CHAPTER TWO

STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

Chapter II: Student/Community Profile and Supporting Data and Findings

History and Background of Eisenhower High School

Nestled in the San Bernardino Mountains, the city of Rialto lies between the cities of San Bernardino and Fontana. The Rialto Unified School district includes 3 comprehensive high schools, one alternative/adult education school, one continuation high school, and 5 middle schools in the cities encompassing Rialto, including parts of Colton, San Bernardino, Fontana, Bloomington and Lytle Creek.

Eisenhower is one of three comprehensive high schools in the Rialto Unified School District and serves a student population of approximately 2,433 in grades 9-12. Established in 1959, Eisenhower is the flagship high school of the district and has served several generations of the community's members. EHS has a long list of accomplished alumni including artists, writers, high ranking military officials, doctors, lawyers, engineers, teachers, and notably NFL Hall of Fame Ronnie Lott for whom the stadium is named.

Eisenhower functions on the 180-day traditional school calendar, which begins in August and ends in May. Classes are in session for fifty-four minutes Monday, Wednesday, Thursday, and Friday, with an additional 15 minutes allotted in the second period for Breakfast in the Classroom. EHS has early release on most Tuesdays, deemed as Collaboration Days, to give staff the opportunity to meet in departments, focus groups, instructional analysis teams, and as a whole faculty to collaborate. The regular schedule offers students a staggered start time, with first period beginning at 7:25 a.m. and seventh period ending at 3:20 p.m. This scheduling allows students to take extra classes and participate in programs such as Advanced Placement (AP), Career Pathways, Advancement Via Individual Determination (AVID), student government, Marine Junior Reserve Officer Training Corps (MJROTC), athletics, and the performing arts.

WASC Accreditation History

In March of 2014, Eisenhower High School received a six-year accreditation from the visiting WASC committee with a 2-day visit. The Mid-Cycle visit occurred in February of 2017. In the visiting committee report, it was noted that the then-new school administration had earned the trust and faith in the school staff and community to address the areas needing improvement around campus. Since the Mid-Cycle visit, the school administration has undergone personnel changes and many new teaching staff have been hired, as well as a wide variety of new programs established.

Eisenhower High School Site Programs

Advanced Placement Program

The number of students taking Advanced Placement exams and the number of Advanced Placement courses offered to Eisenhower High School students have increased since the last full self study. AP exam registration for the 2020 AP exam administration exceeds 810, which is 280 more than the previous year. Courses that have been introduced since the last full self-study include: AP Art History, AP Chemistry, AP Computer Science, AP Human Geography, and AP Psychology. The addition of these courses have made it possible for incoming freshmen to begin their path towards 4-year university enrollment earlier than previously possible. All Rialto Unified School District high schools now have designated an AP Program Coordinator who is responsible for organizing and planning a support system for AP students. Support for AP students includes field trips to the UCR AP Readiness Program, teacher-paid tutoring sessions, improved communication with students and parents, and recognition for student AP exam success. EHS now conducts specific AP Teacher PLC with monthly after school meetings.

APEX

In 2015 the Rialto Unified School District began to utilize the APEX Blended Learning Program as an intervention for credit deficient students who needed Credit Recovery (CR) or as a means to ensure that A-G courses have been successfully passed. Two types of APEX courses are available to students. A-G Approved courses and Credit Recovery (CR) courses are available for almost all of the core subjects offered in a regular classroom setting at EHS. Student placement is in intentional so that they may be A-G eligible. From June of 2015 to July 2019, EHS students have completed a total of 1,256 semester classes via APEX. In this time period, the EHS APEX Blended Learning Program has held a total of 200+ licenses for students to utilize during the school year. APEX has proven to be very beneficial for our graduation rates; in 2019, 190 of the 481 students in the class of 2019 graduates took an APEX class during their senior year, or 38% of the graduating class needed at least one APEX class in order to graduate on time. Because of the success, RUSD purchased an additional 100 licenses for the 2019-2020 school year. Even with the loss of eight regular teachers being eliminated, our graduation rate for the 2018-2019 school year was an improvement from previous statistics thanks to APEX offerings.

Advancement via Individual Determination (AVID)

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID is available for all grade levels. There are four 9th grade sections, three 10th grade sections, three 11th grade sections, and three 12th-grade sections. Each AVID student is provided with an agenda to help them organize assignments, assessments, and deadlines. On Tuesdays and Thursdays, students participate in tutorials which is a 7:1 ratio. Eisenhower has hired 14 college students to serve as tutors during tutorials. One field trip is coordinated each year per grade level to local universities. Every year A-G eligible junior

students are taken on a 3-day trip through Central and Northern California. Students visit many different college campuses on the trip to give the students an idea of what college life would be like up north. Students are required to complete 40 hours of community service each year. Some places students have volunteered are Rialto City Hall, Rialto Public Library, and Arrowhead Community Hospital. For the 2018-2019 school year alone, 62 of the 64 seniors who applied for scholarships were accepted to 4-year universities, totaling $503,734.

Building Assets, Reducing Risks (BARR) Program
BARR is a strength-based, comprehensive approach to meeting the academic, social, and emotional needs of all students. EHS adopted this program as it holds a 20-year record of student success and has been proven to drive significant improvements in school climate measures, course credits earned, grade point averages, and standardized test scores, narrowed opportunity gaps, decreases in failure rates, suspensions, and absenteeism. BARR is the framework that provides teaching staff the opportunity to get to know our students' individual strengths and interests during a critical transition time in their education. All 9th grade students are grouped into block teams with common English, Math, and Science teachers as well as an Educational Specialist. These teachers monitor student progress, identify strengths, and consider ways to support and challenge students. Our 9th grade-specific Counselors, Intervention Resource Officers, BARR administrator, and BARR Coordinator meet with teacher teams to offer additional support for students and help provide recognition for students' unique strengths and talents. Once a week, one of the block teachers facilitate "I-Time" lessons with the goal of strengthening student-to-student and staff-to-student relationships and to build classroom community. Topics for I-Time include building community, stress management, bullying, and substance use awareness.

