are performing at a variety of different ability levels within these courses. Students are being challenged to think and prove what they know, as teachers are requiring students to show their work, write down explanations, organize and solve problems in a logical manner. Student work in math classes includes classroom notes, textbook assignments, collaborative problem solving activities, lesson quizzes, CAHSEE and CST preparation materials, district common assessments, projects, and error analysis prompts.

Science courses are available at different range of levels, enabling students to have access to four years of science. The levels include AP, honors, and regular science courses. Elective courses include AP biology, Anatomy and Physiology, Intro to Engineering, Principles of Engineering, Digital Electronics, Architectural Engineering, and Capstone Class

Following an analysis of student work samples by Science Department teachers, Science teachers concluded that the work samples collected by the science department show a diverse application of higher-level thinking and problem-solving skills. Students evaluate and use websites to conduct

SELF-STUDY FINDINGS

research for various projects, use research and organizational skills to collect information, compare and contrast information collected, collect and analyze data, incorporate writing to address both national (Common Core, etc) and local standards. All samples collected represent a focus on state and national standards, and require grade appropriate application of knowledge.

Social Science courses offered include; Geography, Honors World History, World History, AP US History, US History, AP Macroeconomics, Economics, Government, and Psychology. Social Studies teachers believed their collected student work samples to be indicative of students being involved in challenging experiences in Social Studies classes. Their findings concluded that as the Social Studies Department begins to incorporate the English Language Arts and Literacy in History/Social Studies Common Core State Standards into the curriculum and instruction, teachers are adding more Document Based Questions (DBQs) into their assessments. Several teachers collected student work samples that included primary source document analysis as a main component of student writing assessments. Students are not only asked to respond to a writing prompt in a Document Based Question, students are also required to analyze primary source documents and include that analysis into their written response. Examples of graphic organizers used by the Social Studies department were also collected and show that Social Studies students are not simply required to recall basic information when completing the graphic organizers, but must also perform higher-level tasks such as comparing and drawing conclusions. The Social Studies department is working on developing

SELF-STUDY FINDINGS

Common Formative Assessments within PLCs. Twelfth grade Government teachers have developed one common writing assessment for each semester and one common unit exam to be administered each semester. Tenth grade World History teachers have developed a common writing assessment for each of the ten California Standards for World History.

Examples of student work collected by the Physical Education Department led to the conclusion that Physical Education teachers use a variety of assessments including: written tests, written self-evaluations, illustrated pictures to display knowledge of concepts, and grading rubrics. Physical Education and Health students at Eisenhower High School are evaluated by one or more of these methods. Assessments of student progress include performance based student work. Students may be required to work in groups to present learned skills and individual interpretation of work learned in units. Both peers and teachers give feedback. Student work/performances may be video recorded for further evaluation by both teachers and students

World Language courses include multiple levels of IP & AP Spanish and French. The World Languages department concluded that their collected student work samples included higher order thinking skills, collaborative work requiring cooperative learning and self-assessment, phonics based self-discovery of French spelling & text messaging, use of multi-media and technology in instruction and student work, data collection, and research based learning.

The Performing Arts department offers a variety of music and dance course

SELF-STUDY FINDINGS

for students including Chorus (various levels), Band, Marching Band, Jazz Band, Drama, Play Production, Media Studies, and Dance. These classes require hours of dedication and rehearsal that teach the students the importance of hard work, dedication, professionalism and organization. Most student work is performance based through concerts, theatrical productions, recitals, and musicals. Visual art classes that are offered are Art I, Ceramics, and Advanced Ceramics. Student work samples include many different forms of artistic impression, each with its own theme or connection to society, nature, history, and culture.

Student Understanding of Performance Levels

Students are given course syllabi in all of their classes. Teachers go over syllabi and class expectations at the beginning of each school year. Some teachers post learning objectives daily, some teachers post learning objectives per instructional unit. Teachers communicate California State Standards and lesson objectives to the students through: syllabi, handouts, class websites, grade books, and verbal communication. Grading rubrics are used for projects and back and forth communication to guide student understanding of what is expected. A standardized grading scale (90% and above= A) is used for all department classes. Teachers collaborate in PLCs to establish department policies and develop best practices. Students have a clear understanding of the expected level of performance based on standards.

Eisenhower teachers clearly communicate the state standards to performance levels for all areas of study to students through a variety of

- Class syllabi
- Posted objectives
- Posted standards
- Class websites
- Grading rubrics

SELF-STUDY FINDINGS

methods. Predominantly this information is disseminated to all students at the beginning of each lesson. On a daily basis, teachers post the standard and/or objective for the lesson on their classroom whiteboards. In some classes, assignments and exams are posted online and are available to students and parents at home via the internet. To ensure that students understand the expected level of performance, when applicable grading rubrics are used by teachers to evaluate essays, presentation projects, and peer editing assignments.

Differentiation of Instruction

Differentiation of instruction occurs on an individual basis in Eisenhower's classrooms. Eisenhower teachers have expressed their dissatisfaction with relying heavily on Explicit Direct Instruction as the primary instructional strategy. The staff maintains that this burden is due largely to having to frontload the students with a large part of the academic content before students can engage the material on deeper levels. With the onset of the Common Core State Standards, teachers are excited to approach their means of instruction in different ways.

Teachers in the English department found that the least successful instructional strategies involve independent work and practice, learning vocabulary without context, and reading for understanding without "chunking" the material. The 10th grade English PLC agree and believe that "drill and kill" strategies for grammar and vocabulary seem to burn students out and decrease student engagement and motivation, as does extended direct instruction or lecture notes. Too much independent

- Common Core State Standards
- Random individual/whole class checking for understanding using whiteboards
- Student work samples
- Explicit Direct Instruction
- Learning partners
- Error Analysis
- Cornell ® Notes
- Manipulatives
- Cross-age tutors
- CST results
- English Benchmark results
- Cooperative Grouping

SELF-STUDY FINDINGS

practice seems to work against teachers without the proper amount of scaffolding and modeling. Teachers know that these strategies are unsuccessful by examining benchmark results, CST results, as well as individual teacher grades.

Most math teachers have found that successful instructional strategies include a mixture of Explicit Direct Instruction, learning partners, and error analysis in the classroom. When students receive direct instruction/ lecture alone they are less successful. The use of Cornell ® notes and summarizing key points of the lesson has been shown to help students succeed.

Struggling math students are offered multiple opportunities to obtain assistance outside of class time.

Math student's use of manipulatives and other hands-on activities are the most successful instructional strategies used in math classes. The use of individual whiteboards to check for student understanding has been a successful instructional strategy for some teachers. Continuous checks for understanding, both formally and informally, forms the backbone of math instruction. Classroom instruction utilizes the "I do, we do, you do" method to ensure that students are fully supported as they progress from being shown a mathematical process to being able to complete the process independently. Learning partners and other types of collaborative groups are employed frequently. Cross-age tutors in math classes provide tutoring for struggling students.

World Language students enjoy a variety of instructional strategies such as: audio visual multimedia, cognitive learning techniques (concept

- Peer Tutoring

SELF-STUDY FINDINGS

attainment), collaborative/ cooperative activities such as reciprocal reading, debates, Total Physical Response, Think Pair Share, dialogues, Checking for Understanding, and graphic organizers.

CTE/ ROP teachers believe that teacher driven instruction should be “chunked” up to be more successful. The “chunk” method involves a small amount of teacher lecture followed by an activity where students are more actively involved. Teachers have found lectures to be unsuccessful when post-lecture quizzes show that material was not grasped. With the increase of Special Education and EL students in CTE courses, different teaching strategies have been used to increase their understanding of the subject matter. The use of technology has increased in CTE courses but could increase with the availability of social media access.

Student Perceptions

In observing classrooms at Eisenhower there is evidence that expectations are being met regarding student learning and behavior. Most teachers post learning objectives, class expectations, and a daily agenda of classroom learning activities. Some teachers post examples of student work on their bulletin boards. Teachers post grades every week in their individual classrooms, every six weeks for interim progress reports, at the quarter, and at the end of the semester. Beginning in 2014-2015 all Eisenhower teachers will be required to post all assignments, homework, and grades online for parent access using the district mandated Synergy Educational Information Systems.

Student surveys reveal a positive view of Eisenhower High School. The

- Posted objectives
- Poster standards
- Student survey results
- Synergy

SELF-STUDY FINDINGS

surveys show a strong dedication from teachers and counselors to access a real world curriculum that challenges the students on a daily basis. From the survey results involving instruction, Eisenhower students responded with the following:

Eighty-two percent of students either strongly agreed or somewhat agreed with the statement, “Eisenhower has helped me to develop writing skills.”

Seventy-nine percent of students either strongly agreed or somewhat agreed with the statement, “Eisenhower has helped me to develop skills in reading and comprehension.”

Seventy-nine percent of students either strongly agreed or somewhat agreed with the statement, “Eisenhower has helped me develop skills in mathematics.”

The results of the Student Survey highlight Eisenhower continual quest to set high expectations for students and to provide support that they need in order to graduate from Eisenhower with the academic knowledge and skills needed to excel in their future endeavors beyond high school.

SELF-STUDY FINDINGS

C2. INSTRUCTION CRITERION

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Findings	Supporting Evidence
<p>WASC Student Committee Report</p> <p>When asked to discuss whether or not “All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom,” the WASC Student Committee reported that Math teachers promote group work following teacher direct instruction. Students felt that this was beneficial to students because students understand the material better after discussing with other students. Students reported that Business teachers also encourage students to interact with other students during group work. Some teachers use websites like Shmoop to have students take practice tests, summarize novels, and review with flashcards. Other classes require students to research and browse specific websites for information; an example given was the cell biology webquest. The Academic Decathlon uses a team competition website to compete against other Academic Decathlon students from around the country.</p> <p>Areas in Need of Growth identified by the WASC Student Committee was that few teachers stress the importance of the SAT and the ACT, which then leaves students feeling unprepared for these exams. While group collaboration was pointed out as a positive, students also pointed out that</p>	<ul style="list-style-type: none">• WASC Student Committee Report• WASC Student Questionnaires• Student Survey Results

SELF-STUDY FINDINGS

group work sometimes is completed by one student while other students receive credit. Students feel that groups should be able to evaluate each other's contribution to the group. Using technology was also recognized as a positive, however, students felt that classes requiring students to log into a certain website without access to the internet at home was a negative. Students also reported that some classes assign too much busy-work instead of teaching/ explaining and that teachers are not adequately trained on new academic programs, student information websites, or the use of new technologies like SmartBoards.

Current Knowledge

Eisenhower teachers participate in professional development activities throughout the year. Each Monday, teachers collaborate in their Professional Learning Communities where instructional strategies, content knowledge, and best practices are shared. Student achievement data is examined to gain an understanding of what the students are learning. In addition, once a month teachers take part in department meetings where curriculum is discussed and possible intervention strategies are formulated.

Many members of the Eisenhower teaching staff have been trained in AVID strategies (Socratic Seminars, Cornell ® Notes, and academic questioning techniques). Teachers also receive Gifted and Talented Education and Advanced Placement training.

Currently, PLC leaders in math, English, science, and social studies have begun receiving training on the Common Core State Standards. All departments have initiated a process to understand the contents of new

- Professional development materials
- Professional Learning Community meeting minutes
- AVID strategies
- Common Core State Standards

SELF-STUDY FINDINGS

textbook adoptions along with the collection of supplementary materials.

Teachers as Coaches

Eisenhower teachers use a variety of methods and techniques that allow students to become active participants in their classrooms. Whether it is tutoring students before school, at lunch, or afterschool, the staff at Eisenhower goes above and beyond when trying to meet the academic needs of Eisenhower students. Teachers consistently guide through the learning process that is necessary for them to meet the academic standards in their respective disciplines. Particular strategies include Socratic Seminars, PowerPoint Projects, Cornell ® Notes, science experiments, and cross-curricular research. The use of these strategies allows the teachers to take an active role in the student's academic experience at Eisenhower.

Math department members provide tutoring before, during lunch, and after school for struggling students. Specialized tutoring opportunities for our English Learner students are provided on a regular basis. Cross age tutors are also utilized in various math classes throughout the instructional day to support low performing students. Some math teachers offer additional tutoring during our Step-up Saturdays throughout the school year. Special Education students who demonstrate academic and behavioral struggles are supported through the SST/IEP process.

English teachers at Eisenhower truly see themselves as instructional coaches pushing students toward mastery of reading and writing standards. English teachers are often observed working with individual students and/or small groups grappling with a problem. The environment that

- Classroom observations
- Socratic Seminars
- PowerPoint projects
- iMovie projects
- Student performances
- Cornell ® Notes
- Student work samples
- Tutoring schedules
- Step-up
- Cross age tutors
- Advanced Placement study sessions

SELF-STUDY FINDINGS

English teachers create in their classrooms encourages students to take risks without the fear of failure.

