CHAPTER THREE

SELF-STUDY FINDINGS

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

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

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

> **Online Programs: iNACOL Standard A: Mission Statement**: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
The social emotional needs of our students are of top priority at EHS and are addressed promptly. This is evident in the variety of programs offered, such as Link Crew; Positive Behavior Intervention Systems (PBIS); Building Assets, Reducing Risks (BARR); Wellness Center; Peer Counseling; Think Together; Ike's Closet; Breakfast in the Classroom; Ivy League; and Advancement via Individual Determination (AVID). As identified in our school Single Plan for Student Achievement, many students at EHS are in need of the services provided by the above programs that offer students opportunities to prepare for college, free breakfast and lunch, free clothes, peer support, and academic support.	Staff meeting agenda, sign in sheets Email CA dashboard Statistics for Eisenhower Senior High Current Learning goals, Vision and Mission Statements

After addressing social emotional needs, EHS was then able to increase the rigor of the programs we offered. This was possible because once students' immediate, Maslow's hierarchical needs were met, staff could help them achieve more academically in terms of Bloom's Taxonomy/Depth of Knowledge. The Ivy League Scholars Program was introduced for students wishing to take the most challenging courses offered at EHS. In addition, EHS has also increased the number of Advanced Placement (AP) Courses offered.

The mission and vision have been supported in the school's Single Plan for Student Achievement by supporting the programs aforementioned and ensuring their success.

Areas of Concern/Growth:
- Shortening mission statement to be more memorable. (what do you want to accomplish).
- Including IKEMOB core values in vision statement (what do you want to see on campus). Generational and community concerns for use of the term "mob".
- Include college and career readiness in learning goals.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure the involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
The staff met in February 2019 to discuss the revision of both the mission and vision statement. Classified and certificated staff began by researching those of other schools for models.	Staff meeting agenda, sign in sheets

Staff worked on a revision of the mission and vision statements to accurately demonstrate the current goals and values of the school based on examples that were compiled. The top three, co-constructed statements were then selected in order to be discussed with the Instructional Leaders Team. The original intention was that Leadership was going to vote and then present their vote to the rest of the staff; however, this did not occur as planned.

The district will be revisiting the strategic plan in January of 2020; therefore, EHS administration made the decision to save the staff from having to complete work that may or may not be undone in the very near future. It was determined that both statements as written below would remain intact until revisited by the Strategic Team in January: "The mission of Eisenhower High School, a legacy of excellence, is to cultivate in each Eagle the curiosity and confidence to discover their passions in order to better themselves and society through a vital system distinguished by: a safe environment for risk taking, high expectations for all, embracing diversity, "IKEMOB" core values, and relationships that cultivate a unified community," and vision, "100% engaged. 100% of the time. 100% IKEMOB. Live life with purpose."

The school's Schoolwide Learner Outcomes will be revisited after the mission and vision have been agreed upon.

The Strategic Planning Committee will revisit all three items again in January. The following process proved to be effective the last time it was utilized: (1) the principal meets with a small cohort of staff to discuss the mission; (2) those staff members take components of the mission to a small team to create an action plan to make the document come to life. Each team consists of staff, students, and parents. During the last Strategic Planning Committee meetings, programs like Ike's Closet, PBIS, and the refinement of our AP courses were discussed.

Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Multiple opportunities are utilized to engage all stakeholders in order to show our commitment to the school's mission, vision, and schoolwide learner outcomes. EHS hosts the following to ensure stakeholders can address the programs and instruction being offered at EHS: English Learner Advisory Committee; School Site Council; African American Parent Advisory Committee: Coffee with the Principal; Principal's Advisory Committee; Family Leadership Institute; Parent Volunteers; InnovateEd; and Building Assets, Reducing Risk Team	Sign in sheets, meeting agendas Flyers of meeting dates

A2.   Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness 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 Control and Accountability Plan.

> **Online Programs: iNACOL Standard B: Governance Statement**: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Understanding the Role of the Governing Board and District Administration

A2.1. Indicator: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.1. Prompt: *To what degree does the community understand the governing authority's role, including how stakeholders participate in the school's governance?*

Findings	Supporting Evidence
The School Site Council, English Language Advisory Council, Parent Volunteer program, African American Advisory Committee, Coffee with the Principal, Parent University, Student and Parent Vue, Remind application on smartphones, Advanced Placement Parent Information Night, and Parent Summit are some examples of how parents are included in their child's academic progress at Eisenhower High School on a regular basis.	EHS Parent Events Parent Engagement Parent Involvement Evidence.pdf

A2.1. Addition

Findings	Supporting Evidence
APEX is utilized for delivering A-G course curricula as well as the Credit Recovery system in order to ensure that student learner outcomes are met and students can be CSU/UC A-G prepared. EHS also uses platforms such as Google Classroom, PHET, and ALEKS within our classes to normalize technology in students' daily routines while meeting curriculum standards and prepping for CAASPP. Back to School Night event is an opportunity for parents to meet teachers and staff. Teachers also have the opportunity to meet parents and obtain contact information to open lines of communication. The opening of the theatre allows possibility for community events to occur on the lawn and more events for family engagement. **Areas of Concern/Growth:**	APEX teachers modified credit course

- After school classes offered for parents on college literacy and computer literacy
- Informing parents of summer school options to decrease D/F rate and extended school hours (7th block) for credit attainment modification.

Relationships between Governing Board and School

A2.2. Indicator: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.2. Prompt: *Provide examples of how stakeholders understand the relationship between the governing board's decisions, expectations and initiatives that guide the work of the school.*

Findings	Supporting Evidence
Regular events such as the School Site Council, English Learner Advisory Committee, Coffee with Principal, Family Leadership Institute, Parent Volunteers, and Parent Institute for Quality Education regularly give parents and community members opportunities to engage in the governance of the school. Students are able to attend SSC to express concerns. Another opportunity for students to express concerns directly to the principal is at the Principal Advisory Committee which is held the second Friday of each month. All administrators ensure their presence on campus by hosting open appointments within their offices to meet with students and their families. An area for growth identified by staff is the ability to include parents in all aspects of the campus. Parents are welcomed and encouraged to take part in the decision-making process on campus and additional means for inclusion are being researched. Counseling staff have begun to research opportunities to engage parents further during registration. It has been identified as an opportunity to engage parents due to the high number of parents on campus to register their students during the summer.	Agenda, minutes, sign in sheet Website, student handbook, Student recognition for witnessed core values Principal Advisory Committee flyer PBIS reflection sheet PBIS Student Groups Daily video announcements IKEMOB