Breakfast in the Classroom (BIC)
Breakfast in the Classroom is a program that was introduced in the 2019-2020 school year in order to ensure that all Eagles are well nourished and therefore prepared for learning in the classroom. Twenty extra minutes are embedded in the second period each day, save for minimum days, where student volunteers from each classroom retrieve a designated cart for the classroom from the cafeteria and return it to the classroom to be opened and enjoyed by the class. EHS became the first high school in the Inland Empire to offer this beneficial program to its entire student body. The premise behind Breakfast in the Classroom was based on the fact that the school community is in an area designated as low income where, unfortunately, the tight budgets in some of our student's homes have caused students sometimes to scavenge for food. Our teachers are very giving, and though most teachers have a drawer in their classes full of food for their students and sometimes their students' friends, Breakfast in the Classroom takes away the shame some students feel about having to ask for food and the need for staff to provide more of their own money to support students. With breakfast coming to students during their second period, we are reaching 100% participation whereby all students are eating a healthy morning

meal which helps their bodies be wholly prepared for the school day ahead of them. Our goal is to reach the entire student body who are not yet participating, as students can choose to not take what is being offered, and we also understand that a hungry student is not focused on lessons. Many studies have proven this theory and Eisenhower is determined to show students they matter to us in every way.

CTE Pathways
Eisenhower High School offers nine A-G pathway courses which consist of two, 1-year long courses taken in sequential order. The pathways offered include Architecture, Cabinetry, Mill working & Woodworking, Child Development, Cybersecurity, Education, Engineering and Design, Manufacturing, Health and Medical, and Law Enforcement. All incoming ninth graders are surveyed by their middle school counselors to determine which industry pathway program they are most interested in and would best fit their talents. Freshman, sophomore, and junior students take their concentration courses in their chosen pathway and (depending on the course) complete the pathway with a capstone class as juniors or seniors. CTE focuses on project-based learning opportunities with potential internship opportunities, industry specific job skill readiness training, leadership, and community outreach activities. By successfully completing a CTE Pathway, students can potentially earn college credit, earn a cord to wear at graduation, possible internship opportunities, the potential for industry-specific job offers, industry recognized certificates, and professional and personal job references.

Family Leadership Institute
The Family Leadership Institute (FLI) is a multi-faceted educational program focused on providing families with the knowledge, tools, and inspiration to help their children succeed in school and in life. The primary objective is to teach parents and caregivers the art and skill of family leadership in support of academic achievement and life success. FLI does this by using a practical, ten-step approach, specifically with the Hispanic culture in mind. Our goals are to increase involvement of families in their children's education as well as provide purpose, tools, and direction to parents and ultimately to their children in order to achieve success in life as well as academically. FLI is committed to produce a cadre of knowledgeable and committed parents and caregivers who actively support school and community efforts to benefit their children and encourage other families to do the same. The training consists of the following key concepts:
· Home: Where Leadership Begins
· Past, Present, and Future
· Living in Two Worlds: Cultural/Generational Perspective
· Storytelling & Journaling: Valuing Literacy Through Family History
· Education: The Key to a Better Future
· College Field Trip: What Does Success Look Like
· Improving Family/School Relationships
· Facing Challenges at Home: Coping Strategies for Success

· Creating a Family Action Plan: Roadmaps to Success
· Celebrating Family Academic Excellence: Success as a Way of Life
The next cohort of FLI families will incorporate more multicultural populations. The needs of the EHS school community will drive the expanding inclusivity.

InnovateEd
The InnovateEd is a consulting group that was contracted through the Rialto Unified School District and is being used at several sites throughout the district. Eisenhower's team began training 2019-2020 school year. The team consists of an assistant principal, Literacy Coach, Math Coach, English Language Development Coach, two English teachers, one science teacher, the AVID Coordinator, a Specialized Education Instructor, two math teachers, one History/AVID teacher, and the Activities Director. As of November 2019, the team has met three times. Their task is to develop a comprehensive plan for the school to improve student learning. The team collaborates to analyze school data, determine a school focus, establish an outcome goal for the school, and create an action plan to ensure its success. The team is in the planning stages for 2019-2020 and will begin implementation of the "Place Mat" (school focus, outcome goal, and strategies) in the 2020-2021 school year. The tentative focus is literacy for understanding. Eisenhower will have the support of the InnovateEd company for three years.

Ike's Closet
Ike's Closet is an on-campus program that offers students free clothing, shoes, bags, and grooming supplies. Most items are donated by staff and students, though some have been given to Ike's Closet by local stores. Students have access to these items Tuesdays at lunch in the J-wing or they can make an appointment with Mrs. Carreon who is the teacher in charge of this organization. They may take up to three items per visit, though students who are experiencing more dire times are allowed to have more than the allotted three items. Ike's Closet is advertised daily on the school's video and intercom announcements as to ensure that all students are well aware of this service. Mrs. Carreon applied for a grant through Ross and received $300 that will be used to provide personal necessities for students who visit Ike's Closet.

Link Crew
Link Crew is a yearlong high school transition program that welcomes freshmen and integrates them into the student body in order to help them feel comfortable throughout the first year of their high school experience. Studies show that if students have a positive experience their first year in high school, their chance for success increases dramatically. Link Crew provides the structure for freshmen to receive support and guidance from juniors and seniors who have been through the challenges that high school poses and understand that the transition to a larger school can sometimes be overwhelming. Link Crew leaders participate in orientation, academic and social follow-up visits, and personalized leader-initiated contact with the members of their ninth-grade crew. Link Crew allows students to make real connections with each other, thus increasing the feeling of being included in the Eisenhower school learning community which then improves school safety, reduces bullying, encourages and increases attendance, decreases discipline referrals, and improves the overall academic performance of all students. In addition, Boomerang Project's (the founders of Link Crew) proven high school transition program trains mentors in the junior and senior classes to become future Link Crew Leaders so that EHS students can aspire to be of service to future generations of Eagles just as they were served as freshmen. New to the 2019-2020 school year is Impact Friday. Impact Friday is a character development series created by the Student Link Leaders. The students identify character traits to foster within the freshmen class and host activities to assist in improving on those traits throughout the year.

New Teacher Academy
The New Teacher Academy is a program created by two IKE teachers in order to support new teachers on our campus with mentorship and additional support by creating a collegial atmosphere among the fellow new teachers and veteran IKE staff who participate. All new teachers are linked with a mentor teacher and meet once a month to discuss topics such as: types of assessments, lesson planning, reteaching strategies, creating finals, utilizing AVID strategies, engagement strategies, classroom management, and PBIS methods. EHS adopted this program to ensure the 24 new teachers were supported by staff. Mentor's responsibilities include helping the protégé learn from problems and enhance the protégé's confidence in their own abilities to successfully address challenges. It is the new teacher's responsibility to be open to new ideas and accept responsibility for successes and learn from failures. Both parties will be committed to the relationship in order to grow in their collegiality.

Positive Behavior Intervention Support (PBIS)
PBIS is a multi-tiered intervention program on Eisenhower's campus that teaches students the appropriate behaviors which are aligned to EHS core values of integrity, kindness, eagerness to learn, motivation, ownership, and respect within the entire school community. These character traits are what we affectionately refer to as the 'I.K.E.M.O.B.' behaviors to which we ask all students to adhere.