Social Studies teachers act as coaches consistently throughout the department. Teachers use a variety of methods to achieve this including student study teams before and after school, field trips, and student generated presentations. Advanced Placement study sessions department wide are utilized the entire school year. Advanced Placement students are taught to work effectively in study teams, and how to effectively use their study time. Summer study sessions have been employed in all AP classes to teach the writing process to incoming students. Writing instruction has been beneficial in improving the quality of the department's written assessments. The department has been very effective in teaching academic computer skills to all students. PowerPoint and iMovie skills are taught to students. The programs are then used to produce student-generated media that is presented by students to their peers. There has been limited instruction on uploading video to YouTube; this skill is currently gaining favor. It is a department wide custom to provide an open environment for our students. Social Studies teachers are available before school, lunch, and after school, with most teachers availing themselves to their students electronically.

Eisenhower Performing Arts teachers serve as “teachers as coaches” during their many long hours of rehearsal. They typically meet before and after school as well as on Saturdays. These teachers go above and beyond in the many hours spent helping students achieve excellence in their respective areas of expertise. In Visual Arts teachers also offer after school and Art

SELF-STUDY FINDINGS

Club activities outside of the classroom.

Special Education teachers provide tutoring before school, during lunch and after school. They provide academic support after school and on Saturdays to help students with passing the California High School Exit Exam. Special Education teachers help students with resumes, cover letters and research projects. Special Education students participate in mock interviews and hear from guest speakers who share information with students. Students create PowerPoint presentations and conduct oral presentations in class. Special Education teachers also take students on field trips to community colleges and women's conferences.

English Learner students are offered tutoring during lunch and after school. Eisenhower has a team of teachers that work with administration, one from each of the major content areas (math, science, English, and social studies) who offer tutoring with primary language support. This schedule has been published and is advertised through the counselors, Language Development Strategist, teachers, and administration, and offered to students in need.

Examination of Student Work

Nearly every academic course offered at Eisenhower requires the students to do some form of research project. These projects give the students the opportunity to gather and organize information on topics that strengthen the students understanding of a particular issue or dilemma within a content area.

- Student work samples
- Student research projects
- Literature embedded discussions of real world issues
- Yearbook

SELF-STUDY FINDINGS

English students are involved in daily writing assignments that emphasize problem solving and advance reasoning. English classes allow students the ability to apply knowledge that they already possess. Students may be asked to research cultural holidays, write and perform original advertisements, participate in mock trials, and prepare personal statements for college applications. In some English classes, students are asked to show the effectiveness of ethos, logos, and pathos by creating advertisements. Students explicate the effectiveness of an author's persuasive techniques, magazine, and newspaper articles. The 9th grade English PLC utilizes several Marzano strategies including Checking For Understanding (CFU) strategies while using several Kagan strategies that allow students to work in collaborative groups to complete Think Pair Share activities. The AP Literature and Composition course regularly holds literature-based discussions to examine the roots of literature because, in reality, fiction literature is often based in fact. Students also examine the morals, intentions, and agendas of characters far beyond their scope through literary analysis. Yearbook and Journalism students' document life as it happens. Students who are on the school's Yearbook staff learn to document the thoughts and feelings of other students in print with the absence of artistry. In English Language Arts classes, students frequently incorporate grammar and academic vocabulary into projects and presentations.

Social Studies students are given opportunities to apply their knowledge within the classroom through projects and simulations. Students are presented real life economic scenarios and problem based economic issues

- edge® Curriculum
- Jane Shaffer Writing Program
- California State University Expository Reading and Writing Program
- Robert Marzano Instructional Strategies
- Kagan Strategies for Cooperative Learning
- Marketing Plans
- Mock Elections
- Mock Trials
- Business court case trials
- Polling place workers
- Primary source documents
- Direct Instruction

SELF-STUDY FINDINGS

that must be solved. Economics students have been required to develop a marketing plan for a sports drink. History classes work to create real world connections within the class in many different ways. Students may be required to conduct correspondence, contact political leaders, hold mock elections, and participate in entrepreneurship mock trial where students are asked to recreate a business court case trial. In past years, senior Government students have volunteered as election polling place workers during the school day.

CTE teachers allow and encourage students to become active participants in the learning environment. The CTE teachers use research projects, field trips, cooperative learning, student presentations, hands-on projects, career portfolios and active participation techniques. The CTE department also offers capstone courses (advanced). These courses assist in school related activities and needs, for example, Nursing students assist with blood drives, Industrial Arts students assist with repair and construction of facility needs such as tables, boards, plaques, welding of chairs, etc. The Home Economics department offers Careers with Children courses involving work in local preschools and the Advanced Culinary Arts class runs a Café and caters for the community.

Use of Technology

There are over 700 mobile laptop stations for students to use at Eisenhower High School. Most classrooms have two or more computers, an LCD projector, a document camera, and Wi-Fi internet access. In 2013-2014 the entire Science department at Eisenhower was given a class set of student

- Computers
- Laptops
- Projectors
- Document cameras
- Wi-Fi

SELF-STUDY FINDINGS

lab tops. There is one Mac lab available for whole classes to use on the Eisenhower campus. Throughout the years of QEIA grant funding, it has been a consistent priority of site leadership to upgrade student and teacher access to technology.

Instruction in higher-level math classes (Intro to College Math, Precalculus, AP Statistics, and AP Calculus) relies heavily on student use of graphing calculators. The use of graphing calculators in these math classes teaches students to find the line of best fit, matrix operations, graphing functions of various kinds, integration and differentiation of functions, confidence intervals and inference, operations dealing with logarithms, and probability. Where the technology is available, math classes utilize SmartBoards, Interwrite Pads, and student response clickers. Various math classes require students to create original PowerPoint presentations.

In the English department there has been a commitment to incorporating technology into instruction. Most English teachers have iPads and use them in conjunction with ELMO projection systems. The English department recently acquired several laptops and created an English department computer lab. The English department is also in the beginning stages of creating a Writing Lab where students can get support for their projects needing technology.

Social Studies teachers utilize the school's computer labs and Library to have students conduct research and complete technology based assignments. Web based projects have such a large range of topics like the advancement of science during World War II and famous first

- PC Labs
- Mac Lab
- Graphing calculators
- SmartBoards
- Interwrite Pads
- PowerPoint presentations
- iPads
- ELMO projection systems
- Khan Academy
- CNN Student News
- Google Docs
- STEM projects

SELF-STUDY FINDINGS

accomplishments of Hispanic Americans. Frequently used Social Studies websites include Khan Academy and CNN Student News. Classes are able to check out laptops on mobile carts so that students can conduct internet research, create PowerPoint presentations, or type on Microsoft Word in the classroom. Advanced Placement students have been able to collaborate with students from other schools on AP student forums. These students use Google Drive to collaborate amongst themselves to complete summer reading projects.

The Social Studies department has been very effective in teaching academic computer skills to all students. PowerPoint and iMovie skills are taught to students. These programs are then used to produce student-generated media that is presented by students to their peers. There has been limited instruction on uploading video to YouTube; this skill is currently gaining favor. It is a department wide custom to provide an open environment for our students. Social Studies teachers are available before school, lunch, and after school, with most teachers availing themselves to their students electronically.

The school's science classrooms have recently undergone extensive remodeling and are now enhanced with 21st century technology. Interactive whiteboards and projectors were installed in all of the science classrooms. Students have access to computers in the classroom. Science students complete online interactive labs that are standards-based; they incorporate technology and facilitate independent student learning and application of standards based concepts. As a component of Science Technology Engineering and Math (STEM), students in the engineering and

SELF-STUDY FINDINGS

physics classes complete a variety of projects such as designing and building robots, constructing catapults and creating presentations to promote collaborative learning. As part of the Next Generation Standards, science students are part of a curriculum that implements STEM. Students have opportunities to participate in the NASA summer program, designing and building robots for competition, lab write ups, posters, oral presentations, science fair, biofuels, and research projects on genetic disorders.

Use of a Variety of Strategies and Resources

The Eisenhower staff use a myriad of different instructional strategies and resources to actively engage students in the learning process. The frontloading, scaffolding, and chunking of information is a priority for teachers. Math teachers use individual white boards to get the student to participate in the lesson. Teachers use both whole class and randomized individual checks for understanding.

Most math students are actively engaged in classroom activities and are active participants in the learning process. Math teachers utilize a variety of strategies (direct instruction, cooperative groups, think-pair share, peer tutoring, technology, and PowerPoint) to engage students of all ability levels and backgrounds. Some teachers use differentiation as a technique to engage students with diverse backgrounds (ELL) and ability levels. Most teachers communicate the standards and learning objectives on the classroom whiteboards. Others communicate standards and learning objectives verbally at the beginning of the lesson. Most teachers implement

- Oral Presentations
- Inquiry based problem solving
- Thematic Issues
- Ethics Projects
- Accountable Talk
- Think-pair-share
- Peer Tutors
- PowerPoint
- Student work samples
- Science CST scores
- Response to Intervention
- Jane Shaffer Writing Program
- Socratic Seminars

SELF-STUDY FINDINGS

“standards-based grading” aligned to the district requirement that seventy percent of the student’s grade is to be determined by assessments.

Most Science students are active learners. This is most evident in the school’s Science CST scores that improved over the last 3 years. The school’s administration has also validated this statement through classroom observations. Science teachers use a variety of instructional strategies. Student work in science classes includes journals, lab reports, experiments, science fair projects, hands-on experiences and research on connections to real world topics. Students use technology, model building and labs, both virtual and hands on, to conduct investigations and explore standards based topics. These strategies aid in engaging English Learners and students who are learning disabled. Science teachers differentiate instruction to meet the needs of Honors, AP, and Core students. To meet the needs of lower performing students, Response to Intervention (RTI), tutoring, re-teaching, calling home to parents, re-take tests and quizzes are all offered.

Social Studies teachers employ specific techniques to engage English Learners (use of visual Realia, vocabulary development, and demonstrations). Teachers use Jane Schaffer writing strategies, Kate Kinsella academic word lists for vocabulary development, and PowerPoint presentations for most lessons. In World History, teachers have found that hands-on projects, where students can interact with the historical material are most beneficial. Also, work completed in small groups help EL and RSP students who benefit from group discussions. United States History teachers have found that having students peer teach, peer edit, and engage in Socratic Seminars are among some of the instructional strategies that work

- Accountable Talk

SELF-STUDY FINDINGS

best. Computer based research lessons are utilized department wide. Teachers commonly use differentiation as a technique to engage students with diverse backgrounds (EL) and ability levels. Teachers differentiate instruction on a variety of levels (at the class level: core vs. honors vs. AP classes and within the classes: heterogeneous and homogenous grouping strategies, re-teaching, peer tutoring) and also evaluate its impact on student learning within the classroom. Student analysis of primary source historical documents is used in all History classes which require students to inquire about the material causes of historical events and involves students in a deeper level of understanding.

World Language teachers use a variety of instructional strategies to engage students in learning and actively participating in the learning process. In addition to direct instruction, students work in pairs and small groups to explore and enhance their language skills. Reciprocal reading in conjunction with Accountable Talk increases individual accountability and critical thinking skills. Internet research coupled with presentations, discussions and debates challenge students to develop skills within the target language.

Real World Experiences

Eisenhower teachers make a consistent effort to tie the academic material to relevant material that the kids encounter outside of the academic setting. The staff understands the importance of relating information to students that is a part of their everyday lives in order for them to get a richer understanding of the academic material. This pursuit towards relevancy

- Student work samples
- Direct Instruction lesson plans
- Literature based discussions
- Current event activities

SELF-STUDY FINDINGS

will help students recognize their identities and contributions to their respective community and life interests.

The Math Department works to incorporate real-world examples into their teaching. Students are required to brainstorm, design, and build projects from various materials. Math students regularly solve problems and provide justification of their answers in math. Math Department teachers discuss how the system of equations assists in solving real world problems like chemical mixtures. In Geometry classes, students relate the concepts of triangles, angle of elevation/depression to fields like engineering, surveying, and electrical. Outside of the classroom, Geometry students have calculated the height of shadows, flagpoles, trees, etc. In digital electronics classes, students must use their knowledge of solving for unknown variables to use in electronic problems. Statistics students conduct a final project involving visiting classrooms to poll students and then perform statistical analysis. Project Lead the Way takes engineering classes on field trips to show students real world applications of engineering & math. Precalculus and Calculus students participate in a TRIG STAR competition at a local community college.

English students are linked to the real world through current event activities. Daily writing prompts on news events may be required of English students. Students are required to examine the rationale and reasoning behind current events/ controversial issues through classroom discussions and research. English students have been involved in debates on important economic issues affecting the country, political issues, and topics involving the United States' international reputation. A more unconventional method

- Lab reports
- Science Fair projects
- Science journals
- Research projects
- Academic debates
- Response to Intervention
- Nixon Presidential Library
- California African-American Museum
- Natural History Museum
- California Science Center
- Museum of Tolerance
- Norton Science Museum
- Accountable Talk

SELF-STUDY FINDINGS

of asking students to connect to the world around them would be assigning students the task of identifying pop culture references in current music and literature. English teachers engage students in literature embedded discussions of real world issues. Current nonfiction pieces are presented to students in their English classes. Using references to actual people has been found to inspire student curiosity.