Teachers attend various staff and department meetings weekly to ensure opportunities to govern our school. Other teachers also attend Instructional Leadership meetings, full staff meetings. Some sub groups that teachers attend are PBIS, Club Advisor Meetings, InnovateEd, BARR, AVID, Ivy League, and Honors/AP. New to the 2019-2020 school year, departments have been supported by administration in pull out days where entire departments meet to plan curriculum, write assessments, and analyze data. IEP meetings are conducted to ensure modifications are addressed by all stakeholders. **Areas of Concern/Growth:** ● Coffee in the staff lounge and development of our PBIS Reward system to promote positive behavior on campus ● Teacher updating grades in a timely manner in order to ensure parents receive timely feedback	parent engagement calendar PLC Minutes, agendas, and sign in sheets

Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
Clear procedures for complaints and conflict resolutions are posted on the district website, detailed in Student/Parent Handbooks, and are communicated to staff via the employee contract. The Uniform Complaint Procedures are posted in every classroom. Complaints are filed at the district level are forwarded to the principal to be addressed.	Complaint Procedures Uniform Complaint Form Posted in the office, website, parent teacher handbook, student handbook

Areas of Concern/Growth:
- Teachers expressed concern of parental safeguards and procedures to be on campus and professionalism towards staff

A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed.

> **Online Programs: iNACOL Standard C: Leadership**: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

> **Online Programs: iNACOL Standard D: Planning**: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

> **Online Programs: iNACOL Standard F: Commitment**: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

> **Online Programs: iNACOL Standard I: Integrity and Accountability**: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
Eisenhower Professional Learning Communities are guided by Instructional Leaders who, in conjunction with administration, have a responsibility to assist in the direction of school-wide academic goals. 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 CAASPP, CST, API, the number of D's and/or F's issued, progress made by significant subgroups, and school graduation rates in order to look for significant trends, both positive and negative. Each department discusses pacing guide, effective strategies, common assessments, and possible causes for low grades in classes. To address classes that were not passed in English, Math, or Science, students are given an opportunity to obtain credit for failed classes by taking a 7th period block as a credit attainment modification plan. The InnovateEd was created and met for the first time in August 2019. Their first task was to review CAASPP data after being given instructions on how to interpret the data. The next task was to determine a focus for the group. The focus needed to be a goal that would meet the needs of students on campus. The group knew they wanted to focus on literacy, but could not solidify the wording of the focus right away. The team also identified the need to utilize WICOR within the focus. Because of this, the AVID Coordinator was added to the team to offer expertise in AVID Strategies. The team decided to utilize the strategy "Marking the Text" to help reading comprehension for all students. In order to text the strategy, the team utilized the skill within their classes to determine its effectiveness After completing the task several times with their own classes, the work samples were analyzed. It was determined	Chemistry PLC meeting Notes 3.6.2018 InnovateEd Placemat Parent Involvement Agenda & sign in

the strategy worked after reviewing the samples. For example, the Emerging Linguist Specialist brought samples that showed her students went from a 70% reading comprehension level to a 100% on a reading test she offered to her students after implementing the strategy.	
The Parent Center is designed to give parents increased agency with regards to student enterprises available on campus and to support academic and extracurricular activities. Most all 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.	Panorama Survey Results
Our current principal continued a parent program begun by the previous principal called "Coffee with the Principal" with the purpose of informally meeting with parents on a monthly basis to promote a shared vision of greatness about all things Eisenhower. Regular attendees of "Coffee with the Principal" are typically a cross section of parents from SSC, parent volunteer, and ELAC.	FLI Parent Surveys
Our administration facilitates parent volunteer involvement, Family Leadership Institute, and the Parent Involvement Quality Engagement (PIQE).	
Our Counselor on Special Assignment (COSA) in the Wellness Center facilitates the Wellness Center and uses a Google Doc as a method for teachers to recommend students for minor infractions that may impede their learning. The center provides various methods of counseling, mentoring, and healthy minds techniques to assist students in developing their emotional and student skills.	
Supérate y Triunfa provides training for our parents, a hands-on learning experience that teaches Digital Learning and Financial Literacy in a computer lab following a friendly	

curriculum.   The objective of the training is to create learning opportunities for our parents to acquire the technical skills they need to support their students through: emailing their student's teachers, navigating ParentVue-our student management system, and learning the American Educational system's steps for student success. Supérate y Triunfa provides bilingual training.

The Family Leadership Institute meets regularly with parents to empower their knowledge, tools, and inspiration to help their children succeed in school and life.

Areas of Concern/Growth:
- Develop electronic device policy among students, teachers, and staff that can help decrease distractions in the classroom. Likewise, inform parents of the policy so that parents are not also a distraction throughout the school day.
- Revisit pacing guide and amend for student progress. Teachers would need data to support the amendments. The amendments would also have to emphasize CAASPP content.
- For failed courses, students should not be allowed to advance to the next level. The failed course may be taken during summer or senior year. This policy is being revised to reflect the Reverse Verification/Validation Policy through UC Doorways.

School Action Plan Correlated to Student Learning

A3.2. Indicator: The school's Action Plan is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.
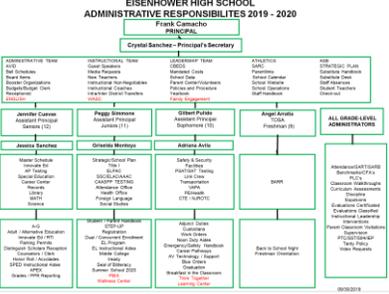
A3.2. Prompt: *How do staff ensure that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators?*

Findings	Supporting Evidence
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 to discuss issues related to student English language achievement. ELPAC and CAASPP 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 be able to strive successfully within a traditional classroom setting during their experience at Eisenhower. Title I funds were planned to promote pathway retention and support including AVID, AP, Ivy League, and CTE courses during the SSC meetings. Career Center and counselors provide numerous programs that provide students opportunities to research and facilitate matriculation into college, technical schools, and career exploration. An area of improvement is promoting and providing information to all stakeholders regarding the opportunities for different careers and colleges.	School site Council, ELAC, and coffee with the Principal dates CA dashboard indicators Parent Resource Webpage AVID Criteria & Status AVID status Recommendations ELL qtr 2 Newsletter 2019 Ivy League LCAP pdf SPSA pdf