- **PBIS Rewards:** are being implemented to encourage positive behaviors across campus in and out of the classroom. PBIS, as a consequence, is changing the way teachers handle misbehaviors and therefore move away from using detentions, suspensions, and expulsions as the only means for discipling students. Example additional services provided include:
- **Clay Counseling**: Clay Counseling is a mentoring/counseling program within The SMAART program. Clay helps African American students develop community, tutoring, mentoring, individual counseling, academic support, and career planning.
- **Successfully Motivating African Americans through Resiliency Training (SMAART) Program:** The SMAART Program has been on the Eisenhower campus for two years. The purpose of the program is to provide mentorship to African American students while motivating students to succeed academically. Students in the program discuss post-secondary opportunities and goal set with their mentor. Students meet with their mentor on a rotating schedule throughout the day. At the end of the year, the students participate in a celebration to encourage their success.

Data from our universal screener, called Panorama, helps EHS measure and understand the social-emotional learning needs of our students. Data has shown one area of need for student's social emotional learning is a sense of belonging. The Panorama survey identified that 30% of students do not view themselves with a favorable sense of belonging with the school. However, the also identified that 69% of students view themselves as positively being able to manage themselves on campus. As the program develops, focus group questions would explore the possible correlations between involvement on campus and a sense of belonging, and a correlation between grades and self-management.

Principal's Advisory Committee (PAC)
PAC is in the early development stages at EHS. This program is designed to gather input from students regarding topics affecting the school and will meet with the principal to discuss these topics once a month. The group consists of 14 students that represent each grade level at EHS. The students were selected by club advisors and represent a diverse set of the school's student population.

Upward Bound
Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

Early Academic Outreach Program (EAOP)
EAOP is a program run by the University of California, Riverside (UCR). The program's purpose is to prepare students for college by affording the opportunities to become more familiar with college and all that it entails. Students and parents are given these opportunities by working with UCR personnel. Sometimes the program works with students at school with transcript evaluation and college knowledge. Other opportunities are given through email. These activities can include college tours, SAT Preparation and a senior summer workshop to prepare seniors for filling out college applications and essays.

Think Together
Think Together is a non-profit organization that works on EHS campus to provide before and after school tutoring and enrichment activities for students and EHS is proud to be the first high school in the RUSD to host the program. Through the partnership students at EHS have access to tutors and enrichment activities such as t-shirt design, cooking, Ballet Folklorico and traditional dance classes.

DATA ANALYSIS

Enrollment Data
EHS has seen a very slight increase in enrollment from the 2019 school year to the 2020 school year. Overall, enrollment has remained steady for the most part. EHS is located in a transient community and does experience a significant number of students dropping and adding late into the school year.

Enrollment Data															
2016-2017				**2017-2018**				**2018-2019**				**2019-2020**			
Grade	Female	Male	Total	Grade	Female	Male	Total	Grade	Female	Male	Total	Grade	Female	Male	Total
9	318	351	669	9	329	313	642	9	315	331	646	9	318	354	672
10	275	348	623	10	328	334	662	10	313	319	632	10	318	311	629
11	292	305	597	11	261	316	577	11	289	284	573	11	300	294	594
12	279	254	533	12	279	287	566	12	283	239	522	12	269	254	523
12+	n/a	n/a	n/a	12+	n/a	n/a	n/a	12+	1	12	13	12+	4	11	15
Total	1164	1258	2422	Total	1197	1250	2447	Total	1201	1185	2386	Total	1209	1224	2433

Parent Education Level
Parents of Eisenhower scholars have varying levels of education. The most common self-reporting response is "Not high school graduate". Due to this high frequency of low levels of education among parents, EHS must be diligent in ensuring that families have as much support as possible where it concerns assisting their students in the college application process.

Parent Education Level				
	2016-17	2017-18	2018-19	2019-20
Not High School Graduate	1486	1603	1515	1614
High School Graduate	1369	1395	1350	1146
Some College	555	549	564	596
College Graduate	263	276	309	369
Graduate School/Postgraduate Training	61	59	66	88
Declined to State/Unknown	485	420	462	530

Ethnicity and Primary Language

EHS has seen little significant change over the last four school years in regards to the ethnicities represented in campus, except where it concerns students who identify as Native Hawaiian/Pacific Islander and White. Due to the transient nature of the students and their families, there are students who were not accounted for in regards to primary language data.

Ethnicity

2016-17			2017-18			2018-19			2019-20		
Ethnicity	TOTAL	%	Ethnicity	TOTAL	%	Ethnicity	TOTAL	%	Ethnicity	TOTAL	%
Hispanic or Latino	2055	84.8%	Hispanic or Latino	2131	87%	Hispanic or Latino	2076	87%	Hispanic or Latino	2105	86.5%
American Indian or Alaskan Native	3	.12%	American Indian or Alaskan Native	3	.12%	American Indian or Alaskan Native	2	.08%	American Indian or Alaskan Native	2	0.08%
Asian	18	.74%	Asian	20	.82%	Asian	19	0.79%	Asian	16	0.66%
Black or African American	236	9.74%	Black or African American	217	8.9%	Black or African American	224	9.4%	Black or African American	237	9.7%
Native Hawaiian or other Pacific Islander	3	.12%	Native Hawaiian or other Pacific Islander	16	0.65%	Native Hawaiian or other Pacific Islander	15	0.6%	Native Hawaiian or other Pacific Islander	17	0.7%
White	64	2.64%	White	49	2%	White	42	1.8%	White	36	1.5%
Two or more Races	21	.87%	Two or more Races	11	.45%	Two or more Races	8	0.34%	Two or more Races	20	0.20%
Declined to State	22	.91%	Declined to State	0	0%	Declined to State	0	0.%	Declined to State	0	0.8%
Total	2422	100.0%	Total	2447	100.0%	Total	2386	100.0%	Total	2433	100.00%

Primary Language

The primary language spoken in the homes of EHS students has traditionally been Spanish. According to information provided for the 2019-2020 school year, data reports that English is spoken at most EHS students' homes. Due to the high number of Spanish speakers at home for EHS students, Parent Link (automated phone calls home) are delivered in English and Spanish. School and district forms sent home are provided in both languages. When making calls home, teachers have access to bilingual aides and the school secretaries to help translate messages if needed.