Social Science Teachers consistently make efforts to demonstrate lesson attachments to real world situations. History students are asked to participate in problem-based learning, in which students must make important presidential decisions such as the use of atomic bombs. Numerous classes have held debates on important political and historical topics. Socratic Seminars are held in a few of the Social Studies classes, allowing students to deeply analyze subject matter. With better training, it is the hope of the Social Studies department that more teachers will hold Socratic Seminars in their classes. There is also a need for deeper collaborations between English and Social Studies teachers.

Social Studies students have been involved in experiences beyond the classroom. In the past three years, whole classes of students have been taken on field trips to the Nixon Presidential Library & Museum, the California African American Museum, the Natural History Museum of Los Angeles, the California Science Center, the Museum of Tolerance, and the Norton Simon Museum.

In Special Education, a Transition Partnership Program transition class is available to students to help prepare them for life outside of high school.

SELF-STUDY FINDINGS

The program assists and monitors Special Education students as they enroll in a community college, and/or enter the workforce through Workability. Through the Workability program, students create a portfolio of career-oriented information that they can use to actually go out and look for work. Special Education teachers work with the Department of Rehabilitation for services that students can receive after they leave high school. The Department of Rehabilitation assigns vocational rehabilitation counselors to determine student eligibility and provide enhanced vocational rehabilitation services for at least one year prior to the student's graduation. Seniors enrolled in Special Education classes are taken on a field trip to San Bernardino Valley College to expose students to a local community college campus. These services are written into student IEPs. Student IEPs also include a living independent goal. Special Education teachers would like to see more students encouraged to develop realistic goals based on their actual skills.

Category C: Standards-based-Student Learning: Instruction: Areas of Strength

1. Teachers make themselves available to students before school, during lunch, and after school for further instruction and/or tutoring.
2. Interpersonal connections made by teachers help build a rapport with students, in effect, helping them with the learning process.

SELF-STUDY FINDINGS

3. Teachers assist students in learning more difficult concepts by having students build on prior knowledge and skills.
4. Teachers use forms of Explicit Direct Instruction to scaffold material that should have been addressed in prior grades.
5. Teachers connect with students through a variety of engaging instructional strategies.
6. There is ample student and teacher access to technology and to the Internet at Eisenhower High School.

Category C: Standards-based-Student Learning: Instruction: Areas of Growth

1. Departments should be more aligned with themselves so that inter-departmentally we can create a more cohesive learning environment supporting one another through our instruction and classroom activities.
2. Too much instructional time spent is spent using direct instruction because of student's lack of prior knowledge.
3. More instructional connections across the various disciplines need to be made at Eisenhower High School.
4. The inability for the district's network server to handle the technological demands of the school has made it difficult for more 21st century instruction to occur.



ASSESSMENT

Standards-based Student Learning



**Focus Group
Co-Leader:**
**Janet
Cunningham,
CTE Instructional
Leader**

**Focus Group
Co-Leader:**
**Monte Skidmore,
Social Studies**

Administration: Jerry Sturmer, Assistant Principal

Laura Anderson, Science Instructional Leader
Kim Armitage, Lifeguard
Scott Barnaby, Social Studies
Jennifer Beier, Home Economics
Erica Bennett-Bouffard, Language Development Specialist
Courtney Brand, Special Education
Tishri Campa, Language Arts
Deborah Chamberlain, Intervention Liaison
Tony Chang, Math
Sue Cheney, Health Education
Juan Escamilla, Security Officer
Ofelia Fitzpatrick, World Languages
Aurora Garcia, Special Education
Tony Garcia, Security Officer
Tamara Hamel, Science

Erina Higa, Visual & Performing Arts
Bonnie Kaye, Secretary
Colleen Kelly, Language Arts
Laura Kelly, Social Studies
Suzanne Kull, Head Counselor
Sereisa Milford, Math
Evie Newman, Physical Education-Instructional Leader
Alisa Peters, ASB Clerk
Marie Quinones, Language Arts
Catherine Ringen, Science
Crystal Sanchez, Secretary
Doret Scott, Social Studies
Gabriel Soria, Math
Nidia Soto, Language Arts
Mark Streeter, Industrial Arts

SELF-STUDY FINDINGS

Category D: Standards-Based Student Learning: Assessment and Accountability

D1. ASSESSMENT AND ACCOUNTABILITY CRITERION

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community.

D2. ASSESSMENT AND ACCOUNTABILITY CRITERION

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/ learning process for the enhancement of the educational progress of every student.

Findings	Supporting Evidence
<p>WASC Student Committee Findings</p> <p>When asked to discuss whether or not “Teachers employ a variety of strategies to evaluate student learning,” students reported that teachers do base student grades on participation, test scores, homework, class work, and projects. Examples of the use of various assessments included English teachers giving reading quizzes, AP US History students being required to read and then take reading quizzes, classes that require students to take notes, and Economics students completing projects using real-life scenarios. Students reported that students performing poorly on tests are given extra attention by some teachers and encouraged to get tutoring.</p> <p>Identified Areas in Need of Growth: some classes base student grades too</p>	<ul style="list-style-type: none">• WASC Student Committee Report• WASC Student Questionnaires

SELF-STUDY FINDINGS

heavily on projects, final exams are weighted too heavily, some grades are not based on effort, teachers should not assess students based on the ability to access the internet, Eisenhower needs more access to technology, and Science teachers would be able to assign more challenging assignments if there were the resources to do more labs.

Professionally Acceptable Assessment Process

At Eisenhower High School, the Illuminate student information system is used to input student assessment data and track student performance. Illuminate is an effective assessment tool because it is used consistently across the district, enabling teachers to have universal access to student achievement data. Data gathered on Illuminate is used to identify the type of interventions necessary to improve student achievement. The use of Illuminate Student Response Frequency reports help teachers make instructional decisions about whether to re-teach or move on with new instruction. Student Response Frequency Reports are easy to read and provide a clear visual representation of which content standards or test questions students performed best on and/or struggled with. Teachers are able to analyze assessment data by sub-groups and class.

Some PLCs have placed Common Formative Assessments onto Illuminate. Only one teacher in the PLC has to input an assessment answer key with aligned content standards. Once the assessment is shared onto Illuminate, other PLC teachers are able to administer the assessment in their classes. Document cameras were purchased to provide teachers the ability to immediately score assessments in their classroom, providing students with

- Illuminate student information system
- Illuminate Student Response Frequency reports
- CST cluster reports
- Illuminate grade book software

SELF-STUDY FINDINGS

immediate feedback. Illuminate reports are run by teachers to analyze student achievement on common benchmark assessments and California Standards Tests. Assessment results are evaluated within PLCs in order to drive instruction.

Several teachers also use the Illuminate grade book software and have become familiarized with the software's features.

Curriculum Embedded Assessments

Rialto Unified School District English Language Arts Benchmark exams are administered three times a year, but it is the belief of English Language Arts teachers that these benchmark assessments do not assess the California English Language Arts standards currently being taught in English classes at the time of test administration. English teachers believe that the more useful forms of assessment are the ones developed by the English Language Arts PLCs. English Department PLCs can determine which standards are addressed by Common Formative Assessments, which then helps teachers to get meaningful results and re-teach based on these student scores (example: ENG 10P Grammar Diagnostic test and post test).

Rialto Unified School District Math Benchmark exams are administered three times a year, but these tests are not very effective gauges of student progress because the tests are multiple-choice. Multiple-choice exams allow students to guess or work backwards. The same district tests have been administered for many years, this is another disadvantage since the students have seen the tests before if they are retaking the class. Also, because the benchmark exams do not properly assess student learning the

- Rialto Unified School District English Language Arts Benchmark Exams
- Rialto Unified School District Math Benchmark Exams
- Social Studies Benchmark Exams

SELF-STUDY FINDINGS

first time around, students who failed the course and are retaking it will not be able to do well on the same type of assessment. The multiple-choice tests themselves present issues for English Learners; print is small and the vocabulary used on these assessments may be too difficult.

District-wide benchmark exams are not administered uniformly in the district's secondary Social Studies classrooms. For years, it has been solely the responsibility of each of the three high schools to develop their own Social Studies benchmark exams within PLCs. Because the district does not monitor Social Studies benchmarks in the same way that it monitors English Language Arts and Math Benchmarks, results are only analyzed within Social Studies PLCs. With the transition to Common Core State Standards, many of the already established benchmarks will have to be re-developed to meet the rigors of the new Common Core standards and prepare students for the types of questions they may encounter on the SBAC. In the current system, the Social Studies benchmark exams that do exist are administered quarterly.

English Language Arts

Currently, an entrance assessment for student placement into Honors English classes, AP English Language Composition, or AP English Literature Composition does not exist. The English department believes that the lack of such an entrance assessment leads to students performing below standards when placed in Honors or AP classes for which they are not academically prepared. Reading lexile scores from eighth grade are currently used to place ninth graders in the edge® reading intervention

- Common (Diagnostic, Formative, Summative) Assessments
- English Department PLC meeting minutes
- CST Results
- CELDT Results
- edge® test scores

SELF-STUDY FINDINGS

program. Results from the edge ® placement test, which is a reading lexile test administered to 8th grade students in April or May prior to their arrival at Eisenhower, are given to English Department teachers and counselors for student placement. Middle school English grades and ELA CST test scores are also considered for student placement. New students are tested as they arrive at Eisenhower to enroll in classes. Unfortunately, many students did not take this placement assessment seriously and have been placed in English classes based on inaccurate results.

English Learners each year are placed into the appropriate English class based on a number of criteria using the Rialto Unified School District Recommended Placement Chart Grades 9-12. Student placement factors include: number of years enrolled in US schools, CELDT level, and ELA CST proficiency level. For English Learners, the school and teachers use the data from ELA and Math assessments to modify the teaching/learning process. Teachers use language objectives, SDAIE, re-teaching, vocabulary development strategies, grouping, structured interaction, Accountable Talk sentence frames, modeled/shared reading and writing, and Checking For Understanding to facilitate student mastery of the California State ELA Standards.

In the English Department, grading systems (weighting, etc.) are determined on a teacher-by-teacher basis but are discussed within PLCs. English teachers use a variety of assessment strategies to get a well-rounded picture of students' achievement of standards mastery. English teacher-created assignments and assessments are standards-based, making them an accurate measure of whether or not students are achieving and

- Advanced Placement scores
- RUSD Recommended Placement Chart
- Placement Data and Spreadsheets
- Student work samples
- Home Group meeting minutes from September 16, 2013
- Lesson Plans
- Classroom Observations
- Peer Editing
- Essays and Essay Rubrics
- Teacher created assessments

SELF-STUDY FINDINGS

meeting standards. Formative assessments are often graded using standards-based rubrics to help teachers identify specific areas of student need. English teachers have a great deal of control over these PLC-created assessments that arise out of instructional units or courses of study. These assessments are scored within classroom/real world environment. Because there are various methods of obtaining student feedback, teachers obtain a well-rounded assessment of student progress. English Learners are given these same assessments and the English PLCs analyze the results. The English Language Development (ELD) classes use student work samples as demonstrations of English language development. English teachers are able to determine whether students are achieving and mastering the English Language Development standards.

Administration selects staff proctors and determines security protocols for standardized assessments. The CELDT is conducted in classrooms with sufficient proctors. Tests are kept in a secure, locked location. The tests remain in the testing room and are not removed from that room for any reason. Test proctors/administrators receive district CELDT training, calibration, and must pass certification in order to administer the CELDT.

Collected student work samples reveal that English teachers provide authentic assessments that include, but not limited to, graphic organizers, analytical essays, rhetorical essays, peer editing, vocabulary exercises, realia, and other structured writing strategies.

Math

In the Math Department, there is a standard scale for grading which

- Common (Diagnostic, Formative, Summative)

SELF-STUDY FINDINGS

teachers use to assess student performance. Student growth is monitored by improvement in grades. Math teachers share best practices with peers and analyze data in PLCs. Math benchmark results from previous years can also be used to make instructional decisions. Teachers can model and demonstrate concepts assessed by benchmark exams. Math Department teachers use district Pacing Guides as the basis for modifying common assessments.

Teachers use a variety of strategies to assess student progress including: tests, portfolios and projects. Some of our teachers use daily quizzes at the end of the period to check for student understanding. This allows teachers to see if students comprehended the day's lesson. Teachers call on students to work on the board, which checks for understanding. If the student is not able to correctly solve the problem, another student is called on to help. Students are asked to explain the strategies they used to solve a problem. This assesses a deeper understanding of the content. Student projects are a way of requiring students to apply content knowledge.

Math students demonstrate mastery when they score well on a quiz or test because students cannot score well if they do not understand the content. Students can also demonstrate mastery by explaining steps in solving a problem or summarizing the lesson properly. Practice worksheets, problem of the days, and ticket-out-the-door are other examples of student work. Once a concept is taught, application through word problems also presents a good source of student work.

The work samples collected by Math Department teachers showed that

Assessments

- Math Department PLC meeting minutes
- CST Results
- CAHSEE Results
- Math Pacing Guides
- Math Department Lesson Plans
- Teacher created assessments
- Student work samples
- Home Group meeting minutes from September 16, 2013

SELF-STUDY FINDINGS

teachers are using many types of assessment strategies to assess student learning and inform instruction. Our samples include formal and informal, formative and summative types of assignments and assessments. Quizzes, homework, ticket out the door, tests, word problems and class work were some of the methods employed. Teachers are requiring students to justify their conclusions. Visual representations, graphing, open-ended questions and assignments involving the use of compasses were plentiful.