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
The Instructional Leadership Team consists of site administration, Program Specialist, the ASB Advisor, Athletic Director, Co-Head Counselors, Academic Department Chairs, the Special Education Department Chair, Math Coach, Literacy Coach, and the Emerging Linguist Specialist. Leadership Team meetings are conducted monthly with the goal to bring school wide issues to the attention of the administration. The Literacy Coach, Math Coach, and Emerging Linguist Specialist were hired to assist in analyzing data, promoting best teaching practices, and assisting in professional development for the entire school. 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. The InnovateEd Program is utilized to create a comprehensive plan to have a schoolwide learning focus for the benefit of developing student skills in collaboration, co-learning, engagement, and accountability. The promotion of common strategies among all certificated staff is used in the classroom to address SPSA goals of decreasing D/Fs and increasing AP/Honors. **Areas that are still being addressed and improved:** The administrative staff outlined three crucial areas to be addressed by the school's WASC Action Plan:	Counselor & Admin Breakdown Parent Survey & results: Administrator Roles & Responsibilities Program Specialist Roles & Goals

1. Align instruction and curriculum to the Common Core State Standards and additional training in all areas of technology in order to transition to new teaching methods as mandated by these said Common Core State Standards, Next Generation Science Standards (NGSS), and Framework for 21st Century Learning. Some example training would be on Google Suites and engaging student programs. Some programs used are Google Classroom and Kahoot. Other programs such as ALEKS for math teachers in the high school setting. Secondly, a list of acceptable and available technology resources that teachers may use.

2. Strengthen Professional Learning Communities at Eisenhower High School by developing Common 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 next school year.

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
During Collaboration Tuesdays, common conference periods, or voluntarily during lunch time, staff meets weekly in their departments, PLCs, and Advisory Council WASC Focus Groups. There are also meetings where the entire staff gathers to discuss issues and policies that need to be visited based on	EHS Virtual Staff Handbook

schoolwide 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 examine department wide assignments, benchmark data results, and common assessments.

To create an easier way for teachers to access important documents, administration has provided a link on the school website for teachers to express concerns, obtain general information, important calendars, testing information, access to important forms, policies & procedures. The quick links allow teachers, staff, and administration easy access to multiple files in one spot.

Areas that are of concern:
- That Administration ought to provide additional time in order for teachers to complete non-instructional tasks such as, but not limited to; participating in IEP meetings, professional development within content strategies, and technology training.
- Expectations posters in the office are needed that outline cordial, professional behavior towards staff as a friendly reminder to parents.

A4.   Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student's academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
District provides paid professional development training in Google Suites, APEX, and community of practice with the Riverside Unified School District to implement integrated sciences. Program coaches are highly qualified certified staff that: ● Participate in instructional leadership planning ● Monitor and evaluate the mathematics & ELA program's progress ● Monitor EL's and RFEP's progress in the classroom per FPM, proper student placement in classes, bilingual instructional assistant professional development, BIA scheduling, and student reclassification procedures. ● Interpreting/analyzing ongoing data to inform instructional decisions and program design ● Assist in ongoing monitoring of data and develop strategic plans to address student needs ● Assisting in setting goals for improved instruction ● Develop professional development for teachers ● Coaching teachers in best practices ● Provide literacy support to all certificated staff	Frontline Education for Professional Development Program specialists/coaches goals

Defining and Understanding Practices/Relationships

A4.2. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.2. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
The main form of communication for our faculty/staff is through staff meetings and through emails. Information needed within each discipline is communicated within smaller department meetings and emails. Information needed within each curriculum is shared to specific PLC meetings and emails as well. Pacing guides are listed on the district website, but are restated/modified within PLCs. Handbooks are shared through email so everyone has access. Operational practices are simulated in the first quarter of every year to inform students of procedures and to remind staff of their duties. Decisions are made by our principal and information is disseminated through proper channels. Faculty and staff are assured support by our administration team and site leaders. It is well known that the principal has an open-door policy and is more than willing to meet with staff whenever a need should arise. **Areas of Concern/Growth:** ● Parent expectation poster of professional behavior in the office ● Communication of the PLCs to administration in regards to changes in the pacing guides and other pertinent information	**Policies and Procedures** ● Sexual Harassment (ENG) ● Sexual Harassment (SPAN) ● Accident Reporting ● Workers Compensation Claim ● Report of Work Injury ● Information Technology Procedures and Forms

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.3. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
"Pull out days" within the Math and English Departments, where all members collaborate once per quarter to discuss and improve teaching strategies, have time for planning, and discuss the pacing of curriculum within each discipline. The days designated for such tasks have helped tremendously with thorough planning. Staff felt that meeting every other week was not sufficient and asked administration for help with more meeting time. Because of the success of these "pull-out days", they have become the norm within the English and Math Departments. These opportunities to collaborate regularly have allowed the incorporation of more Common Formative Assessments and Performance Task Assessments to better serve students' needs throughout our curriculum in preparation for the end of the year CAASPP testing.	Calendar Invites/Email EHS collaboration calendar
AVID Summer Institute is consistently attended every year by the AVID team for professional development. At this conference, teachers are exposed to AVID WICOR strategies that they bring back to the classroom for student success.	AVID summer Institute Conference
Administration recognized the need for additional professional development. As a result, the AVID Department hosted a schoolwide professional development on strategies to be used in the classroom. The strategies focused upon also aligned with the needs addressed by the InnovateEd team. During the professional development, staff worked to refresh themselves or become acquainted with Marking the Text, WICOR, and Review Techniques.	CA Math Conference

Math Department consistently rotates attendance to the CA Math Conference every year. During the conference, teachers are provided best math strategies to incorporate in the classroom with the intentions of increasing math skills.	
The New Teacher Academy was implemented this school year to ensure the 23 new teachers hired this school year. The group meets once a month to discuss topics such as lesson planning, classroom management, various assessment strategies, and AVID Strategies.	New Teacher Academy Timeline
EL Programs, along with the site ELS, offered a two-hour professional development to all teachers on researched-based EL strategies which included language objectives, Think Pair-Share, and sentence frames.	
The effectiveness of professional development, coaching, mentoring, and training is determined by analysis of lesson plans, classroom visits, and handouts/materials 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 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.	
Areas of concern/growth: ● There needs to be improvement in teacher regularity updating grades. ● PD training is used for different types of technology such as Google Classroom and curriculum building.	

- Differentiate PD so that teachers have options for growth in specific fields based on teacher's strengths and weaknesses.
- PD to cover SDAIE strategies, differentiation strategies, GATE strategies for high performing students, cultural relevance and sensitivity training.
- Goal would be to eventually have all staff trained in restorative practices.