2016-17			2017-18			2018-19			2019-20		
Language	TOTAL	%	Language	TOTAL	%	Language	TOTAL	%	Language	TOTAL	%
Arabic	1	0.05%	English	829	37.63%	Arabic	1	0.05%	Arabic	1	0.04%
Cantonese	1	0.05%	Filipino (Pilipino/Tagalog)	2	0.09%	Cantonese	1	0.05%	Cantonese	1	0.04%
English	844	38.80%	Hindi	1	0.05%	English	835	38.36%	English	1278	53.90%
Filipino (Pilipino/Tagalog)	2	0.09%	Indonesian	1	0.05%	Farsi (Persian)	1	0.05%	Filipino (Pilipino/Tagalog)	1	0.04%
French	1	0.05%	Khmer (Cambodian)	1	0.05%	Filipino (Pilipino/Tagalog)	1	0.05%	Hindi	1	0.04%
Hindi	3	0.14%	Marshallese	2	0.09%	Hindi	2	0.09%	Other	1	0.04%
Khmer (Cambodian)	1	0.05%	Other	2	0.09%	Indonesian	1	0.05%	Punjabi	1	0.04%
Marshallese	2	0.09%	Punjabi	1	0.05%	Khmer (Cambodian)	1	0.05%	Samoan	4	0.17%
Other	3	0.14%	Samoan	3	0.14%	Other	1	0.05%	Spanish	1079	45.51%
Samoan	3	0.14%	Spanish	1353	61.42%	Punjabi	1	0.05%	Tongan	1	0.04%
Spanish	1304	59.95%	Vietnamese	8	0.36%	Samoan	4	0.18%	Vietnamese	3	0.13%
Vietnamese	10	0.46%				Spanish	1319	60.59%			
						Turkish	1	0.05%			
						Vietnamese	8	0.37%			
Total	2175		Total	2203		Total	2177		Total	2371	

Staff

Eisenhower staff is highly qualified with 105 teachers fully credentialed, and no teacher mis-assignments. There is one vacancy in a teacher position. The district hired many new teachers for the 2019-2020 school year to replace the large amount of retirements that occurred district-wide, and EHS accounted for 24 of the new teachers hired.

Certificated Staff by Ethnicity								
	Hispanic	American Indian/	Asian	Pacific Islander	Filipino	African American	White	Two or more races	Total

		Alaska Native						
2016-2017	39	0	0	1	2	17	58	1	118
2017-2018	40	0	0	1	2	18	59	1	121
2018-2019	36	0	1	1	1	19	50	2	110
2019-2020	*	*	*	*	*	*	*	*	*

*Data Not reported as of March 2020

Special Education

The Special Education programs at EHS include SAI, Speech, Severe Emotionally Disturbed (SED), and Moderate/Severe (M/S). Specialized Academic Instruction (SAI) is inclusive of the previous delivery model of RSP (Resource Specialist Program) and SDC (Special Day Class). EHS is in transition with programs and many of the self-contained sections within the master schedule are no longer in existence. There are fewer classes that are separate special education classes and course titles no longer state "SDC". The SED students are predominantly mainstreamed into general education classes and the case manager is able to collaborate with the student's teachers and work on implementing accommodations and supports in addition to working on IEP goals.

Special Education Program and Enrollment															
2016-17				2017-18				2018-19				2019-2020			
Special Ed Program	# Enrolled	% of SPED	% of Enrollment	Special Ed Program	# Enrolled	% of SPED	% of Enrollment	Special Ed Program	# Enrolled	% of SPED	% of Enrollment	Special Ed Program	# Enrolled	% of SPED	% of Enrollment
Speech Only	4	1.4%	0.1%	Speech Only	6	2.0%	0.2%	Speech Only	8	2.5%	0.3%	Speech Only	8	2.6%	0.3%
SAI	250	89.6%	10.3%	SAI	275	89.9%	11.2%	SAI	293	89.9%	12.3%	SAI	269	87.9%	11.1%
M/S	20	7.2%	0.8%	M/S	22	7.2%	0.9%	M/S	20	6%	0.8%	M/S	25	8.2%	1.0%
SED	5	1.8%	0.1%	SED	3	1.0%	0.1%	SED	5	1.5%	0.2%	SED	4	1.3%	0.2%
TOTAL	279	100%	11.5%	TOTAL	306	100%	12.5%	TOTAL	326	100%	13.7%	TOTAL	306	100%	12.6%

Socioeconomically Disadvantaged Students

EHS experienced a rise in the percentage of students that qualify for free or reduced lunch. The school site offers free lunch for all students and breakfast via Breakfast in the Classroom program which was implemented in the 2019-2020 school year. All EHS students are provided free lunch.

Socioeconomically Disadvantaged (Free/Reduced Lunch)				
	2016-17	2017-18	2018-19	2019-20
Free or Reduced	2105	2187	2373	2418
Total enrollment	2422	2447	2373	2418
Percentage	87%	89%	100%	100%

CSU/UC Eligibility Rate by Ethnicity

EHS A-G data had a small decrease in the recent school year, however over the three years the rate has increased by more than 8%. Female students continue to outperform male students in the

same cohort graduating class. Incremental gains have been made for English Learners and Students with Disabilities.

CSU/UC Eligibility Rate by Ethnicity									
	2016-2017			2017-2018			2018-2019		
Ethnicity	Male	Female	Total	Male	Female	Total	Male	Female	Total
Hispanic	45	83	128	63	121	184	77	98	175
African American	9	6	15	4	18	22	10	5	15
English Learners	5	7	12	9	14	23	9	15	24
Special Education	0	0	0	1	2	3	7	1	8
TOTAL	57	94	151	72	140	212	89	109	198
TOTAL %	12.4%	20.5%	33.0%	14.3%	27.9%	42.2%	18.7%	22.9%	41.7%

Seal of Biliteracy Rate by Ethnicity

The Seal of Biliteracy rate has been a tremendous success for students at Eisenhower High School. The number of students earning the seal have almost doubled in three years. Our current rate of 19.6% exceeds the San Bernardino County rate of 17.7% but is below the California rate of 24%. For the graduating class of 2020, 54 students have already met the criteria and an additional 154 are eligible if they pass the AVANT test that will be administered in the spring and maintain the necessary GPA requirement.

Seal of Biliteracy Rate									
	2016-2017			2017-2018			2018-2019		
Ethnicity	Male	Female	Total	Male	Female	Total	Male	Female	Total
Hispanic	13	36	49	20	44	64	41	52	93
African American	0	0	0	0	1	1	0	0	0
English Learners	0	1	1	2	3	5	4	5	9
Special Education	0	0	0	0	0	0	0	0	0
TOTAL	15	39	54	21	45	66	41	52	93
TOTAL %	3.3%	8.5%	11.8%	4.2%	9.0%	13.1%	8.6%	10.9%	19.6%

Golden State Seal Rate by Ethnicity

The Golden State Seal is awarded to students who maintain a certain GPA in the four core academic classes for all four years they are in high school. Recipients at EHS have recently been awarded during the past two school years.