Science

The Science Department uses a variety of Common Formative Assessments, however, this would be an area in need of improvement since previously developed assessments were based on the old California Science Standards and did not allow teachers the time necessary for extensive modifications.

Student grades are determined based on student performance on a variety of assessments and assignments including: labs, projects, web-based activities/eLabs (interactive online labs), tests, quizzes, homework, class work, and notebooks. Performance levels are assessed based on the outcome of the given assignments and tasks. Teachers share the results from their assignments and assessments. This gives Science teachers the ability to share strategies and ideas, as well as activities that were or were not successful. The Science Department takes into account student feedback for large projects or labs where the students must assess each other's contribution and performance through the use of a rubric or scale. However, there is no formal evaluation system/procedure used across the entire department.

- Common (Diagnostic, Formative, Summative) Assessments
- Science Benchmark Exams
- Science Department PLC meeting minutes
- Engrade
- Synergy Student Information System
- CST Results
- Science Department Lesson Plans
- Teacher created assessments
- eLabs
- Online interactive assessments

SELF-STUDY FINDINGS

Science Department work samples demonstrate a variety of assessment strategies being used by teachers to address different modalities in learning. Through the use of labs, technology, group planning and presentation, writing, graphing, and using lab equipment, students research, analyze, plan, and apply information to prepare models, oral presentations and writing. Standards, objectives, daily agenda, and homework are posted in classrooms.

- Self-evaluations
- Student work samples
- Home Group meeting minutes from September 16, 2013

Social Studies

Providing a useful tool to gauge student achievement, site-based Common Formative Assessments in Social Studies have been written at each grade level. CFAs are used to make instructional adjustments, reteach, or plan for further action as needed. With the transition to Common Core State Standards, many of the already established benchmarks will have to be re-developed to meet the rigors of the new Common Core standards and prepare students for the types of questions they may encounter on the SBAC. Social Studies department teachers hope to work together in the future to develop SBAC-like CFAs. The department believes that it can be an asset in preparing students for the kinds of articles that they may encounter on the English Language Arts SBAC. There is also desire to work collaboratively with other disciplines to develop cross-curricular assessments.

Social Studies Department teachers place high value on writing assessments of subject matter. Most Social Studies teachers are happy to see the end of multiple-choice CSTs as the primary method of assessing student progress.

- Common (Diagnostic, Formative, Summative) Assessments
- Social Studies Department PLC meeting minutes
- CST Results
- Social Studies Department Lesson Plans
- Teacher-created assessments
- Document Based Questions
- Quickwrites
- Student work samples
- Home Group meeting minutes from September 16, 2013

SELF-STUDY FINDINGS

History classes use Document Based Questions (DBQs), short answer assessments, essays, and Quickwrites to assess students' content knowledge. Document Based Questions allow teachers to assess student critical thinking skills and give a more accurate picture of whether or not students understand historical material. The adoption of new California Social Studies standards should provide teachers with more time to include an increased amount of in-depth “thinking like a historian” type assessments.

In years past, Social Studies teachers have worked together as a department to develop a uniform grading policy and to establish class policy norms. Teachers use student assessment data to strengthen high achievement of all students including homework, projects, writing assessments, formative and summative assessments, group work, and presentations. Using class discussions and checking for understanding techniques, department teachers obtain feedback and monitor student progress.

When asked to collect student work samples, the types of assessments collected by Social Studies teachers included a variety of assessments such as larger projects requiring students to solve problems in Economics and Physical Geography, open-ended question exams in United States History, multiple-choice exams in Government, writing assignments involving Document Based Questions across the department, and graphic organizers in US History and World History. In Economics classes, students analyze graphs, charts, calculate prices, potential returns on investments and other basic math applications. The collected student work samples and other assessments analyzed demonstrate student achievement of the academic

SELF-STUDY FINDINGS

standards and the schoolwide learner outcomes, including those with special needs.

Physical Education

Physical Education teachers evaluate student physical fitness through teacher observation, fitness testing, PE class participation, written quizzes, and written self-evaluations. These assessment methods are used by teachers to re-teach when necessary or move on to the next level.

Curriculum embedded assessments, like those in English Language Arts and Math, are not used in Physical Education.

Physical Education teachers use a variety of assessment strategies to measure student progress including: fitness tests, skills tests, written tests, surveys, personal reflection, daily participation and authentic assessments (performance). This list of assessments meets California academic standards and state testing guidelines. Physical Educators also use the national Physical Fitness Test to measure student mastery of state standards. As with most disciplines, student achievement depends largely on independent motivation.

Physical Education collects fitness test data on all students that can be used to determine part of the physical needs of the student. Teachers also use written tests, personal reflection and authentic assessment to determine cognitive understanding and achievement. The California Physical Fitness Test is used first as a pre-test to give students feedback on areas they need to strengthen. The post-test is recorded and sent to the state. Physical Education provides students feedback in a variety of ways: performance,

- California Physical Fitness Test scores
- Motor Skills Test scores
- End of Unit Surveys (tally)
- Attendance/ Grade cards
- Performance videos
- Teacher created quizzes
- Student work samples
- Home Group meeting minutes from September 16, 2013

SELF-STUDY FINDINGS

verbal communication, peer collaboration, personal scores, weekly grade checks and overall grades. Students in Physical Education have the opportunity to determine their achievement every day through the feedback mechanisms listed.

Student work samples collected by the Physical Education teachers revealed that one hundred percent of the assessment strategies represented were varied and related to Eisenhower's SLOs. Physical Education provided work samples of the following: quizzes, personal reflection papers, written tests, poster projects, log sheets, video analysis and skills tests. Students demonstrated competency on each of the assessments. Writing and reading are essential in order to complete all of these assessments. Critical thinking is essential for reflection papers, poster project, and video analysis.

World Languages

The World Language Department implements a wide range of assessments in order to obtain student feedback for the purposes of curriculum development and assessing student proficiency. These assessments include, but are not limited to: impromptu dialogues, dialogues, presentations, research projects, cultural projects and traditional written test assessments. Dialogues and presentations, written and verbal, are a very significant and effective method of gaining student feedback relative to academic standards, monitoring student progress in gaining new proficiencies while also retaining previously learned skills.

Student performance on Advanced Placement exams is one of the

- District Assessments
- Student Placement Tests
- AP Test Results
- Teacher Created Grammar Tests
- Teacher Created Vocabulary Tests
- Student work samples
- Home Group meeting minutes from September 16, 2013

SELF-STUDY FINDINGS

determining factors of World Language students' success. Over the past six years, there has been a relatively high percentage of student success in AP Spanish Language and AP Spanish Literature exam passing rates.

It is the belief of the World Language Department teachers that there is a need for improved procedures and policies to better place Spanish speaking students appropriately to build strong Spanish Speakers, and Advanced Placement Spanish Language and Spanish Literature programs.

Student work samples collected by World Language Department teachers indicate department teachers employ a variety of appropriate assessment strategies to evaluate student learning including the regular use of informal assessments in terms of pair share and checking for understanding, as well as higher order (synthesis) project-based assessment in a variety of language structures. There are no common technology assessments nor are there ongoing technological assessments, as hardware is not available.

Visual and Performing Arts

Visual and Performing Arts students do self-assessment and peer-assessment in the form of classroom critiques. Grading on Visual and Performing Arts assessments is based on specific criteria for each assignment. Criteria based assessment is effective because it reduces the idea of "talent = success". Student achievement is demonstrated by producing art work that engages students. Students are impacted when their work appears in gallery shows and/or is entered into contests. Student exhibitions are held in the Art Gallery on campus. VAPA students also

- Gallery exhibits
- Formative Assessments
- Visual and Performing Arts Department PLC meeting minutes
- Visual and Performing Arts Rubric
- Student Self-reflection
- District Art Fair

SELF-STUDY FINDINGS

exhibit work in galleries off campus.

In Visual and Performing Arts, the standards of creative expression, artistic perception, and aesthetic valuing are expressed in each project and performance. The other standards dealing with historical and cultural connections as well as connecting with other areas are more academic and treated as such. Grade appropriate English Language skills are expected on written and oral assessments.

Evaluating artwork is most appropriate when done in tandem with self, peer, and teacher input. Student feedback helps to guide instruction and thus assessment because it gives the students' perspective on achieving learning goals. Students are asked, "Did you feel this assessment accurately measured your skills?" Goals and standards in the arts include knowledge and vocabulary, which is assessed by quizzes, essays, and testing. Instruction is greatly informed by assessments. All lessons can be modified and adjusted to best meet the needs of the students. Teachers individually decide how successful a lesson was and how it can best be modified to maximize student achievement.

Student work samples collected by the Visual and Performing Arts teachers indicate that written assignments give concrete evidence of assessments. Sculpture assignments are assessed by relating them to the Principles and Elements of Art. Samples of bell work verify that students focus on relevant tasks daily. Assessment relates to Art standards; the principles and elements of Art along with Aesthetic Criticism and Creative choices.

- Student work samples
- Home Group meeting minutes from September 16, 2013

SELF-STUDY FINDINGS

CTE/ ROP

CTE/ ROP assessments demonstrate a wide variety of teaching and learning strategies, effectively demonstrating an understanding and implementation of differing teaching modalities and learning strategies. Teachers use skill assessments like hands on projects that demonstrate students have mastered skills. Teachers evaluate projects based on adopted rubrics for: student projects, safety test, daily assignments, hands on applications. Teachers use safety tests to evaluate competencies of students on equipment used in the various Industry Sectors. CTE teachers use performance based assessments to monitor student progress. Teachers use rubrics and prototype to evaluate student progress. Teachers modify curriculum for special needs students. Peer tutors, one-on-one help, small groups, visual prompts and demonstrations are utilized to help complete projects and students work.

Most CTE teachers set up programs to follow a sequence of skill-sets that students develop and master in order to progress to the next level. Fashion Textiles students start with hand sewn projects, then progress to small machine projects, and finally to larger machine projects that may involve hand sewing. Wood Technology students start with the construction of cutting boards to more complex wood projects. Home Economics students use portfolios, which students must collect work samples to show mastery of skills. Assessments sequence in a fashion that helps students develop a skill set before moving from beginning skills to more advanced skills.

The assignments collected by the CTE department for analysis demonstrate

- Appearance of student projects and presentations
- Student Portfolios
- Method of Building
- Tools, materials, and accuracy of work
- Student self-evaluations
- Peer Editing
- Student work samples
- Home Group meeting minutes from September 16, 2013

SELF-STUDY FINDINGS

a wide variety of teaching and learning strategies, effectively demonstrating an understanding and implementation of differing teaching modalities and learning strategies. CTE teachers use Rubrics to grade projects (both students self grade and teacher grade) to evaluate student progress and learning outcome.

Lower level student work is identified by department teachers and students are accommodated with modified instructions. Modified instructions can involve peer tutors, one-on-one help, and/or small groups. Students that demonstrate low performing skills are given extra teacher attention and placed with a peer tutors as needed.

Special Education

The Special Education teachers use a variety of assessment strategies, such as: checking for understanding, ticket out the door, white boards, summarizing the lesson in essay form, technology, quizzes, chapter tests and verbal dialogue. Teachers grade assessments across the PLC using common rubrics and student portfolios. SDC teachers develop an individual and/or whole class rubric according to students' IEP goals and objectives. Teachers use benchmark data, CST data, and common assessments from PLCs to determine areas of strengths and weaknesses.

Special Education teachers and students meet to discuss academic performance, and set goals and expectations for the academic school year. Students are asked to reflect on their strengths and areas of need. Teachers review IEP goals and benchmarks, set new goals focusing on strengths and area of needs for the next academic year. Special Education teachers

- Weekly portfolio checks
- Common Rubrics
- Goal Setting
- Co-teacher collaboration
- Review of IEP goals
- Student Reflections
- Student work samples
- Home Group meeting minutes from September 16, 2013

SELF-STUDY FINDINGS

implement IEP accommodations/modifications during instruction. Teachers teach to all learning styles and check for understanding throughout the learning process. Special Education teachers provide copies of IEPs to general education teachers with accommodations and will meet with general education teachers to discuss concerns and recommend effective strategies.

Monitoring of Student Growth

At Eisenhower High School, teachers monitor students' learning in classes by using methods of Checking For Understanding, Common Formative Assessments, Benchmark Exams, and other teacher created assessments.

With our English Learner population, the Language Development Strategist monitors quarter and semester grades, CAHSEE results, CELDT results and CST scores. The Language Development Specialist meets with students, parents, administrators and staff to discuss English Learner assessment results.

Special Education teachers review and compare data to evaluate students' progress/achievement. Teachers are expected to collaborate with general education teachers to discuss students' progress. As a department, it is the belief of Special Education teachers that they need to take more proactive measures to ensure students are progressing in the general education setting.