A4.3. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
Currently Eisenhower does not employ online teachers. Teachers have been hired to teach APEX for a credit modification program for students, but students are required to physically be in the classroom at least once a week.	
To increase the use of technology in the classroom, Rialto USD has offered several classes to understand google suites and Eisenhower employs teachers that volunteer their time to help new teachers become familiar with operating systems: Synergy. Furthermore, some teachers are trained in other software programs such as ALEKS and DESMOS and share their knowledge with their colleagues.	
Further training would be needed to ensure that all teachers are trained and consistently utilize the programs available.	

Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
Teachers are asked to do a self-evaluation using the criteria for teaching profession. During the pre-evaluation meeting, a designated administrator and teacher discuss areas for growth and specific criteria of focus. After evaluation, criteria is discussed, practices observed are addressed, and constructive feedback is given. Teachers are given options to create their own lesson plans even though a lesson plan template is provided in the Virtual Staff Handbook. Classified staff is evaluated on their work performance, their collegiality, and ability to follow directions pertaining to their assignments. Previous administration had utilized DigiCoach application to collect data from quick classroom walkthroughs. The Principal and Assistant Principals consistently visit classrooms and provide feedback to teachers by using a Google form to communicate opportunities of growth and highlight strengths of individual teachers. The following are the characteristics they are monitoring: 1. Period, teacher, which admin and department 2. Is Content and Language Objective posted? 3. What is the WICOR strategy? 4. Are students engaged, on task or off task? 5. What is the DOK level? 6. Is the agenda posted?	Certificated Job descriptions Criteria for Teaching Profession Blank Pre-evaluation meeting Form Certificated & classified staff evaluation forms Classified Staff Evaluation Form Classified Job Description Classified Professional Growth Form Certificated Staff Observation Walk Through Evaluation Form

Communication and Understanding of School Policies and Procedures

A4.5 Indicator: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks, that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.5. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides, and handbooks that define responsibilities, operational practices, decision-making process, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Administration has a clearly defined roles for the principal and assistant principals. Administration creates a flow chart to use as a visual for the roles and responsibilities that is emailed and shared with every staff member. EHS virtual handbook provides staff with important forms, links to services, complaint procedures, and general standard operating procedures for the school. Area of concern/growth: EHS is in the process of developing an efficient, well-articulated communication process that allows for vertical and horizontal facilitation of information	EHS STAFF Handbook Administrator Roles & Responsibilities Teacher forms & information

A5.   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) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

> **Online Programs: iNACOL Standard G: Financial and Material Resources**: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Resource Allocation Decisions

A5.1. Indicator: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school action plan, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
There is transparency in the expenditure of Title I funds during SSC. A school plan strategy is provided to all stakeholders. LCAP/LCFF funds are held at the district office; RUSD does not send these funds to the school sites.	School Strategies Action Plan

Practices

A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence

School plan for Student Achievement (SPSA) outlines the allocation of site budget to accomplish goals stated on p. 38 - 59 outlined:
1. Readiness for higher education
   ○Increase 4% ELA & Math academic achievement
   ○Increase 10% graduation rate that are college/career ready
   ○Decrease 10% in students receiving D/Fs in core classes
2. Provide professional development for teachers, administration, and classified staff
	SPSA pdf
	
	SPSA Budget Allocation
	
	Resource allocation district and site

○Decrease 5% the number of students in tier 2 & 3 in the RTI model measured by 100% certificated staff attending PD and improving instructional strategies 3. Maintain a positive, safe and engaging learning environment that is student-parent centered and meets the school site strategic plan ○ Increase participation in school sponsored workshop by 10% ○ Increase 5% on PBIS School climate survey ○ Increase school attendance by 1% ○ Increase 5% parent participation in SSC, ELAC, and AAPAC Checks and balances occur between a fiscal analyst (district), administration, and the site budget officer to approve money allocation with specific criteria and breakdown.	PBIS Student groups PBIS reflection sheet

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
In order to update the campus, $37,000 was used for overall maintenance and general repairs for educational maintenance requirements outlined by the Williams Case. Administration tours campus regularly to observe the condition of facilities and utilize a Google Form on their cellphones to make immediate note of what needs to be addressed.	Student Survey

The maintenance team answers facility concerns throughout campus. Most teachers can readily email the secretary over facilities with a return time and completion of concern within 2-3 days unless it requires external maintenance. The residential maintenance technician takes on the duties and is efficient in keeping the facilities up and running. It was announced at the January, 2020 Staff Meeting that the school would be undergoing major renovations during the summer. All classrooms will receive new flooring, all classrooms will receive new desks for students and staff, and all classrooms would receive new technology in the form of a Viewsonic or a short throw projector. This will assist student learning by ridding the school of old, outdated furniture. The school is also scheduled for a new paint job in the summer of 2021.	PBIS reflection sheet PBIS Student Groups Complaint Forms COMPLAINT FORMS Parent-Citizen Complaint Form (English) Parent-Citizen Complaint Form (Spanish) Employee Complaint Form UCP Complaint Form (English) UCP Complaint Procedures (English) UCP Complaint Form (Spanish) UCP Complaint Procedures (Spanish) Williams Settlement

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction, including online.*

Findings	Supporting Evidence

EHS is pleased to provide 1:1 Chromebook/laptops in all classrooms with the exception of Physical Education. In addition, the Teacher Resource Center provided by the district has several media sources available. Most teachers refer to our Educational Technology Technician and a teacher with expertise in technology when in need of help.. There is an established system for students to check and return textbooks at the beginning and end of the year. When teachers require purchases or travel accommodations there has been an average completion of those Purchase Orders within 3-4 weeks. Areas of Concern/Growth: • Establishing a system of accountability for the inventory of technology in the classroom • Organizing an inventory system and standard operating procedures of checking out lab equipment from science stockrooms	Textbook allocation System

Well-Qualified Staff

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence

The Eisenhower High School staff is supported in the following ways for Professional Development:

1. Time: In the academic years there are 27 Collaboration Days (Tuesdays) in order to allow staff to meet in their PLCs.

2. Personnel: Academic coaches, PLC Chairpersons, and Instructional Leaders are voted in by department members and are trained to effectively execute their tasks.

3. Fiscal Resources: Staff is fully compensated for all district and site level Professional Development.

These three areas lay the foundation for which 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 that are available to staff. In addition, PDC members make site-based visits to assist teachers in their development.

The amount budgeted totals $89,000 on travel for professional development that included FLI, PLC, and consistent AVID Summer Institute participation. EHS has a

District Professional Development

[EHS collaboration calendar](#)

PD Log

well-qualified budget clerk who is responsible for budget allocation.	