Golden State Seal Rate									
	2016-2017			2017-2018			2018-2019		
Ethnicity	Male	Female	Total	Male	Female	Total	Male	Female	Total
Hispanic	0	0	0	25	38	63	18	37	55
African American	0	0	0	2	3	5	2	2	4

English Learners	0	0	0	2	4	6	0	5	5
Special Education	0	0	0	2	1	3	1	3	4
TOTAL	0	0	0	31	41	72	21	41	62
TOTAL %	0%	0%	0%	6.2%	8.2%	14.3%	4.4%	8.6%	13.1%

AP, AVID and Career Certification Enrollment

This school year, EHS has seen a significant increase in the number of students taking an AP course and an AP test and those enrolled in AVID. The increase of students enrolled in AP Courses and committing to an AP test may be credited to the hiring of an AP Coordinator to assist in recruitment and dissemination of AP related information. The steady increase in AVID can be credited having a consistent AVID Coordinator for the last five years and the consistent training offered to the AVID Site Team. AVID and AP enrollment continue to be a high priority for EHS.

AP & AVID Enrollment								
	2016-17		2017-18		2018-19		2019-20	
	Enrollment	% of Enrollment	Enrollment	% of Enrollment	Enrollment	% of Enrollment	Enrollment	% of Enrollment
AP Courses taken	542		661		581		819	
AP Students enrolled	345	14.2%	433	17.8%	398	16.7%	519	21.3%
AVID	335	13.8%	356	14.6%	392	16.4%	438	18.0%

AP Results

The AP pass rate with a score of 3 or more for EHS has ebbed and flowed over the past four school years. There are increases in some subjects and decreases in others. The school goal is to continue to grow the AP program by increasing the participation rate and exposing more students to the rigor of AP coursework. All students can take the AP exam free of charge. This has been beneficial for most students, however it has impacted the number of students who take the exam at the end of the year.

AP Results				
AP Subject	2016	2017	2018	2019
Art History	N/A	N/A	56%	16%
Biology	27%	34%	21%	9%
Calculus AB	9%	10%	26%	19%
English Language	24%	27%	25%	19%
English Literature	37%	26%	12%	19%
French	0%	0%	25%	25%

Government	37%	25%	14%	0%
Human Geography	N/A	N/A	6%	11%
Macroeconomics	37%	21%	28%	34%
Physics 1	N/A	0%	10%	14%
Psychology	25%	0%	62%	23%
Spanish Language	93%	88%	77%	69%
Spanish Literature	32%	42%	33%	12%
Statistics	15%	4%	25%	23%
US History	21%	13%	18%	16%
World History	38%	50%	25%	13%

Honors Course Enrollment

This school year, EHS has seen a significant increase in the number of students taking Honors level courses.

Totals	Number of course selections	Number of students	D or F Grades	Percentage of D or F Grades	Enrollment (CBEDs)	Percentage of Students Enrolled in Honors
2019-2020*	883	505	125	14.1%	2433	20.8%
2018-2019	711	435	115	16.2%	2386	18.2%
2017-2018	622	416	110	17.7%	2447	17.0%
2016-2017	692	424	148	21.4%	2422	17.5%
2015-2016	627	409	120	19.1%	2425	16.9%

Honors Enrollment & Results - Schoolwide

*All year comparisons are based on grade data from the end of semester 2, however data from current year is based on results at the end of semester 1.

Year/Semester	Number of Students in Honors	Percentage of Student Honors Population	Percentage of Grades D or F	Percentage of Grades A - C
Hispanic				
2019-2020*	445	88.1%	101/769 13.1%	668/769 86.9%
2018-2019	398	91.5%	104/648 16.0%	544/648 84.0%
2017-2018	373	89.7%	94/559 16.8%	465/559 83.2%
2016-2017	370	87.3%	129/604 21.4%	475/604 78.6%
2015-2016	346	84.6%	101/525 19.2%	424/525 80.8%
African American				
2019-2020*	43	8.5%	20/81 24.7%	61/81 75.3%
2018-2019	28	6.4%	10/48 20.8%	38/48 79.2%

Honors Enrollment & Results - Ethnicity

2017-2018	25	6.0%	12/38 31.6%	26/38 68.4%
2016-2017	30	7.1%	16/49 32.7%	33/49 67.3%
2015-2016	36	8.8%	14/64 21.9%	50/64 78.1%

*All year comparisons are based on grade data from the end of semester 2, however data from current year is based on results at the end of semester 1.

SAT and ACT Scores

Eisenhower High School is testing below the California average on both the ACT and the SAT. This school year, Think Together has provided the opportunity for our students to gain extra support and prep for the SAT.

ACT Exam Scores

ACT Exam Scores					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
School Average ACT Composite Score	18.5	17.5	18.7	18.8	17.7
California Average ACT Composite Score	22.5	22.6	22.8	22.7	22.6

SAT Scores

SAT Scores						
Year	12th Grade Enrollment	Number Tested	# Meeting English Benchmarks	# Meeting English Benchmarks	# Meeting English Benchmarks	# Meeting English Benchmarks
2017	542	177	92	52.0%	56	31.6%
2018	559	554	191	34.5%	98	17.7%

SAT Scores

SAT Scores							
Year	12th Grade Enrollment	Students Tested	Average Score			# of Scores >1500	% of Scores >1500
			Reading	Math	Writing		
2015	582	210	433	456	427	42	20.0%
2016	554	192	423	436	416	31	16.5%

CAASPP Results

EHS experienced a decline in CAASPP scores. Efforts have been made to address the problem such as modifying the bell schedule for testing, celebrating students who exceeded standards in both English and Math, and visits to junior classrooms by administrators to discuss the

importance of the test.   It has been reported by students that they do not understand the importance of the test. Administrators plan to address this during their visits.