Under-performing students are identified by teachers and counselors so that possible interventions can be taken. Intervention examples include:

- CST scores
- CELDT scores
- Chapter Assessments
- Benchmark Exams
- CFU/Skills assessments
- Teaching Strategies (PLCs)
- Lesson Plans
- Synergy
- Illuminate/Data Director
- Common, formative and summative assessments
- Quizzes, lesson exams, district and school-wide

SELF-STUDY FINDINGS

meeting with parents, student conferences, Parent-Teacher Conferences, Student Study Team meetings, tutoring, weekly grade checks, schedule changes, extended class schedule, lesson design using different SDAIE or teaching strategies, strategic seating assignments, accommodations and modifications to lesson and assessment design.

SELF-STUDY FINDINGS

D3. ASSESSMENT AND ACCOUNTABILITY CRITERION

The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the schoolwide learner outcomes.

D4. ASSESSMENT AND ACCOUNTABILITY CRITERION

The assessment of student achievement in relation to the academic standards and the schoolwide learner outcomes drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.

Findings	Supporting Evidence
<p>WASC Student Committee Findings</p> <p>When asked to discuss how “The assessment of student achievement in relation to the academic standards... drives the school’s program,” students reported that teachers reward students for Advanced performance on standardized tests. Students earn good grades with good performance on tests. The WASC Student Committee liked that some teachers encourage students who are not performing well to attend tutoring.</p> <p>Identified Areas in Need of Growth: students who show mastery of the standards on tests are still “docked” points for missing homework, homework is given too much importance in student grades, some teachers “shame” students who do not complete homework, and some teachers do not explain the standards or connect them to the lesson.</p>	<ul style="list-style-type: none">• WASC Student Committee Report• WASC Student Questionnaires

SELF-STUDY FINDINGS

Assessment and Monitoring Process

District Benchmark results, department Common Formative Assessment results (CFAs), and California Standards Test (CSTs) results are regularly monitored by district personnel, site administration, teachers, students, and parents. Results of these assessments are accessible on the Illuminate data system for district-wide access. Student achievement data is evaluated quarterly by both teachers and counselors to evaluate student capability and proper class placement. Students' classes are adjusted as needed (some students are moved to Honors placement, some into support programs such as edge ®).

Eisenhower's counseling staff sends graduation status letters to all juniors and seniors two times a year. The first letter is sent by September 30 and the second letter is sent by February 28. The counseling staff makes students aware of graduation requirements several times throughout the year. These requirements are done individually as well as in whole classroom guidance lessons held at the beginning of the year. Students receive a copy of their transcript during these guidance lessons. The counseling staff also holds various events throughout the school year for parents and students to become aware of graduation requirements and A-G requirements, these include Freshman Orientation and Future Eagle Night.

English Learner progress is reviewed by the district English Learner department heads, who then collaborate and confer with the site Language Development Specialist (LDS). The LDS monitors student grades and standardized test progress. The LDS meets with EL students about their

- Common Formative Assessment results
- Benchmark results
- CST results
- Illuminate
- Student schedules
- Freshman Orientation
- Future Eagle Night
- Graduation Status Letters
- Guidance Lessons
- English Language Advisory Committee
- Individual Education Program
- School Site Council
- Coffee with the Principal
- African American Advisory Council
- Parent-Teacher Conferences

SELF-STUDY FINDINGS

core class progress. English Learner progress is discussed with parents at the ELAC meetings.

Student achievement data is presented and explained with parents at English Language Advisory Committee meetings, Individual Education Program meetings, School Site Council meetings, School Attendance Review Team blitzes, Coffee with the Principal events, African American Advisory Council meetings, and during Parent-Teacher Conferences. The school's website and phone calls are used to inform parents of the meetings. Meeting times and dates may also be posted on the school's entrance doors.

Reporting Student Progress

Methods of keeping the district, board, and parents informed about student progress toward achieving the academic standards and Schoolwide Learner Outcomes include: quarterly progress reports, report cards, weekly grade checks, weekly electronic posting via grade book websites (for those that have access), Parent-Teacher Conferences, notes home to parents, email communication, and phone calls home. Students are also able to check their grades when teachers post student grades in the classroom. Parent-Teacher Conferences result from report cards and progress reports. With the district's transition to the Synergy Student Information System this school year, some teachers have begun using the Synergy online grade book in anticipation of students and parents having access to the site during the spring of 2014.

Students and parents do currently have access to grades when teachers use online programs such as Engrade and School Loop (which the District had

- Progress Reports
- Report Cards
- Weekly grade checks
- Parent-Teacher Conferences
- Synergy grade books
- Engrade grade books

SELF-STUDY FINDINGS

promised to make student and parent access available in the spring of 2014). Previous to the 2013-2014 school year, students had access to E-Chalk as a way of communicating with their teachers and locating class resources.

English Language Arts

District Benchmark exams are an important component of the school's assessment and monitoring system, however the exams are not aligned to the district pacing guide. As a result, students are tested on a wealth of information that has not yet been taught. For edge ®/ English support, evaluation of student performance prior to beginning ninth grade (through a Lexile reading level test) was flawed since a significant number of students did not seem to take it seriously; several students were improperly placed based on these results. However, evaluation of student performance is focused on multiple factors (test scores, in-class performance, etc.) in students being properly placed in edge ® support classes.

To address the assessment and grade results of English Learners, programs have been modified and created, schedule changes have been made, and special parent meetings have been scheduled; these parent meetings provide opportunities to disseminate information, help parents to interpret that information, and take steps together to help students achieve and succeed.

- Illuminate Benchmark Results
- edge ® Placement Test
- Parent/Teacher Conferences
- English Department PLC meeting minutes

Math

The Math Department uses the district benchmark to assess learning and

- Illuminate Benchmark Results

SELF-STUDY FINDINGS

understanding of the material. Teachers use formative and summative assessments to check for understanding. The Math Department compares how Eisenhower's students do versus neighboring high schools.

Teachers reteach content according to poor performance. The Math Department makes modification to curriculum and pacing as needed. Teachers offer tutoring after school and at lunch. Teachers have "CST/CAHSEE chats" prior to testing in which students see their progress from prior years.

- CST scores
- CAHSEE scores
- Math Department PLC meeting minutes
- Student Placement in math classes

Science

The Science Department did use district benchmarks up until 2013, however those exams are no longer consistent with the move to teach the new science standards (NGSS). Previous benchmarks were created directly from the California Science Standards. CST scores, up to the 2012-2013 school year were also used as part of the school's monitoring system. CST scores were compared on a year-to-year basis. Science also used Illuminate during the 2012-2013 school year to create quizzes and tests. The assessments were graded online, and were comparable across the department. The Science Department also uses department meeting time to take notes on student progress. These notes are saved and sent to the appropriate administration.

The Science Department also breaks up into smaller subject area PLCs to collaborate and discuss student progress. The school uses assessment results to make changes in various areas starting in the department. This happens when teachers of the same department share their lessons and

- Illuminate Benchmark Results
- CST scores
- California Science Standards
- NGSS
- Science Department PLC meeting minutes
- Lesson Plans
- Collaboration

SELF-STUDY FINDINGS

assessment results. This helps teachers in the Science Department to determine the most effective strategies and ideas for their classes. PLC collaboration gives teachers the opportunity to discuss and share effective ideas and strategies. Teachers are able to determine where resources need to be allocated when they are collaborating. There are discussions on items that need to be purchased for the department, including lab supplies, equipment, and dissectibles.

Social Studies

In Social Studies, collaboration within PLCs is the most effective method of reviewing assessment results, developing future instructional plans, and reviewing content ideas. In the spring of 2011-2012, World History teachers went on a multi-day retreat to discuss how to better work as a PLC and better serve our students. Collaboration at this retreat resulted in the purchase Teacher's Curriculum Institute (TCI) materials, and plans to participate in Common Core State Standards trainings at both the district and county level (San Bernardino and Riverside). World History PLC teachers discuss the ways in which TCI curriculum can be connected to student assessments.

The District Social Studies Curriculum Council, consisting of representatives from all secondary Social Studies Departments and an administrator from each site, meets a few times a year. This Committee reviews district course proposals and common assessment policies. In 2012-2013, the Social Studies Curriculum Council determined that Social Studies quarterly benchmarks would be more effective and relevant if they were developed

- Social Studies Department PLC meeting minutes
- Social Studies Curriculum Council meeting minutes
- Teacher's Curriculum Institute (TCI)
- Course Proposals

SELF-STUDY FINDINGS

by site Professional Learning Committees (PLCs). Social Studies department teachers develop common assessments through the PLC structure. Teachers determine objectives/ essential questions and how to accurately measure student mastery of those objectives as they related to the California State Standards.

Physical Education

In Physical Education fitness tests, skills tests, written tests, surveys, daily participation and authentic assessments are used to assess student achievement of the academic standards and schoolwide learner outcomes. These assessments are appropriate and are used for progress reports, parent/teacher communication and grades. Assessment results are used during collaboration to modify motivation, behavior and achievement. Teachers collaborate weekly and sometimes daily on the adjustments that need to be made for students, facilities, and inclement weather.

Physical Education teachers use a card system for attendance, discipline, health issues, grades and progress of each student. Teachers also use the FitnessGram to monitor/assess the personal progress of each student. In Physical Education, the daily card system provides a record of all assessments and student achievement.

- Fitness Tests
- Skills Tests
- Written Tests
- Daily Student Participation PE Cards
- Physical Education Department PLC meeting minutes
- FitnessGram

World Languages

The World Languages Department uses a wide variety of common assessment tools which include the traditional pre and post testing for lesson development, end of lesson quizzes, end of lesson exams, unit

- World Languages Department PLC meeting minutes
- Common Assessments

SELF-STUDY FINDINGS

quizzes, unit exams and final exams. Along with these traditional assessments, instructors use dialogues, impromptu dialogues, projects, research papers and a variety of art and multi-media assessments. World Language teachers use AP Exam result for curriculum development, measuring student success and placement.

World Language teachers have established as a “best practice” procedure to modify all instruction, lesson pacing, assignments and student assessment in line with student assessment results. World Language PLCs use student assessment results to modify lessons and create appropriate lessons. The district wide textbook and program resources have a multi-media component in which modifications to all assessments and assignments can be made easily to meet the particular needs of the students.

- Lesson Plans
- Tutoring Logs

Visual and Performing Arts

Visual and Performing Arts students participate in various authentic assessments such as competitive performances, district art competitions, and on-campus art exhibitions. Drama Production students perform in live-audience plays and are assessed on the business skills such as advertising. Eisenhower’s Concert Band performs at concerts, festivals, and school events. Students wanting to participate in the Madrigals program must first be assessed during auditions. Through these public avenues for assessment, all vested stakeholders are able to view the effectiveness and strength of Eisenhower’s VAPA program

- Student Performances
- District Art Fair
- Puttin’ on the Ritz
- Various awards won at competitions
- Regular communication between parents and teachers

SELF-STUDY FINDINGS

CTE/ ROP

CTE programs use professional development to monitor and change school programs as needed to industry standards. Many CTE teachers have participated in externships (teachers working in the industry of their profession/ industry sector). Home Economics teachers attend several Home Economics Careers and Technology (HETAC) Conferences yearly. Industrial Arts teachers attend California Industrial and Technology Education Association (CIETA) Conferences.

- CTE Advisory Committee Meeting minutes
- Professional Conferences
- Externships

Special Education

The Special Education Department assesses student progress by conducting annual and tri-annual IEPs. During the IEP process, the case carrier collects data for formal assessments using the Woodcock-Johnson III, which assesses student achievement in the realms of broad math and broad reading. The case carriers also give a writing assessment using the Test of Written Language- Fourth Edition (TOWL-4). Special Education case carriers do progress monitoring on a regular basis by collecting data from general education teachers, reviewing standardized assessment results on Illuminate, and assessing progress on student IEP goals.

The Special Education Department uses the results of CST tests to determine whether students will be given the CST or the CMA for the following school year. Students with moderate to severe handicaps are given the CAPA. The IEP team determines if the student will receive special accommodations/modifications during testing. SDC and general education

- IEPs
- Woodcock-Johnson III
- TOWL-4
- CST scores
- CMA scores
- CAPA

SELF-STUDY FINDINGS

teachers meet to discuss students' current educational needs. According to the students Present Level of Performance (PLP), and most recent assessments scores, the case carrier and team will decide what state test the child will take and what accommodations and modifications, if at all, are necessary.

Counseling/ Intervention Liaison

The Intervention Liaison meets with the students with 3 or more Fs at the end of the first poor progress report and after subsequent grade reports throughout the year. Students are added or deleted from the Liaison's roster based on a marks report pulled at each grading period. A volunteer mentoring program has been started to match adults on campus with freshman that have 3 or more Fs. Parents are invited to a meeting to learn about the mentoring program. The mentors call home weekly if there are absence issues and a weekly grade check is required of each student to be given to their mentor. Also, there is a monthly afterschool activity with all mentors and their freshmen.

Link Crew students (generally junior and senior students) meet with their assigned freshmen after first quarter grades are posted. Freshman students work with their Link Leaders to determine the best way to improve their grades before the end of the 2nd quarter. Teachers may request to have a student's Link Leader come into the classroom to intervene with the student. These requests are called Link Alerts.