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
LCAP goal of all Rialto USD students will succeed at every grade level and graduate high school demonstrating readiness for higher education, career, and life in the 21st century. To accomplish this LCAP goal, EHS has added the following goals into the SPSA: 1. Increase CAASPP ELA/Literacy achievement by 4% to meet level 3 for 2019-2020 academic year 2. Increase CAASPP math achievement by 4% to meet level 3 for 2019-2020 academic year 3. Students leaving high school college/career ready will increase by 10% for 2019-2020 academic year 4. Students receiving D/F will decrease by 10% for 2019-2020 academic year 5. Students taking and passing AP/Honors will increase 3% for the 2019-2020 academic year 6. Reclassification of students as RFEP will increase by 3% for the 2019-2020 academic year 7. Increase student percentage meeting SAT benchmarks Using CAASPP test scores, grade distribution reports, reclassification rate, the iReady diagnostic assessment, graduation rate, number of students accessing high level rigorous classes, and A-G data, EHS has identified a need for: ● Staff professional development focused on first-best instructional strategies in the classroom ● intervention in the core subjects of ELA, math, and sciences among our sub groups ● provide diverse avenues of support for students that are college and career ready LCAP goal of ensuring all students are provided access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for students will be met by the following EHS SPSA goals:	LCAP pdf SPSA pdf

- 5% reduction in the number of students in tiers 2 & 3 in the RTI model as measured by student's D/F rate
- 100% of certificated staff will be given professional development opportunities to improve instructional practices in self-identified areas of improvement in core content during 2019-2020 academic year.

At EHS, there is a need for an exemplary staff that is prepared to meet the needs of Eisenhower's diverse population. The analysis of data indicates that there is a significant number of students receiving Ds and /or Fs in all content areas and there is a need to improve first best instructions and strategies to ensure all students are receiving rigorous and engaging instructions.

LCAP goal outlined by RUSD of creating a positive, safe, and engaged learning environment that is student and parent centered will be accomplished by EHS SPSA goals:
- Percentage of parents attending school sponsored workshops and events will increase by 10%
- EHS will score at least 70% of the Tiered Fidelity Inventory (TFI) for Positive Behavior Intervention and Support (PBIS)
- School attendance rate will increase from 96% to 97%
- Parents participating in SSC, ELAC, and AAPAC will increase this school year by 5% as measured by attendance sign-in sheets.

Areas of Concern/Growth:
- Address parent concerns regarding safety on campus, specifically to bullying and conflict resolution as well as helping stakeholders connect to the campus.
- Increase the number of parents involved in the opportunities for their involvement on campus.

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

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

Overall in regards to each subsection:

A1 Vision and Purpose Criterion

Eisenhower High School (EHS) would like to include all staff members in the creation of the mission statement, vision statement, and learning objectives. These statements will be revisited in January 2020.

A2 Governance Criterion

EHS incorporates School Site Council, ELAC, and parent volunteer services to include all stakeholders: parents, teachers, counselors, and administrators to create transparency of the financial budget and programs on campus. Full discretion of monetary allocations and programs provided for students and parents are discussed during SSC, ELAC, ASB, and delivered to parents through phone calls, flyers, websites, and social media platforms such as the Remind App.

A3 Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion

EHS has a system in place to evaluate teachers and their continued professional development. Teachers meet in PLC groups to discuss efficient lessons, data, feedback, and RTI strategies so that students are successful in their classes. In regards to the action plan, the staff at Eisenhower HS are trying to increase student readiness for higher education by obtaining the following goals this year: (1) Increase 4% ELA & Math academic achievement, (2) Increase 10% graduation rate that are college/career ready, and (3) Decrease 10% in students receiving D/Fs in core classes. Teachers at EHS are assigned leadership roles to deliver decision-making responsibilities. For internal communication, planning, and resolving differences among staff; there is a procedure in place to communicate first with the department chair, written complaint procedures, and union representation. Generally, complaints are resolved through discussions.

A4 Staff: Qualified and Professional Development Criterion

EHS staff is hired based on the qualifications set forth by the Rialto USD. All staff members are required to attain 15-20 hours of professional development in the form of allotted PLC time or conferences. Teachers communicate via text, email, and verbal conversations to analyze teaching practices and effective strategies for professional growth. Currently, no system is in place to

produce "measurable effect of professional development/learning activities" that would provide sufficient data. As the school year unfolds, EHS will employ the use of AVID and EL strategies that may provide sufficient data. Staff support of PBIS to increase positive change in student behavior will also lead to measurable outcomes. EHS has created a website document that defines a clear system to communicate administrator and faculty written policies, procedures, and handbooks, which define the responsibilities, operational practices, decision-making processes, and relationships of leadership and staff in the form of a virtual teacher handbook that contains links to various forms.

A5. Resources Criterion

With the assistance of the budget clerk for EHS, the purchase orders for all programs, teachers, professional development, and financial allocations are recorded in full discretion. Transparency in the expenditure of Title I funds during SSC and providing a School Plan Strategy to all stakeholders. PLC meetings allow members to analyze effectiveness of lessons and strategies learned by looking at data and student overall performance. There has been an 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. Another implemented program is PBIS which assists teachers in helping students modify behavior by addressing wellbeing of the individual. Furthermore, Eisenhower's Wellness Center and implementing a Meditation Monday and the Breathing Classes during lunch has also been provided to instill positive, self-care habits and to assist students with their mental and emotional needs in order to maintain a learning environment that is able to meet the educational, health, and safety needs of students.

**Prioritize the strengths and areas for growth for Category A.**

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

- PD opportunities for highly qualified teachers
- Increase communication between parents through the use of technology and providing several opportunities to be involved on campus
- PLC time is honored
- Clearly define chain of command of roles and responsibilities
- EHS governance have aligned SPSA and budget allocation of funds to meet goals outlined in the LCAP