English Language Arts/Literacy			
Achievement Level	**Grade 11- 2017**	**Grade 11- 2018**	**Grade 11- 2019**
Number of Students Enrolled	585	534	525
Number of Students Tested	574	519	503
Number of Students With Scores	573	519	502
Mean Scale Score	2568	2534	2556
Standard Exceeded: Level 4	13.61%	9.63%	10.76%
Standard Met: Level 3	33.68%	24.47%	31.08%
Standard Nearly Met: Level 2	27.75%	29.67%	29.88%
Standard Not Met: Level 1	24.96%	36.22%	28.29%
READING			
Area Performance Level	**Grade 11- 2017**	**Grade 11- 2018**	**Grade 11- 2019**
Above Standard	20.42%	17.21%	15.57%
Near Standard	53.75%	45.84%	48.50%
Below Standard	25.38%	36.94%	35.93%
WRITING			
Area Performance Level	**Grade 11- 2017**	**Grade 11- 2018**	**Grade 11- 2019**
Above Standard	21.47%	13.15%	19.36%
Near Standard	47.12%	44.68%	52.89%
Below Standard	31.41%	42.17%	27.74%
LISTENING			
Area Performance Level	**Grade 11- 2017**	**Grade 11- 2018**	**Grade 11- 2019**
Above Standard	15.36%	9.67%	11.75%
Near Standard	65.62%	61.90%	63.75%
Below Standard	19.02%	28.43%	24.50%
RESEARCH/INQUIRY			
Area Performance Level	**Grade 11- 2017**	**Grade 11- 2018**	**Grade 11- 2019**

Above Standard	24.78%	18.38%	18.56%
Near Standard	50.96%	48.36%	52.89%
Below Standard	24.26%	33.27%	28.54%

Level	DECLINED SIGNIFICANTLY *from Prior Year (by more than 15 points)*	DECLINED *from Prior Year (by 3 to 15 points)*	MAINTAINED *from Prior Year (by less than 3 points or increased by less than 3 points)*	INCREASED *from Prior Year (by 3 to less than 14.9 points)*	INCREASED SIGNIFICANTLY *from Prior Year (by 15 points or more)*
VERY HIGH *+75 points or higher in Current Year*	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH *+30 to +74.9 points in Current Year*	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM *0.0 point to +29.9 points in Current Year*	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW *-0.1 to -45 points in Current Year*	Orange (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow • **All Students (School Placement)** • Socioeconomically Disadvantaged • Hispanic
VERY LOW *-45.1 points or lower in Current Year*	Red (None)	Red (None)	Red (None)	Orange (None)	Orange • English Learners • Students with Disabilities • African American

Mathematics			
Achievement Level	**Grade 11- 2017**	**Grade 11- 2018**	**Grade 11- 2019**
Number of Students Enrolled	580	536	523
Number of Students Tested	563	523	500
Number of Students With Scores	563	523	500
Mean Scale Score	2519	2519	2526
Standard Exceeded: Level 4	3.02%	4.21%	5.60%
Standard Met: Level 3	16.34%	14.34%	13.60%
Standard Nearly Met: Level 2	20.60%	23.33%	23.60%
Standard Not Met: Level 1	60.04%	58.13%	57.20%
CONCEPTS & PROCEDURES			
Area Performance Level	**Grade 11- 2017**	**Grade 11- 2018**	**Grade 11- 2019**
Above Standard	10.12%	9.94%	12.60%
Near Standard	22.56%	22.37%	21.80%
Below Standard	67.32%	67.69%	65.60%
PROBLEM SOLVING AND MODELING & DATA ANALYSIS			
Area Performance Level	**Grade 11- 2017**	**Grade 11- 2018**	**Grade 11- 2019**
Above Standard	5.68%	7.27%	7.40%

Near Standard	39.25%	42.38%	41.20%
Below Standard	55.06%	49.90%	51.40%
COMMUNICATING REASONING			
Area Performance Level	**Grade 11- 2017**	**Grade 11- 2018**	**Grade 11- 2019**
Above Standard	5.51%	7.46%	8.20%
Near Standard	57.02%	50.48%	48.60%
Below Standard	37.48%	42.07%	43.20%

Level	DECLINED SIGNIFICANTLY from Prior Year (by more than 15 points)	DECLINED from Prior Year (by 3 to 15 points)	MAINTAINED from Prior Year (declined by less than 3 points or increased by less than 3 points)	INCREASED from Prior Year (by 3 to less than 14.9 points)	INCREASED SIGNIFICANTLY from Prior Year (by 15 points or more)
VERY HIGH +25 points or higher in Current Year	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH 0 to +24.9 points in Current Year	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM -0.1 to -60 points in Current Year	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW -60.1 to -115 points in Current Year	Orange (None)	Orange (None)	Orange (None)	Yellow • All Students (School Placement) • Socioeconomically Disadvantaged • Hispanic	Yellow (None)
VERY LOW -115.1 points or lower in Current Year	Red • African American	Red (None)	Red (None)	Orange (None)	Orange • English Learners • Students with Disabilities

College and Career Readiness Indicator
EHS has made some improvements in the College and Career Readiness Indicator.
Improvements have been made in the Socioeconomically Disadvantaged, African American, and Hispanic subgroups.

College and Career Indicator

	Number of Students	Status (Percent Prepared)	Increase/Decrease
All Students	**545**	**34.3%**	**Increased 5.5%**
Prepared	187	34.3%	Increase 5.4%
Approaching Prepared	127	23.3%	Decrease 4%
Not Prepared	231	42.4%	Decrease 1.5%
English Learners	132	8.3%	Maintained - 0.6%
Foster Youth	*	*	*
Homeless	37	10.8%	Declined - 6.8%
Socioeconomically Disadvantaged	526	34%	Increased - 5.8%
Students with Disabilities	63	1.6%	Maintained - 0.5%
African American	50	32%	Increased - 13.8%
American Indian	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic	467	34.5%	Increased - 5%
Pacific Islander	*	*	*
Two or More Races	*	*	*
White	*	*	*

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Level	DECLINED SIGNIFICANTLY from Prior Year (by 9.1% or more)	DECLINED from Prior Year (by 2.0% to less than 9.0%)	MAINTAINED from Prior Year (declined or increased by less than 1.9%)	INCREASED from Prior Year (by 2.0% to 8.9%)	INCREASED SIGNIFICANTLY from Prior Year (by 9.0% or more)
VERY HIGH 70.0% or greater in Current Year	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH 55.0% to 69.9% in Current Year	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM 35.0% to less than 54.9% in Current Year	Orange (None)	Orange (None)	Yellow • All Students (School Placement) • Socioeconomically Disadvantaged	Green • Hispanic	Green (None)
LOW 10.0% to 34.9% in Current Year	Red (None)	Orange • African American	Orange (None)	Yellow • English Learners • Homeless	Yellow (None)
VERY LOW 9.9% or lower in Current Year	Red (None)	Red (None)	Red • Students with Disabilities	Orange (None)	Yellow (None)