- Intervention Liaison meetings w/ at-risk students
- Freshman Mentoring Program
- Failing Freshman Assembly

SELF-STUDY FINDINGS

Category D: Standards-based-Student Learning: Assessment and Accountability: Areas of Strength

1. Infrastructure is in place at Eisenhower High School to easily allow PLCs to collect and analyze student achievement data. (Illuminate student information system)
2. Some Eisenhower PLCs do develop Common Formative Assessments where student growth is accurately measured. PLCs use the Common Formative Assessments to evaluate student progress and make instructional decisions.
3. The collected student work samples indicate that there is a wide variety of assessment strategies used by Eisenhower teachers across the disciplines. These student work samples demonstrate achievement of academic standards.
4. Eisenhower PLCs are aware of, and willing to meet, the new challenges of aligning assessments to the Common Core State Standards and the Next Generation Science Standards.
5. The Eisenhower Mathematics re-start program is the quintessential example of modifications being based on assessment results. Students who fail math tests and classes don't move on at the semester; they re-take the same semester they failed.

Category D: Standards-based-Student Learning: Assessment and Accountability: Areas of Growth

1. While data analysis is happening within subject area PLCs, there needs to be a routinely followed schoolwide process for regular evaluation of student achievement data at Eisenhower High School.

SELF-STUDY FINDINGS

2. As previously promised by the Rialto Unified School District, students and parents need to be given online access to student grades/ academic progress.
3. Professional Learning Communities need to continue develop and regularly administer Common Formative Assessments, including CFAs that will prepare students for the SBAC.
4. Professional Learning Communities need to increase the amount of collaboration time spent analyzing student assessment data.
5. Benchmark Exams will need to be re-written to assess student achievement of the Common Core State Standards and the Next Generation Science Standards. The re-written benchmarks will need to reflect the pacing of content actually being taught.



SCHOOL CULTURE

Support for Student
Personal and Academic
Growth



**Focus Group
Co-Leader:**
Sandy Alps,
Librarian

**Focus Group
Co-Leader:**
Kelly Edwards,
Counselor

Administration: Lanell Hardy, Assistant Principal

Steve Anderson, Math
Eric Atkinson, Science
Jan Barnes, Budget Clerk
Carol Bertotto, Home Economics Instructional Leader
Leslie Carreon, Social Studies
Robert Clarendon, Physical Education
Mike Clark, Special Education
Donna Coleman, Attendance Clerk
Amy Douglass, Language Arts
Ronald Espinoza, Custodian
Julie Gassen, Instructional Assistant/ Computers
Edobar Gbenoba, Math
Alethea Granados, World Languages
Earlene Hyman, Special Education

Julienne Knapp, Language Arts
Elizabeth Little, Special Education
Shirley Luque, Counselor
Monique Marquez, Special Education
David McMillan, Social Studies
Chester Nickell, Science
Todd Noden, Visual & Performing Arts
Ray Pergler, Physical Education
Olga Pesantes-Mills, Math
Vincent Redman, Language Arts-
Instructional Leader
Nancy Sehsah, Attendance Specialist
Lindsey Stevenson, Math
Ricky Williams, Security Officer
Rick York, Industrial Arts

Category E: School Culture and Support for Student Personal and Academic Growth

E1. SCHOOL CULTURE CRITERION

The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/ learning process.

Findings	Supporting Evidence
<p>WASC Student Committee Report</p> <p>The WASC Student Committee was asked to discuss the school’s efforts to involve parents and community members in the school’s academic programs. Students believe that the school’s leadership encourages parent involvement by offering a wide variety of events and activities, including Back-To-School Night, PTSA, Relay for Life, numerous athletic events, plays and musical performances. Parents are informed about events and activities in a variety of ways. Staff involvement in school activities helps encourage parent familiarity with the school and staff. Students felt that personal contact between administrators and parents and between teachers and parents could be improved.</p>	<ul style="list-style-type: none"> • WASC Student Committee Report • WASC Student Questionnaires • Student Survey Results
<p>WASC Parent Committee Report</p> <p>Parents were asked, “Does the school’s leadership use a wide range of strategies to encourage parental and community involvement?” Parents identified multiple strengths: automated phone calls, School Site Council, English Language Advisory Council, Parent Teacher Student Association, Parent University, Parent Summit, African American Advisory Committee,</p>	<ul style="list-style-type: none"> • WASC Parent Committee Report • WASC Parent Questionnaires

and Coffee with the Principal.

The WASC Parent Committee was in agreement that there needs to be more access to student grades and assignments now that the eChalk website has been eliminated. Parents would like more direct communication with teachers and a faster process to schedule meetings with their student's teachers. Overlapping automated phone messages and messages from the Attendance Office that do not indicate the class period that students were absent were identified Areas of Growth.

Regular Parent Involvement

The parents of Eisenhower High School students are involved with our school in several ways. The administration and staff of the school employ a variety of strategies to encourage parents to become active partners in the teaching/learning process. Eisenhower encourages parents to nominate themselves for School Site Council and learn how the school operates as a place of teaching and learning. For our students and parents who are English Learners, Eisenhower maintains an active English Learner Advisory Committee to guide the support we offer to our English Learner population. ELAC meetings are conducted in Spanish. One intervention that has been implemented is to encourage the parents of students at-risk, including English Learner students at-risk, Special Education students at-risk, to attend and participate in parent led meetings during ELAC to discuss current, relevant issues our parents are facing "today" as they continue to work in partnership with Eisenhower High School to raise the achievement of their child. Information and training are provided to parents during these meetings which includes attendance, graduation requirements, A-G

- SSC agendas
- SSC meeting minutes
- Parent Link
- ELAC Minutes and fliers
- Career Center Materials
- College Fair Flyers
- PTC Log
- PTSA Rosters
- AVID
- Eisenhower High School website
- E-Chalk/ School Loop
- Career Center

requirements, CELDT, reclassification from the English Learner program, data and statistics from standardized testing, the school plan, funding, discipline, drug awareness and academic options.

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

At the beginning of this academic year, Eisenhower High School designed and established a Parent Center. This Parent Center acts as a hub for all parent meetings, workshops, and institutes. The ELAC, SSC, and PTSA meetings are held in the Parent Center. The Intervention Liaison coordinates the schedule of offered classes and meetings and distributes that schedule through online advertisement, parent links, and flyers. The Parent Center is still in its beginning stages and will hopefully become more valuable with each new school year. This addition to our school has welcomed more parents to participate in their children's education by giving them their own center and making them aware of the importance of

their participation in this joint partnership between the home and school.

Both Parent Link phone calls and our school website provide access to important information about graduation requirements, A-G requirements, school calendar and on-campus activities. In the past, E-Chalk provided parents access to some teachers' course information and class assignments. More teachers will need to develop School Loop pages for their classes for School Loop to be considered an effective method of communicating with students and parents.

The Eisenhower Career Center provides opportunities for students to meet with career representatives and college representatives to learn about careers and colleges. The Annual College and Career Fair is open to all students and their family members.

Use of Community Resources

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

For students without permanent housing, National Association for the Education of Homeless Children and Youth (NAEHCY) provides support. Counselors work in conjunction with the Mesa Clinic to get immediate help for students in crisis situations. Our counselors also provide pamphlets with community resources for students and parents. For many years, the Hope

- Career Center Calendar
- Sign-in sheets
- AVID
- Workability
- NAEHCY
- Mesa Clinic
- Counseling Brochures
- Hope through Housing
- Scholarship Program
- PTSA
- Ryan Clady Foundation
- STEM

through Housing foundation provided after-school tutoring, workshops and field trips to Eisenhower students.

The counseling staff also works in partnerships with local colleges. Students at Eisenhower can be part of two programs with local colleges: Upward Bound Program with California State University, San Bernardino and Early Academic Outreach Program (EAOP) with University of California, Riverside. Both programs help low-income, first generation students reach their goals of going to college.

Through our annual scholarship program, community members, clubs and organizations provide financial support for students. PTSA provides support for students in need. Former Eisenhower student Ryan Clady, now a professional football player with the Denver Broncos, contributed to our current sports program by providing uniforms and safety equipment for Eisenhower football players. STEM Program local engineers mentor students in engineering.

Parent/ Community and Student Achievement

Administrators distribute and review student performance data annually with teachers, and teachers review test data with students so that all stakeholders have a clear picture of student progress. Instructional Strategists and PLC leaders work in Professional Learning Communities to analyze student performance data and strategize to improve student performance. Teachers communicate learning expectations and student progress to parents through online Learning Management Systems. Throughout the year, students, parents and community members are invited to Eisenhower to learn about student expectations and school programs

- SSC
- ELAC
- API /AYP links on EHS website
- SARC
- Back To School night
- AVID Parent Night
- College and Career Fair
- Cash for College

(Back to School Night, AVID Parent Night, College and Career Fair, Cash for College (Free Application for Federal Student Aid), Parent Summit, PSAT Review Night, Future Eagle Night, Freshman Orientation, and AP/HP Information Night. All parent events are presented in both English and Spanish.

- Parent Summit
- PSAT Review Night

E2. SCHOOL CULTURE CRITERION

The school is a) safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Findings	Supporting Evidence
<p>WASC Student Committee Report</p> <p>Students feel safe at school and credit security officers for this. Students do not mention any security issues, incidents or problems. Students' opinions vary regarding school cleanliness and order. Students indicated that restrooms and classrooms are not taken care of by students and are not being cleaned frequently enough. Students enjoy a wide area of the campus for lunch. Lunchtime trash is a responsibility that students are encouraged to take on (through rewards and encouragement), but sometimes trash is left around after lunch. Students point out that technology is outdated.</p> <p>Students listed many programs offered to students to help them make a plan for successfully graduating from high school and planning for what they will do after high school, including Career Center, Internship, AVID, ROTC, ASB, NAPCA, FHA-HERO, HOSA, FBLA and Counselors. They also mention the difficulty with scheduling classes they need to take and a lack of elective options, especially for AP classes.</p> <p>Counselors, teachers, coaches, administrators and other staff care about the students' personal life and offer assistance and support, especially when students have personal crises. Students have access to the Career Center</p>	<ul style="list-style-type: none">• WASC Student Committee Report• WASC Student Questionnaires• Student Survey Results

and internship programs to help them with college admissions, financial aid and post high school options. Being involved in clubs and sports gives them that personal support system. Some students do not know where to go for help with personal problems or crises.

WASC Parent Committee Report

When asked, “Is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous improvement?” parents reported that teachers do encourage critical thinking and that staff members encourage students to do their best. Parents find that tutoring is available to students who are struggling in their classes. The WASC Parent Committee felt that teachers are changing their methodologies as the new Common Core State Standards are pushing students to achieve at higher levels.

Identified Areas of Growth include the need to place more focus on preparing students for college instead of just graduating. Parents would like to see more programs for “at-risk” students and an increase in teacher communication with parents of failing students. A firm enforcement of the school’s attendance program is also believed to be necessary.

- WASC Parent Committee Report
- WASC Parent Questionnaires
- Parent Survey Results

Safe, Clean, and Orderly Environment

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

- Cleaning schedules
- Maintenance forms
- Work order request forms; computer request for service
- Williams review Records of

appropriate access to buildings and facilities.

During school hours, Eisenhower is a closed campus with various entry and exit points. Gates are locked and a security officer is stationed at the front entrance of the school. All visitors are required to sign in and receive a visitor's badge. Security staff maintains a safe environment for students. Our tardy policy encourages students to be in class on time. The school has a disaster plan in place and regularly conducts drills, so students and staff know what to do in case of an emergency. Evacuation maps are posted in all classrooms. Staff members receive a staff handbook that includes the school's emergency plan. To ensure safety and order, teachers and administrators chaperone all off-campus events. Security, teachers, administrators, and, often custodians, are present at all on-campus events.

The student discipline policy follows a regular sequence of actions, so students know the consequences for breaking school rules. Information and support to prevent bullying (including cyber bullying) are provided to students in multiple formats. District firewalls prevent students from going to inappropriate Internet sites. Each year, students, faculty, instructional and non-instructional staff all signs an Acceptable Use Policy agreement, committing to the ethical use of Internet resources. This agreement helps students become good digital citizens and helps ensure a safe, positive learning environment. Eisenhower High School maintains a regular working relationship with the Rialto Police department, to monitor illegal behavior and prevent crime on campus. Students and parents are given a clear statement of all school policies at the beginning of each year.

recent upgrades
(restroom, railings, ramps)

- Discipline policy
- Security rotation schedule
- Firewalls, Acceptable Use Policy
- Security officers' schedules
- Photos of evacuation maps posted
- Staff Handbook
- Acceptable Use Policy forms
- Student Handbook
- Grade Level discipline assemblies
- RPD Resource officer
- Student Registration Handbook
- Signed Acceptable Use Policy
- Standards posted on board

High Expectations/ Concerns for Students

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

English teachers at Eisenhower foster high expectations for all students in a variety of ways including: coaching students to become proficient on the CSTs and the CAHSEE, using rubrics so students understand what is expected on assignments, and providing individualized instruction so students can reach their highest potential. Increased emphasis on nonfiction texts, persuasive writing, and high-level questioning strategies also increase rigor in English classes.

Math teachers work closely within their Professional Learning Communities (PLC) to develop and implement a variety of instructional strategies designed to maximize student achievement. In PLC's, teachers review data, , share instructional strategies, prepare for bell to bell instruction, and determine best methods of remediation.