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

- Collaborative effort of all certificated and classified staff in the creation of the vision, mission, and learning goals for the school
- PLC time to be held accountable based on data aligned with the SPSA goal of reducing D/F students in core classes and increase student enrollment and passing of honors/AP courses offered at EHS
- Develop better communication that outlines goals created in the LCAP & SPSA so that staff is invested in effective teaching practices to meet those goals.
- Professional development options for specific fields of teacher practices for growth.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM
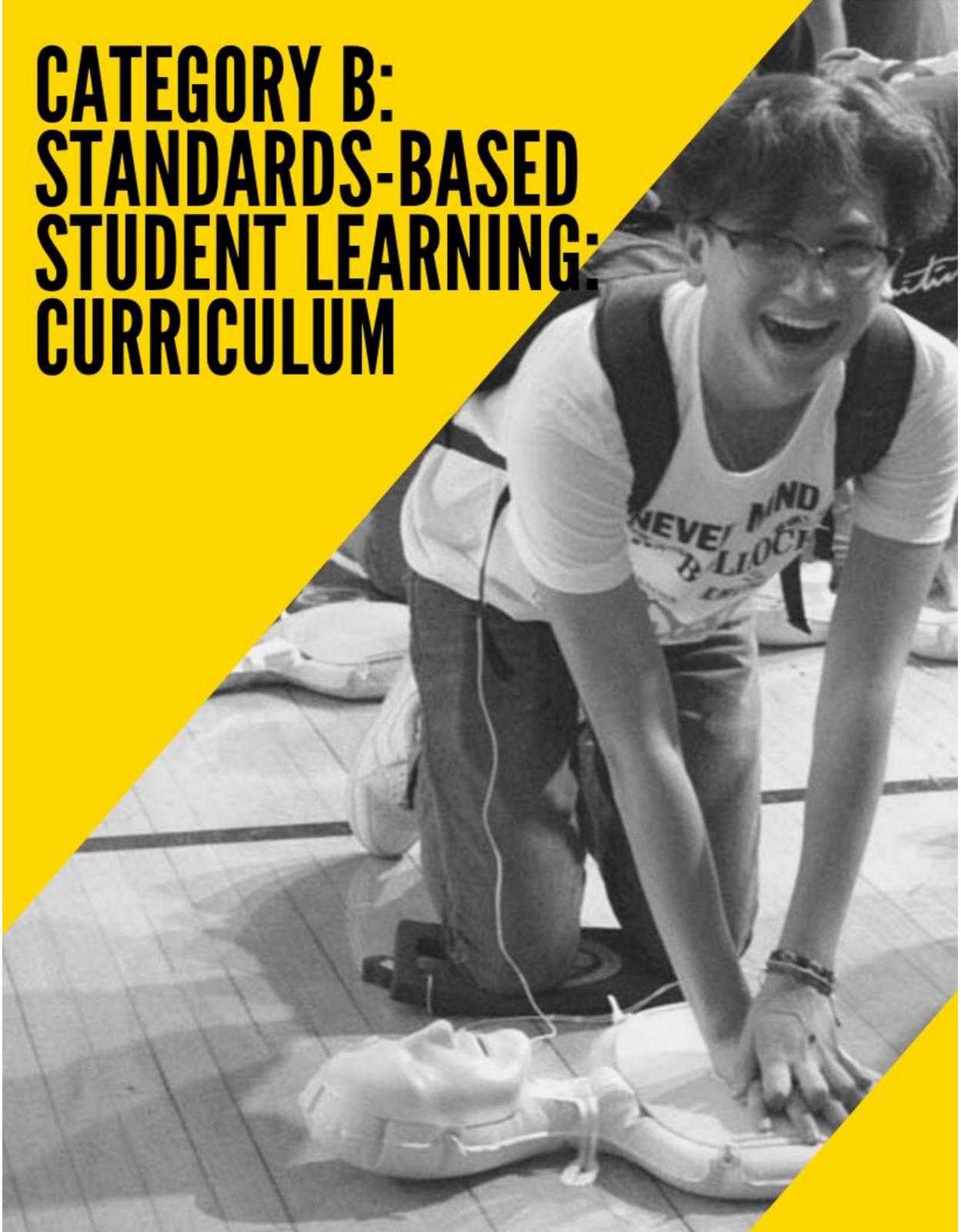
Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.*

Findings	Supporting Evidence
Current Educational Research and Thinking Current educational research is used to develop a viable, meaningful instructional program. Courses are standards - based and aligned with the 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, PLC's meet regularly to collaborate and discuss best teaching strategies to assist all students in accessing the curriculum. Eisenhower faculty has participated in various trainings, conferences, and professional development that address current topics for curriculum and instruction. This past summer, members of the staff attended the official trainings conducted by Solution Tree that address the effective	PD Calendar

development of the PLC collaborative process. As the implementation of Common Core curriculum continues, teachers attend workshops offered through San Bernardino County Superintendent of Schools (SBCSS). These address the development of NGSS, History/Social Studies, ELA and Math. Trainings have also addressed curriculum designed to meet the social and emotional needs of our students. BARR targets the needs of Freshman and the I-Time lessons are taught and the teachers often apply these lessons to non-9th grade classes.

Once a week after school, all departments break into PLC teams to collaborate on data to drive curriculum and pacing. The goal of these programs is to strengthen our PLC teams in order to align both student and community needs with district and school site achievement goals. The teacher teams who meet during collaborative time focus on answering the four questions of the learning community. Those questions are (1) What do we want students to learn? (2) How do we know they have learned it? (3) How do we respond when they don't learn? (4) How do we respond when they do learn? The first question addresses the specific curriculum and then question 3 focuses on the intervention incorporated within the curriculum. Despite the many formal trainings on collaboration and PLC many teams have not yet fully adopted the focus on the four questions. This is evident in the Google Shared Drive set-up for each department. The common collaborative form is being implemented by most of the teams.

To help drive the curriculum, Eisenhower High School is focusing on using WICOR Strategies- Writing, Inquiry, Collaboration, Organization, and Reading- school wide in order to support student achievement across the curriculum. As a site, our AVID leaders have conducted professional development for all teachers on the WICOR strategies. In October 2019, there was a 2 hour session that focused on

Shared drives

Name

- EHS AVID
- EHS CTE
- EHS English
- EHS Math
- EHS PE
- EHS Science
- EHS Social Studies
- EHS Special Education
- EHS VAPA
- EHS World Languages
- Principal Information

SIOP Training
WICOR Training

Marking the Text as a strategy to support student mastery of the curriculum. The implementation of AVID strategies via WICOR are ongoing.

WICOR strategies are posted schoolwide in all classrooms regardless of the subject area. All freshmen are being encouraged to stay organized by providing them with an agenda for the school year, which will be checked weekly for completion by an AVID or BARR teacher. In math classrooms, collaboration is being implemented rather than solely individual work. The English department is focusing on reading to drive the WICOR strategies. World Languages at all levels operate in the target language and implement reading and writing strategies to promote language acquisition. The Science Department has collaborated on how to use writing samples to enforce WICOR strategies. The BARR program hosts an I-Time once a week which will have the students read, write, collaborate, and inquire with one another.