English Language Learners

RUSD is working hard to ensure that reclassification of ELLs takes place more regularly and that all students in need of support receive it in a timely fashion so that they may reclassify as quickly as possible. At EHS, the number of Reclassified Fluent English Proficient has steadily grown.
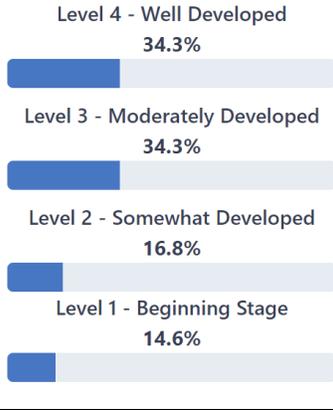
English Language Status								
Eisenhower High School	**2015-2016**		**2016-2017**		**2017-2018**		**2018-2019**	
English Only	1029	42.4%	987	40.4%	923	38.2%	910	38.6%
Initial Fluent English Proficient	172	7.1%	122	5.0%	111	4.6%	110	4.7%
English Learner	471	19.4%	526	21.5%	484	20.0%	470	19.9%
Reclassified Fluent English Proficient	752	31.0%	803	33.2%	894	37.0%	869	36.8%
Rialto Unified School District	**2015-2016**		**2016-2017**		**2017-2018**		**2018-2019**	
English Only	13,091	50.4%	12,927	50.3%	12,778	50.1%	12,674	50.6%
Initial Fluent English Proficient	992	3.8%	838	3.3%	731	2.9%	729	2.9%
English Learner	7,035	27.1%	7,082	27.6%	6,547	25.7%	5,936	23.7%
Reclassified Fluent English Proficient	4,856	18.7%	4,806	18.7%	5,385	21.1%	5,698	22.7%

Reclassified FEP								
	2015-2016		**2016-2017**		**2017-2018**		**2018-2019**	
EHS	752	31.0%	803	33.2%	894	37.0%	869	36.8%
RUSD	4,856	18.7%	4,806	18.7%	5,385	21.1%	5,698	22.7%
County	54,518	13.3	61,668	14.1%	57,449	15.3%	64,341	15.8%
State	997,178	16.0%	1,104,495	16.8%	1,047,267	17.8%	1,131,092	18.3%

English Learner Progress

All Students | State

English Language Proficiency
Assessments for California Results

Level 4 - Well Developed
34.3%

Level 3 - Moderately Developed
34.3%

Level 2 - Somewhat Developed
16.8%

Level 1 - Beginning Stage
14.6%

Graduation and Dropout Rates

Graduation rates have increased over the past three years and dropout rates have decreased. Graduation rates of African American students have seen the greatest success and students with special needs continues to be an area of concern with these rates. SPED graduation rates and dropout rates from the 2018-2019 school year initiated program changes for Special Education school-wide.

Cohort Graduation/Dropout Rate by Ethnicity						
	Race/ Ethnicity	Students	Graduates	Graduation Rate	Dropouts	Dropout Rate
2018-2019	All	514	475	92.4%	22	4.3%
	Hispanic	441	407	92.3%	20	4.5%
	African American	54	51	94.4%	2	3.7%
	English Learner	121	101	83.5%	9	7.4%
	SPED	72	54	75%	6	8.3%
2017-2018	All	545	502	92.1%	29	5.3%
	Hispanic	467	433	92.7%	24	5.4%
	African American	50	45	90%	4	8.0%
	English Learner	132	117	88.6%	9	6.8%
	SPED	63	52	82.5%	3	4.8%
2016-2017	All	506	458	90.5%	39	7.9%
	Hispanic	421	383	91%	33	7.8%
	African American	55	47	85.5%	5	9.1%
	English Learner	104	90	81.3%	10	9.6%

	SPED	48	39	81.3%	5	10.4%

Note: An asterisk (*) appears where there are 10 or fewer students

Cohort Graduation/Dropout Rate								
Class	Students	Graduates	Graduation Rate	Dropouts	Dropout Rate	Special Ed Completers	Special Ed Completer Rate	Still Enrolled	Still Enrolled Rate
2018-19	514	475	92.4%	22	4.3%	0	0%	14	2.7%
2017-18	545	502	92.1%	29	5.3%	0	0%	12	2.2%
2016-17	506	458	90.5%	39	7.9%	0	0%	5	1.0%

Level	DECLINED SIGNIFICANTLY from Prior Year (by 5.1% or greater)	DECLINED from Prior Year (by 1.0% to 5.0%)	MAINTAINED from Prior Year (declined or increased by less than 1.0%)	INCREASED from Prior Year(by 1.0% to 4.9%)	INCREASED SIGNIFICANTLY from Prior Year (by 5.0% or greater)
VERY HIGH 95.0% or greater in Current Year	Gray (N/A)	Blue (None)	Blue (None)	Blue (None)	Blue (None)
HIGH 90.5% to less than 95.0% in Current Year	Orange (None)	Yellow (None)	Green • All Students (School Placement) • Socioeconomically Disadvantaged • Hispanic	Green • African American	Blue (None)
MEDIUM 80.0% to less than 90.5% in Current Year	Orange (None)	Orange • English Learners	Yellow (None)	Green • Homeless	Green (None)
LOW 68.0% to less than 80.0% in Current Year	Red (None)	Orange • Students with Disabilities	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW Less than 68.0% in Current Year	Red (None)	Red (None)	Red (None)	Red (None)	Red (None)

Chronic Absenteeism

EHS is witnessing a very high rate of chronic absenteeism among Hispanic and Latino students, with a reported 12.9% of the population being labeled chronically absent and among African Americans with a reported 16.8% reported as chronically absent.

Chronic Absenteeism Data			
Ethnicity	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	244	230	41
American Indian or Alaska Native	*	*	*
Asian	18	17	0
Filipino	*	*	*
Hispanic or Latino	2,315	2,230	298

Pacific Islander	17	16	3
White	53	47	8
Two or More Races	11	11	1

Name	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Eisenhower Senior High	2,664	2,556	351	13.7%
Rialto Unified	27,646	26,828	2,876	10.7%
San Bernardino	429,373	420,150	53,059	12.6%
Statewide	6,384,919	6,315,131	702,531	11.1%

Data

Eisenhower High School tends to have a higher rate of students with D and F's than the other comprehensive high schools. The reasons for this vary, but administration and staff do not wish for the school to be known as having double the D/F rate as the two other schools. It is the hope of the EHS administration and staff that with all of the systems in place to support students' needs beyond the context of the classroom that students will in turn do better academically. Over the course of four years, the number of Fs given in the first semester has increased by more than 500 with the percentage going up by 4%.