Students are required to successfully complete three years of math courses

- Multimedia Presentations
- Rubrics for English Assessments
- Math Placement Activities
- Critical Thinking Strategies
- In-depth Checking for Understanding
- Various Research Projects
- Positive Verbal Reinforcement.

to graduate from high school. The mathematics instructional leader and math coach work to ensure that students are placed appropriately to maximize their success. Students who fail to pass a semester of Algebra I or Geometry are provided the opportunity to repeat that semester immediately while maintaining concurrent enrollment in their original course. This allows students to recover units and be provided the opportunity to graduate on time.

The Social Studies department maintains high expectations for all students by requiring high level critical thinking and in-depth reading activities that require students to become active historians. Students regularly examine and evaluate primary source documents, followed by written or oral commentary. Social Studies students are given increased opportunities to research topics using readily available technology, such as smart phones and tablets.

In performing arts students are expected to rehearse and perform at a level of excellence that exceeds all other schools in Rialto Unified School district. This expectation encourages our Band and Choir to rise to a level of excellence that results in invitations to perform at Disneyland, the Rose Parade, and many other venues. In visual art, expectations and concern for students is growing in the showing and participation in more competitive venues allowing for more opportunities to excel in the visual arts.

The Physical Education teachers work hard to develop working relationships with students so that they want to do their best. Physical fitness is the common goal in the department. Teachers help students meet small increases in performance to meet the eventual larger standards. Positive

verbal reinforcement along with rewards such as free play or choice of activity helps to motivate students.

Atmosphere of Trust, Respect and Professionalism

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

Teachers provide students with academic support in a variety of ways. Many teachers offer tutoring before school, after school, or during lunch, to

- Student spirit shirts
- Student Cub Sponsorship
- College Shirt Day
- Before and After School Tutoring
- Cross Discipline Academic Support
- Professional Learning Communities

students who need academic support. An atmosphere of comfort and respect among students and staff is fostered by the Social Studies Department. Students trust that they can stretch themselves academically and survive a temporary setback. Physical Education teachers are available to work with students individually, to help them complete make-up work and to help them find a place to do the activities they want to learn. Students are encouraged to make good grades so that they are eligible for teams, as indicated in weekly grade reports signed by all teachers.

Eisenhower's staff has worked effectively across disciplines, sharing lessons and strategies to better deliver instruction. For instance, Social Studies and English departments collaborate to ensure consistent writing structures and writing terminology across the disciplines. Student writing samples have greatly benefitted from this practice. Staff members attend professional development workshops and classes. Additionally, through the effective use of PLCs in all departments, staff members share lessons and strategies. The use of PLCs has made powerful classroom strategies accessible to more of Eisenhower's student population.

E3. SCHOOL CULTURE CRITERION

All students receive appropriate support along with an individualized learning plan to help ensure academic success.

E4. SCHOOL CULTURE CRITERION

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

Findings

Supporting Evidence

WASC Student Committee Report

The school provides good support and recognition for academic achievement and athletic accomplishments. Most teachers care about students and often stay after school to tutor and work individually with students. A lot of teachers are excited about being here, have high expectations and provide opportunities for learning every day. Some teachers do not actively try to teach and do not want to be here.

When asked, “Do all Eisenhower High School students have access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?” students responded that the Career Center is a place to find out about test dates, work permits, scholarship information, help with FASFA application, college representatives that provide information about their college, and general assistance with post-graduate goals. Other identified strengths include the assistance provided by the Internship Program, the AVID program, ROTC, ASB, and the assistance by counselors to help students meet the a-g requirements. The Internship Program helps students with their plans for the future, college majors, college portfolios, job resumes, job portfolios, scholarships, and volunteer opportunities. The AVID program prepares students for college by asking students to plan for their future, keep track of academic progress in classes. Students with Ds or Fs have to go to tutoring. AVID teaches students to be more organized by maintaining a binder and taking notes. ROTC and the Career Center provide information about futures in the military. Recruiters are invited on campus to give students information about their options when it comes to joining the military. Students indicated that there is also assistance for

- WASC Student Committee Report
- WASC Student Questionnaires
- Student Survey Results

student athletes to meet NCAA requirements.

Areas of growth identified by the WASC Student Committee include the need for more assistance succeeding on the SAT, having programs be more flexible for students so that students can become more involved in various programs, making Saturday Step-up classes available to all students, and the expansion of elective course offerings. Students felt that the classes necessary for college are difficult to enroll in. Students would like to see more course offerings like Spanish and ceramics.

WASC Parent Committee Report

Like the students, Eisenhower parents also identified the school's Career Center as an area of strength. Parents also indicated that counselors review the 4-year plan with students, the Pride Platoon program helps students with career goals, and that the ROTC program helps students develop discipline.

Parents identified the school's Link Crew and Internship Program as strong systems of personal support. The WASC Parent Committee was in agreement that there are numerous extra-curricular opportunities for students at Eisenhower High School. Parents liked that there is assistance for students trying to find part-time jobs and that the Principal and administrative staff are accessible and involved.

Areas of growth identified by Eisenhower parents include the need for increased ROP courses, more activities for students with special needs, an increase in the advertisement of club activities, more guidance for students geared towards college, and an increase in academic programs that are offered by other school districts. Parents also expressed concern that

- WASC Parent Committee Report
- WASC Parent Questionnaires
- Parent Survey Results

information about school programs is not provided to parents. Parents would like to see counselors spending more time to work with students on careers, as well as social and personal development.

Adequate Personalized Support

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

Counselors work in conjunction with middle schools to register incoming 9th grade students. Counselors visit middle schools during the 2nd semester to meet with incoming 9th graders to provide information about course offerings, graduation requirements, and A-G requirements for 4-year colleges. An introductory video explains elective options. Incoming 9th grade students are invited to a Future Eagle event at Eisenhower where students learn about courses, extracurricular activities, and clubs. Students who attend are given priority registration. Parents and students have the opportunity to meet with teachers of Honors courses. Parents are invited back to Eisenhower during the first few weeks of the new school year for an orientation to high school wherein graduation and A-G requirements are reviewed.

Counselors work collaboratively with parents, teachers, and administrators

- Four-year plan
- Counselor guidance lessons
- SAT/ACT test data
- Electives video
- Future Eagles Night flyer
- Registration paperwork
- Grade Checks
- Graduation Plan paperwork
- PTC logs
- 504 paperwork
- Assignment logs
- Parent handouts
- Phone logs
- Status Letters to junior and senior parents
- County Crisis Team Flier
- Sample Community Resources Flyers
- McKinney Vento

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

Eisenhower counselors work with students and families in crisis and in conjunction with San Bernardino County Crisis Team members for students experiencing immediate, severe emotional issues. Counselors provide a variety of resources to students and their families. Resources are provided for families without health insurance so they can apply for Healthy Families. Referrals are made to the school nurse for glasses and minor medical needs. Staff members are available before school, during lunch, and after school. Bilingual services are provided for parent meetings, conferences, and phone calls, so non-English speaking parents can remain informed. Child Protective Services reports are made as warranted. Counselors work in conjunction with administrators to act in accordance with the McKinney

paperwork

- EAOP & Upward Bound information
- Cash for College flyer
- ELC lists
- Professional Development Registration email
- Counselors' Newsletter
- College & Career Night flyers
- CAL PASS meeting notes/binder/PowerPoint
- Student of the Month
- QuestBridge and Common Application sample
- Leadership Team meeting minutes
- School Site Council minutes
- Key Club
- Ballet Folklorio
- IEPs
- Coach's log/calendar
- Student schedules
- A+ contracts

Vento Act and provide educational needs for students whose families are displaced.

Counselors work with our Career Center Technician and Job Placement Coordinator to provide college and career information to students and parents. At the end of students' junior year, transcripts are submitted electronically for automatic acceptance and Cal Grant eligibility. All seniors (and their parents) are provided financial aid guidance lessons, Cash for College workshops and one-on-one financial aid application assistance. Counselors keep up-to-date on the financial aid and college application process by attending yearly informational conferences. Counselors attend a yearly Career Technical Education conference and provide students with CTE information. Each year, counselors recruit students for EAOP (UCR) and Upward Bound (CSUSB) programs that provide students with support as they transition into local universities. Counselors provide a quarterly newsletter that highlights a college and a profession; the newsletter also provides a calendar and information regarding upcoming events.

In order to actively encourage students to get involved in extracurricular activities, several counselors sponsor clubs and/or coach sports. Students are provided the list of clubs and activities during counseling sessions. Counselors volunteer for spirit-promoting activities. Counselors are on the Instructional Leaders team and members of School Site Council serving as student advocates. Counselors have been active in CTE development, CAL PASS, and Kiwanis. The committee working with CAL PASS (in conjunction with Yucaipa-Calimesa Joint Unified School District and Redlands Unified School District) joined middle and high school counselors working with at-

- Class rosters
- Career Transition course outline
- Dept. of Rehabilitation roster
- SART/SARB
- Tardy Sweeps
- Parent Link
- Step up Rosters
- Pride Platoon Flyers and rosters
- Perfect Attendance records
- List of Interest Inventories
- Flyer College Career Fair
- Job Placement Coordinator
- Field Trips
- NCAA Clearinghouse
- Scholarship flyers
- Awards Night brochure
- Sample Portfolio
- Fee Waivers number ordered
- Sample prep materials

risk 7th grade students providing them with college and career readiness, a college fair for students and their parents, and a reference manual to guide students through their school years to their senior year. This cohort of students was followed from 7th through 12th grade. This committee also visited eight high-performing districts to establish Counseling Best Practices; information was then shared at EHS and presented at the CTE annual conference last year. Our work with Kiwanis provides monthly scholarships and students' community service through the Key Club on campus. Counselors routinely write letters of recommendation as well as college applications and scholarship references to assist students fulfill higher education goals.

All Special Education teachers attend collaboration meetings with general education teachers and collaborate with counseling on students classes for incoming years. The Special Education instructional coach works with general education teachers to modify curriculum for special education students. Special education students are monitored for failing grades and graduation rates. Special education students are placed in Diploma Math or Diploma English classes (as per IEPs) and/or offered tutoring to help them gain the skills they need to pass the CAHSEE exam.

A+ online coursework for credit recovery is offered to special education students. Although A+ is offered to all students, a specific program is offered to special education students who work directly with a special education teacher on their A+ program. When appropriate, modification is used to assist students understanding and progression through the program. To complete the program, students are afforded extra time after

school and during Saturday Step-up.

All graduating special education students are served by the Department of Rehabilitation. These students' future plans are solidified and a program is developed to fulfill their plans. On campus, we offer a Career Transition course wherein students are guided through job applications, resume development, college applications and financial aid applications.

Eisenhower offers a comprehensive attendance program which in turn increases students' ability to succeed now and in the future. Our attendance office has an open door policy for students and parents. Our attendance staff works cohesively in their efforts to improve daily student attendance. Communication between all parties includes staff calls home to clear absences, to inform parents of students who've been late or missed classes. An attendance liaison conducts home visits, gets attendance contracts signed, checks students in and out of the office on a daily basis. SART and SARB meetings are held with all stakeholders. Parent Link automated phone calls notify parents of their students' absences. Tardy sweeps are conducted and student discipline is recorded in accordance with the school's tardy policy. Attendance letters are mailed home.

Eisenhower's Attendance Office refers at-risk students to the Pride Platoon program. This program is a joint effort in conjunction with Rialto Police Department and spans a 14-week period of time. It uses proactive and innovative techniques for positive behavior redirection and offers treatment, prevention, and disciplinary components to alter negative behavior. Parents must attend an informational meeting and sign the appropriate paperwork needed for acceptance into the program. If a

student completes all 14 weeks of the Pride Platoon program, five elective credits are awarded and applied to the student's transcript. To deal with excessive tardies and truancies, the Attendance Office refers students to the STRAIT program. This program is run through our Child Welfare and Attendance (CWA) department at the District level. Students are referred to Step-up Saturday's for two reasons, ADA recovery and tutoring. If a student has missed a full day, no matter what the reason, they are eligible to attend Step-up and have positive attendance reflected on their attendance record. To reward students with perfect attendance, a recognition ceremony is held each semester. Parents are invited to attend and see their student receive an award for their wonderful efforts.

The students at Eisenhower have equal access to instruments and assessments that can help identify what career path they choose to follow. Students have access to college and career professionals throughout the year to assist them with college and career exploration in the school's Career Center. College representatives present information during lunch, allowing all students the ability to hear the presentations. An annual College and Career Fair is hosted on campus each November. Additionally, students are given the opportunity to attend major College and Career Fairs, like the one hosted by the National Association for College Admission Counseling. Field trips are offered to local campuses like UCLA, Mt. San Jacinto, and San Bernardino Valley College. Our Career Center Technician visits classrooms and provides information through guidance lessons to all grade levels what is available in the Career Center, why a student should come to the center and what help can be provided. Our Career Center Technician is also involved with assisting our scholar

athletes, monitoring and advising students about National Collegiate Athletic Association (NCAA) requirements.