The school has recently begun the process of establishing a unified writing program. The two programs being considered the highest are the Claim, Evidence, Reasoning format (CER) and Restate the question, Answer the question, cite evidence from the text, and Explain or extend format (RACE). No formal decision has been made but teachers are working with both formats to see what works best in their classroom.

In an effort to ensure teachers are implementing the Common Core State Standards in English Language Arts, teachers use a modified version of Bloom's Taxonomy and Depth of Knowledge (DOK) techniques. Students apply the skills they acquire from the English curriculum to real-world activities. These skills include, but are not limited to: vocabulary building, writing techniques, listening and speaking skills, and their intrinsic desire to graduate.

WICOR AND AGENDA

INNOVATE ED SAMPLES AND PLANS

RACE EVIDENCE 1
RACE EVIDENCE 2
RACE POWER POINT

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 for students not yet ready for the rigors of college preparatory classes are being addressed by the Literacy Coach. 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, SAI, EL, Honors, Advanced Placement, were included in the work samples.

The school relies almost wholly on teachers and PLCs to review the English Language Arts curriculum and evaluation processes. In the 2016-2017 school year, the district adopted a new curriculum- Study Sync. The program is online with the exception of the student workbook. Although the department does not work with the district to make a pacing guide any longer, the district has requested teachers teach two units from Study Sync per year. At first, this was a challenge for teachers due to the lack of computers available. However, during the 2017-2018 school year, the English Department received a class set of laptops for every teacher. Study Sync has allowed for the department to address the needs of the students through the ability to change the Lexile score for students to identify books the students can read at the level in which they can read. Through discussions at PLC's, teachers have identified a range of ways to assess students' learning. StudySync only provides essays as a means to assess. However, through the work of dedicated staff, other forms of assessments such as PowerPoints, Posters, Common

English ASSESSMENTS

COLLEGE AND CAREER PREP STANDARDS

Evidence: Course Syllabi, UC Doorways, Ethnic and Social Justice Studies curriculum development, books purchased for social studies department, Common Formative

Formative Assessments developed by teachers, and oral presentations are used.

In Social Studies Classrooms, teachers are 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 the curriculum.

Next Generation Science Standards (NGSS) for California Public Schools adopted by the State of California guide the curriculum for the science department. The Science Department curriculum adheres to Scope and Sequence established by teachers around the district. Eisenhower Science teachers plan lessons together during PLC meetings. The lessons developed incorporate the rigors of the NGSS. Students are asked to apply scientific thinking, including research, skills in identifying appropriate sources, experimentation, and models to solve real-world problems. The district has decided to transition to an integrated model for science classes. The district has increased the science requirement for graduation from 2 to 3 years for the graduating class of 2021. Teachers are moving towards implementing a uniform writing strategy, such as RACE or CER, for student use to support writing claims based on evidence. Due to the graduation requirements changing in science, administration has adopted a 7th period block model to provide additional classes for students with credit deficiency to meet the requirements for graduation.

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, Advanced Placement

Assessments, Pearson Realize gradebooks

book and workbook images 1-5

Pearson Gradebook

PBL LESSON

science samples

ngss lesson plans

Spanish Language & Culture, and Advanced Placement Spanish Literature & Culture. The World Language Department implements the California World Language Standards. All World Language classes within the school and district meet the Cal State University/ University of California A-G requirements. Through the District World Language Curriculum Committee, teachers collaborate on pacing guides, curriculum development and instructional strategies to meet the diverse needs of our students. District members including teachers and RUSD district personnel chose the curricular programs to be implemented. The community was invited to look at programs and text materials. Rialto Unified School District (RUSD) World Language Department teachers then created pacing guides for the new textbook series. With the new textbook programs, the next step for the World Language teachers is to look at and revise the course outlines.

Eisenhower's Special Education Department includes: Specialized Academic Instruction Program, mild/moderate Special Day Classes (SDC), and moderate/severe special day classes (SDC). SAI Instruction are a part of Eisenhower's mainstream classes. SDC classes are offered for English at all grade levels, General Math, Environmental Science, World History, United States History, Government, and Economics. SDC students are mainstreamed as much as possible and as their Individualized Education Program (IEP) allows. Eisenhower students with disabilities are mainstreamed in every area outside of the specified need in their IEP to maintain the least restrictive environment. Special Education classes incorporate the same California Content Area Standards used by core content teachers, and utilize SAI and accommodations to the scope and sequence of how the standards are addressed. The moderate/severe /SDC PLC use a modified curriculum named the Unique Curriculum based on Common Core State Standards as well

A-G Approved Course

https://youtu.be/bZwkla122uU

WORLD LANGUAGE EXAMPLES

CURRICULUM AND WORK SAMPLES

as Transition Based Curriculum for students with moderate to severe disabilities. Teachers use the Model Me Kids Curriculum that target social skills development.   There is collaboration among Special Education teachers in curriculum development and constant collaboration between SAI teachers and the core content classes to which they are assigned. Curriculum development is adjusted using testing and collaborating with other teachers to see what students may be doing with other teachers and Special Education teachers have to adapt assignments based on student needs and student IEPs. IEPs are used to gauge progress of prior goals and revision of goals is done annually using teacher input and test scores.

The Special Education Department uses various curriculum to address the needs of students. Moderate/severe teachers use the Unique curriculum to address reading/math/transition goals of their students. Special Education Teachers utilize WICOR strategies along with ELD development standards to address the needs of students on their caseload in the general education classes. ELA SDC teachers use the StudySync curriculum to improve student reading levels. All SDC teachers collaborate with general education teachers to ensure access to general education content. In the past, math teachers have attended with core content classes, Special Education teachers use graphic organizers and manipulatives to ensure understanding of the curriculum. Special Education teachers implement Transition Goals for Post High School Education based on student needs. Lessons are designed in classes that cover topics related to career and college planning. Moderate/severe /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.

The following math courses are currently offered at Eisenhower High School: Math 1, Math 1H, Math 1 Restart Math 2, Math 2H, Math 3, Math 3H, Math 4, Math 4H, Intro to College Math, AP Statistics, Math Reasoning with Connections (MRWC), and APEX math courses online. All of Eisenhower's math courses meet the University of California's A-G requirements with the exception of some APEX classes which are intended for students to meet graduation requirements. To give each student the best chance of success, Math Placement Committee members spend considerable time individually placing 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. The district has a clearly defined policy for math placement at the end of elementary and middle school. All of the math PLCs focus on examining data from common assessments to adjust the curriculum to meet the needs of students. The use of common 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 CAASPP. However, Math department teachers recognize that there is still much room for improvement. In effort to raise these scores, the department has implemented the use of ALEKS once a week. Student work samples collected by Math teachers display standards-based assignments, but students have a large range in difficulty as evidenced by the ALEKS data. Rigor, and not just computation, is expected from students at all levels. ALEKS data demonstrates that students are engaged and putting forth effort at all math levels.