Grade Data																	
2016-2017					**2017-2018**					**2018-2019**					**2019-2020**		
	S1	S1 %	S2	S2 %		S1	S1 %	S2	S2 %		S1	S1 %	S2	S2 %		S1	S1 %
A	4268	29.2%	4042	28.7%	A	4016	27.9%	3844	27.7%	A	4276	30.1%	4059	29.4%	A	4409	30.5%
B	3656	25.0%	3401	24.1%	B	3441	23.9%	3254	23.5%	B	3277	23.0%	3024	21.9%	B	3196	22.1%
C	3165	21.6%	3085	21.9%	C	3164	22.0%	2955	21.3%	C	2904	20.4%	2790	20.2%	C	2888	20.0%
D	1700	11.6%	1628	11.5%	D	1674	11.6%	1663	12.0%	D	1684	11.8%	1666	12.1%	D	1605	11.1%
D-	322	2.2%	286	2.0%	D-	337	2.3%	336	2.4%	D-	330	2.3%	277	2.0%	D-	276	1.9%
F	1523	10.4%	1666	11.8%	F	1754	12.2%	1815	13.1%	F	1748	12.3%	1982	14.4%	F	2062	14.3%
Total	14634		14108		Total	14386		13867		Total	14219		13798		Total	14436	

Credit Recovery

EHS utilizes APEX for credit recovery. The program does provide students the opportunity to fulfill requirements for A-G, although not all students take that route. The number of students completing APEX online courses is rising.

APEX Results				
	2015-2016	2016-2017	2017-2018	2018-2019
Courses Finished	72	118	483	587
Fail/Did Not Finish	2	32	1	0
Students Enrolled	41	259	307	353

Suspension/Expulsion Rate

EHS has experienced a decrease in suspensions and expulsions, though three student groups- White, African American, and Foster Youth, are in the Orange, or "Increased" category. It is the hope that with more PBIS lessons and more teachers participating in PBIS Rewards when students display IKEMOB behaviors that all subgroups will be in the "Declined Significantly" category before long.

Level	INCREASED SIGNIFICANTLY	INCREASED	MAINTAINED	DECLINED	DECLINED SIGNIFICANTLY
	from Prior Year (by greater than 3.0%)	from Prior Year (by 0.3% to 3.0%)	from Prior Year (declined or increased by less than 0.3%)	from Prior Year (by 0.3% to less than 2.0%)	from Prior Year (by 2.0% or greater)
VERY LOW 0.5% or less in Current Year	Gray (N/A)	Green (None)	Blue (None)	Blue (None)	Blue (None)
LOW Greater than 0.5% to 1.5% in Current Year	Gray (N/A)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM Greater than 1.5% to 6.0% in Current Year	Orange (None)	Orange • White	Yellow • Homeless	Green • All Students (School Placement) • English Learners • Socioeconomically Disadvantaged • Hispanic	Green • Students with Disabilities
HIGH Greater than 6.0% to 10.0% in Current Year	Red (None)	Orange • Foster Youth • African American	Orange (None)	Yellow (None)	Yellow (None)
VERY HIGH Greater than 10.0% in Current Year	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Student Survey

The student survey reported that 93% of the students at EHS have set educational goals for themselves. The goals set for themselves vary and include goals such as: pass all classes, get straight A's, graduate, gain admittance into a four-year university, and to learn more English. Of those 93%, 70.9% reported that they are doing all they can to achieve their educational goals. 79.1% reported that they believe EHS is teachers are helping them achieve this goal. 78.3% reported that the classes at EHS are helping them achieve their academic goals. 25.5% percent of students reported that there is a staff member other than a teacher assisting them in their educational goals. The highest non-staff member reported was AVID Tutors.

Parent Survey

The parent survey reported that of the 184 parents who took the survey, 64.1% of them believed that the school's leadership used a wide range of strategies to encourage parental and community involvement. It was recorded that the most positive example parents are included in their child's academic progress at EHS was through the application ParentVue, with 77.7% of parents reporting that as their answer. 42.2% of parents reported that they check their ParentVue more than once a week, 45.6% of parents reported they check it once a week, and 12.2% reported they have never used it. 26.1% of parents reported they are "very satisfied with grade updates" on ParentVue and 6.3% reported they are "not satisfied with grade updates" on the application.

Regarding their student's education, 52.2% of parents reported their child's classes are challenging. 74.9% reported that their child's assignments were relevant to the course and 66.9% reported that they believed their child's educational programs were geared towards college and career readiness. 59.4% reported they believed their child was being "taught using a rigorous and standards-based instruction with clearly articulated objectives." Regarding assessments, 55.7% of parents reported that they believed their student's "report card grades reflect(ed) the success students will have on major tests, such as AP exams, state tests and SAT's." 58.9% of parents reported that they are more familiar with the school and staff due to their student's involvement in school activities.74.6% of parents reported they felt they had "direct communication with teachers and a process to schedule meetings with their student's teachers."

Summary
After evaluating data and taking inventory of the programs offered at EHS, it is clear that the dedicated staff at EHS are working hard towards ensuring the social, emotional, nutritional, physical, and academic needs of students are being met. EHS has many programs both old and new to ensure that students receive the services they need to be productive and successful students on campus. The Wellness Center has proven to be a necessity for students to overcome the personal issues they need in order to better focus in classes. Programs like Breakfast in the Classroom and Ike's Closet ensure that students' basic needs are being met, while programs like Link Crew and Peer Counseling offer peer to peer assistance to create student success.

The staff is cognizant of the areas for growth needed at EHS and is working to address them within teams such as PLC's, Instructional Leadership, Leadership, InnovateEd, and the upcoming Strategics Committees. Each team is aware of the goals of the school and is doing their part in addressing the issues highlighted by the data in this document. The Leadership Team meets regularly to discuss the data in this document. Meetings have been structured to model WASC to ensure that all areas of the Self-Study are being discussed. During those meetings, the ancillary teams are discussed and updates are given on their progress to address the needs of the school. Any questions or concerns are discussed at these meetings in an open forum amongst the team members. The Instructional Leadership team focuses on school wide issues that affect instruction. It is common for ideas, questions, or concerns to be discussed at these meetings to gain a consensus for steps to be taken to address the needs of the campus. PLC's

meet regularly and a focus is being put on the data above to determine ways in which the PLC's can support the growth of students, which will lead to their success on campus.

The data has highlighted possible areas of improvement in D/F rates, AP passing rates, and CAASPP scores. Administration has dedicated time at each staff meeting to report this data to staff to ensure all staff are aware of the areas in which EHS can grow.

Some questions for the focus groups include:

- In which ways is EHS addressing the academic needs of students?
- What are the goals of each program we offer on campus?
- Are all programs working towards a common goal for students?
- Which demographics can be better served at EHS?
- In which ways can parent involvement be increased?