Throughout the school year, the Career Center provides students with financial aid application assistance through Cash for College workshops and one-on-one interactions with students and parents in completing their Free Application for Federal Student Aid (FAFSA). Scholarship opportunities are posted in the Career Center and announced over the campus intercom. Students are encouraged to complete up to three scholarship applications a week. All seniors with a 3.0 GPA are given the opportunity to complete a senior portfolio that exposes them to local scholarships. The Career Center Technician also organizes our yearly Senior Awards Night.

Our Career Center Technician is responsible for the PSAT, which includes recruitment, administration and test result distribution and explanations to students. Additionally, the center is the place to go to sign up for SAT/ACT and ASVAB tests. Prep materials are available as are fee waivers. Students are encouraged to apply for these exams in a timely fashion.

Announcements are made regularly over the intercom to remind students of test dates.

The Career Center is open for extended hours the last week of November in order to assist students with last minute college applications. The Career Center Technician works closely with students October 1st through November 30th to get these applications done and done correctly. For those students seeking community college, an affiliation has been created with San Bernardino Valley College in which a representative from the campus

comes on site to offer math and English assessments and assistance with college applications. Our Career Center Technician also monitors the Valley Bound Program applications. Additionally, Cal State San Bernardino representatives have been on site to assist with college applications, as well. Our Career Center Technician works closely with our special needs students and assists them one-on-one or in a small group to complete their applications for work and/or college. Work permits are picked up in the Career Center and our Career Center Technician works in conjunction with our Job Placement Coordinator to get local jobs for Eisenhower students.

Eisenhower's Career Center Technician stays current with college and career information by attending local workshops for financial aid, University of California and California State University application updates and counselor days at various campuses, etc. Eisenhower's Job Placement Coordinator provides our student body with local job listings, workshops on resume development and interview skills. The Job Placement Coordinator also maintains a clothes closet for those students in need of interview apparel and establishes outreach to local businesses for possible student employment opportunities.

Direct Connections

Eisenhower offers various counseling and advisory services that promote successful student achievement. These services help orient students to school-wide academic learning standards, as well as outline academic expectations. The offering of college credit for high school courses sets a higher standard for coursework. Teachers and counselors work together with parents to ensure student academic success. RSP caseworkers make

- SST Referrals
- Peer Counseling Referrals
- Speech Therapy Referrals
- Hearing and Vision Referrals
- IEP
- 540 Plan

continual contact with teachers. Counselors and administrative secretaries offer and review application in order to identify students who are eligible for free and reduced lunch. Information on free and reduced price lunch is also provided on our school website. The Health Office screens students for hearing and vision. Speech services are offered to students when needed. Special Education students receive services/accommodations based on learning needs and behavior. Peer counseling was offered as a class that provided support to other students. Articulation services for students in transition from middle to high school. The psychological and physical needs of the students, in connection with academic success, are being met through psychological and health services. Referrals are given so that students can continue their educational pursuits while other needs are met accordingly. Eisenhower offers programs that make the curriculum accessible to students of all learning abilities. Rigorous standards and testing identify the individual needs of students so that they can be placed accordingly. Several programs offer extra-curricular field trips and presentations to help students explore further academic endeavors.

- Behavior support plan
- Full-time school psychologist
- Referrals for professional counseling (SST agendas)
- Hearing and vision screening
- Home Hospital through health services—doctor's forms
- Frequent health checks (diabetes, etc.)

Strategies Used for Student Growth/ Development

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

- Freshman Mentor Program
- edge ®
- A+
- One-on-One tutoring with African American students
- Athlete Tutoring & Mentoring
- Link Crew

subject area.

Eisenhower implements a curriculum that allows for student access through specialized instruction according to student need. Eisenhower offers reading programs, such as edge ®, to students who are below reading level. Students are also offered additional math programs if the student is below skill level in their math classes. Teachers monitor student progress and have an open communication with counselors to remediate or redirect student learning according to assessment findings. Students who are tested and monitored are more likely to progress in their classes and have shown growth with each successive year.

- Freshman Orientation
- Student/Parent handbook
- 9th grade support assemblies
- Grades Assembly
- Tutoring Schedules
- Read 180
- Student interviews, progress reports

Support Services and Learning

All freshmen, including English Learners, Special Education students, etc., are introduced to the library and its resources through an hour-long library orientation. The teacher-librarian provides information literacy instruction to students. Lessons are adapted to classroom content, through collaboration between classroom teachers and the teacher librarian. Lessons focus on research process; online search engines “Going Beyond Google” and online resources; website evaluation; nonfiction and fiction search techniques. The Library homepage and book catalog are accessible to students on and off-campus through links on our school website. Our Eisenhower Library homepage includes many learning resources, such as research process guides, writing guides, citation maker websites, book award links, Grolier encyclopedia (subscription), Library of Congress resources, links for teachers’ assignments, academic search engines, etc. Textbooks are distributed to all students during the first 2 weeks of school,

- Freshman orientation schedules (2012-13 and 2013-14)
- Library schedule
- PowerPoint outline
- Handouts
- Library homepage
- Textbook distribution
- Library Sign-in sheets
- CELDT test results
- Placement lists
- Student schedules
- Reclassification lists
- Grade monitoring for EL

and during the 1st week of the second semester for semester courses. Throughout the year, students are provided with textbooks when they arrive as new students, when they change schedules, and when they lose textbooks. Whenever they come to the library, students get help choosing books, finding books, finding online resources, citing sources, using software, using hardware, printing, etc., so that they have full access to all of the library's resources. Tutoring is available in the library Monday through Thursday.

CELDT testing for all English Language learners is given to students each year to determine class placement and extra services, such as primary language support and tutoring. Support services for EL students and their parents are provided through ELAC (English Language Advisory Committee).

Special Day class teachers received 3-5 classroom computers to provide Internet support for special education students.

Using a wide variety of methods, the staff supports student achievement. The staff promotes high levels of achievement with programs such as AVID, Link Crew and similar academic clubs and programs.

To aid the lower achievers, staff uses parent phone calls, weekly grade checks, frequent counseling and email with parents and students.

To promote equal access to computers and Internet, staff uses laptops and computer labs to connect students with online content.

students

- Phone logs
- ELAC Meeting agendas
- AVID certification evidence

Equal Access to Curriculum and Support

- Honors / AP classes
- 0, 7th, 8th period classes

All Eisenhower students do have access to a challenging, relevant and coherent curriculum. Counselors place students in classes/programs that challenge and support their individual needs. Eisenhower offers a wide variety of classes that are relevant to the diverse population of the school. Eisenhower is increasing student access to challenging curriculum, such as Advance Placement and Honors courses. Over the last few years, Eisenhower has increased the number of students enrolled in AP US History, AP Macroeconomics and AP Calculus. Parents and students attend an orientation in the spring to learn about course expectations, content, AP exams and summer reading assignments. An AP World History course has been added for sophomore students interested in taking on the rigors of advanced placement courses.

Students have the opportunity to adjust their schedules in order to push themselves academically or repeat classes where extra support is needed. Alternative schedules have helped students recover credits in preparation for graduation, although it is challenging for students to make up credits if they fail their classes. Eisenhower's Step-up program provides individualized tutoring for students. There is a wide range of curricular support, including 7th and 8th periods, mentoring programs before and after school, and during lunch. Our Counseling Center is readily available to assist students with scheduling needs. Having one lunch period accommodates for school functions, intramural sports and club meetings. Eisenhower provides an Algebra restart class for students who fail either semester of Algebra. Algebra classes are evaluated on a semester basis. AVID offers a zero period to students so they will be able to take core and elective classes during the regular school day. An area recognized as an

- A+ program
- Math Restart classes
- edge ® intervention
- EL program
- RSP/SDC
- Elective courses
- Student transcripts
- Master schedule
- Sign-in sheets
- AP exam results
- AP & Honors contracts
- Virtual summer school
- Step-Up
- Grad point (Summer School)

area of growth is student access to credit recovery opportunities. There are not enough summer school classes, sections of A+ and edge ® classes available to meet student demand.

Co-Curricular Activities

All Eisenhower athletic programs require that students maintain a 2.0 GPA throughout the entire sport season. Student athletes are required to get weekly grade checks from all of their classes and are warned by their coaches of the possibility of being “grade cut” from their team if they do not maintain a 2.0 GPA. Students and parents sign an Athletic Code that informs student athletes that they must “Realize that athletics are a part of the educational experience and the benefits of involvement goes beyond the final score of the game.” The school’s popular Band and Choir programs also require high academic standards in order for students to qualify for participation.

Making the connection between extra-curricular activities and the school’s Schoolwide Learner Outcomes, student field trips have been offered as an incentive for students who score advanced on the CAHSEE, CST, and who maintain perfect attendance and honor roll status. Student clubs and athletic teams play a vital role in Eisenhower’s efforts to “prepare their students to be RESPECTFUL individuals who demonstrate respectful behaviors towards students and adults” as well as “RESPECTFUL individuals who possess the ability to demonstrate respect with individuals and groups.” ASB sponsors a Rush Week each year to encourage students to join clubs and sports on campus. Clubs set up informational tables in the lunch area to give possible members information about the club’s activities. Lists of campus clubs, their

- Athletic Code
- Grade Checks
- Report Cards
- Permission slips
- Student records
- Club sign-in sheets
- Campus advertisements
- 8th grade orientation
- Link Crew Pep assemblies
- CADA conference
- Master schedule
- EHS Dinner Theater

faculty advisors, and meeting times are posted on the school's website as well as on posters around campus. Pep assemblies and noontime activities promote school spirit and student involvement that fosters community involvement and a connection to the school. Our Link Crew organization helps maintain student interest, socialization, and involvement in the school's academic culture. Link Crew leaders offer support to the freshmen class via tutoring, mentoring, and personalized communication.

Co-curricular activities play an important role in Eisenhower's effort to "prepare their students to be RELEVANT thinkers who apply critical thinking skills to real-life scenarios." Students apply math and science knowledge in their Engineering projects. Culinary Arts classes provide opportunities for students to apply knowledge learned throughout the course, to the real-world experience of providing meals, in a restaurant-like atmosphere, to teachers and staff members. The Café d'Eisenhower provides guests with a four-course meal prepared by students, served by a well-trained student wait staff. Students also provide catering for special events. This fall, the Café d' Eisenhower teamed up with the Thespians to present a special dinner theater where guests enjoyed a meal in the Culinary Arts class prior to walking over to the Little Theater to watch students perform *Bad Habits*.

Student Involvement in Curricular/ Co-Curricular Activities

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

- Club Constitutions
- EHS Club Council
- ASB text alert logs
- Activities Director
- Master Schedule

Students may opt to receive text alerts for information on school activities.

Support services are provided by school site: teachers schedule tutoring by appointment, Step-up, different forms of internship programs (HOSA), Link Crew, Career Center, Gear-Up, AVID, Internship, Key Club, Newman Club, NAPCA and the Career Center.

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

In previous years, an Academic Athletic advisor was hired to provide academic support to all struggling athletes. However, that position was not funded for the 2013-2014 school year.

The Academic Decathlon class is offered to ambitious students wanting to compete academically against students from other local high schools. The program challenges the academic abilities of students in ten events: Art, Economics, Language and Literature, Mathematics, Music, Science, Social Science, Essay, Interview, Speech (planned and impromptu), and finally the Super Quiz.

Eisenhower's Internship Program provides a basis for career preparation to 11th and 12th grade students by enabling them to acquire a first hand knowledge of business. Students are assigned to positions in the business community to learn the various skills that will make them employable. Students can earn a maximum of 10 units of elective credit over a 2 year period. An outcome of this course is that students will seek (1) a letter of recommendation; (2) a job referral; and/or (3) a position at the firm. This program is offered in conjunction with the San Bernardino Sheriff's

- Course Offerings
- Academic Decathlon
- FHA
- ASB
- Link Crew
- EHS Internship program
- AVID
- Auto-Cad
- MultSim

Academy, other businesses and training programs.

AVID students engage in researching career paths as well as colleges and universities. AVID is a program designed to overcome the ethnic and economic under-representation in the student population eligible for admission to the University of California and California State University systems. A four year program is offered to selected students focusing on academic and social preparation skills including: study skills, "coping" strategies, career awareness, portfolio development, writing skills in many content areas, critical thinking, problem-solving, note-taking, use of time, cultural awareness, use of the library, and citizenship/attendance. Students receive tutoring assistance and other support services to assist them to meet requirements for college admittance. AVID students are involved in career exploration and are benefited by professional world presenters who lecture students on real world topics. Students involved in AVID take field trips and participate in Socratic Seminars.

Student Perceptions

The results of the Student Survey conducted in the spring of 2013 are overwhelmingly positive. With the exception of one question, the majority of students either Strongly Agreed or Somewhat Agreed with forty-four positive statements about Eisenhower High School. With respect to student support services, 82% of students agreed with the statement, "I feel that Eisenhower offers enough extra-curricular activities," while 80% of students agreed with the statement, "I am aware that I can take honors and AP level courses in many subject areas." Indicating that Eisenhower could work to increase the level of relevancy in all classes, only 75% of students agreed

- Student Survey Results

with the statement, “Eisenhower has helped me to prepare for college and career opportunities,” and only 69% of students agreed with the statement, “I am given opportunities to have learning experiences outside of the classroom.”

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

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

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

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