ALEKS data, images 6-8

MATH DATA

In the RUSD, twenty credits of Physical Education 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 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 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.

To fulfill the Fine Arts requirement of graduation, students at EHS have numerous choices including: Art I, Art II, Art History, AP Art History, Ceramics I, Advanced Ceramics, Drawing and Painting, Studio Art, AP Studio Art,

Physical Education
student work images 9-13

Introduction To Design, Theater I, Theater II, Theater III, Theater IV, Stage Production, Concert Band, Jazz Band, Marching Band, Music Appreciation, String Orchestra I, Wind Ensemble, Concert Choir, Treble Choir, and Madrigals. With the exception of Concert Band, all courses in Visual and Performing Arts meet the University of California's "F" segment of the A-G requirements. EHS 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 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. 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 at the district art show for both art classes and ceramics. 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 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.

In RUSD, all students must pass a 10th grade World History, 11th grade 20th Century United States History, a 12th grade American Government, and a 12th grade Economics course in order to graduate. To prepare for California Assembly Bill 331's upcoming Ethnic Studies graduation requirement, a new Ethnic and Social Justice Studies course has been developed and is currently being

Theatre production:
awards images 14a,

Drama, band, choir
http://www.rialto.k12.ca.us/eisenhower/photogallerypics/Homecoming19/index.htm

offered to students as an elective course. All of Eisenhower's Social Studies courses meet the University of California's A-G requirements. With California's adoption of the 2016 History-Social Science Framework, students in Social Studies classes are now exposed to a more diverse presentation of history. Communities, such as the LGBTQ community, are now included in both the Social Studies textbooks and the social studies class curriculum. In response to California's Assembly Bill 166, our 12th grade Economics classes now spend considerably more time completing financial literacy assignments. After going a decade without new social studies textbooks, Rialto Unified School District adopted new textbooks for use beginning in the 2017-2018 school year. Pearson's tested best practices, content expectations, technology, and a four-part instructional model—Connect, Investigate, Synthesize, and Demonstrate—prepare California students for college, career, and civic life. The digital courses on the Pearson Realize™ digital platform, PearsonRealize.com, are currently being used by Eisenhower's social studies department. The test banks provided by Pearson reflect the shift in social studies away from DOK Level 1 questions to more critical thinking, open-ended test questions. Many of the Pearson test questions are stimulus-based and require students to analyze a passage, graphic, statistic, or image before being able to answer. The Advanced Placement courses in Social Studies made the shift towards stimulus-based assessment and regular classes are following suit. At the district's Social Studies Curriculum Council, it was decided during the 2018-2019 school year that pacing guides would not be developed until teachers had more time to familiarize themselves with the new textbook adoption. Middle school teachers have begun developing common units and pacing guides but the district's high school teachers have not yet begun that process.

law enforcement cte images 15-19 ...

There are a variety of Career Technical Education (CTE) courses at EHS that expose students to opportunities in the fields of Engineering, Cyber Security, Child Development, Education, Public Service Law Enforcement, Wood Working, Machining and Manufacturing, and Medical and Health Careers. CTE classes use California Career Technical Education Model Curriculum Standards and the Common Core State Standards where applicable. The collected work samples of the CTE 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.	[CTE EXAMPLE](#)

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
As outlined in B1.1, all of Eisenhower's curricular programs for both core subjects and elective areas are aligned to state/national curricular standards and frameworks. Each of the subject areas meets regularly with district-site curricular councils to ensure that curricular-instructional program goals are aligned to current educational best-practices and real world experiences. • The English Department has students take the District Performance Task, which is an argumentative essay. This assignment has real world applications because it challenges students to take a stance on a controversial issue and defend a position. Students also participate in researched based projects that create and develop an awareness of real-world issues. For example, all tenth-grade students research different sects of groups in the	

modern world that are oppressed and must develop solutions to resolve the identified oppression. ● All social studies courses are aligned to the 2016 History-Social Science Frameworks. The topics of study are relatively similar to the 1998 History Social Science Content Standards and the document has been updated to include sample instructional activities and focus questions. Students fulfill their two year "A" History/Social Science A-G requirements by passing both World History and United States History. 12th grade American Government and AP Government count as half a year of "A" credit. The Academic Decathlon, Ethnic and Social Justice Studies, Economics, and AP Macroeconomics count as "G" College-Preparatory Electives. ● All science programs implement the D level UC requirement that 20% of instruction are wet-labs; consequently, all science programs include 2 wet-labs per quarter. ● World Languages & English departments prepare graduating seniors to qualify as California State Seal of Biliteracy - Seal Bearers. Seal Bearers are an important indication of prepared graduating seniors on the California Dashboard; that is, students are meeting rigorous state and UC requirements while earning the State Seal of Biliteracy. Eisenhower's focus is to provide rigorous curricular-instructional programs, especially in core subject areas. The A-G course offerings per programs breakdown is as follows: 100% of the courses offered in English, math, science, and social studies, CTE, Foreign Language, AVID, and Visual Arts, Speech, yearbook, ASB, Link, and Academic Decathlon are A-G Approved through UC Doorways. 90% of courses in Visual and Performing Arts are approved. Currently, 0% for PE, ROTC, SDC, SPED, TA, Cross-Age Tutor or office clerk are approved as an A-G Course in UC Doorways. Eisenhower's AP teacher's follow current College Board approved course syllabi that align curricular-instructional goals to both College Board guidelines and UC requirements. To meet the AP program's curricular-instructional growth an AP coordinator is in place along with an AP PLC (Professional	evidence

Learning Community) team in order to ensure program assessment needs and student achievement are addressed.	

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards.*

Findings	Supporting Evidence
APEX is utilized for delivering A-G course curricula as well as the Credit Recovery system. We have 20 A-G online modifying credit courses and 17 online courses used for credit recovery. Students use both options to ensure their A-G eligibility or to recuperate lost credits in their efforts to graduate by their senior year. EHS also uses platforms such as Google Classroom, PHET, and ALEKS within our classes to normalize technology in students daily routines while meeting curriculum standards and prepping for CAASPP. The courses we offer on APEX are aligned with the California State Standards. We offer the following courses: Biology (2 semesters) Earth Science (2 semesters) English 9P (2 semesters) English 10P (2 Semesters) English 11P (2 semesters) English 12P (2 semesters) Math 1CC (2 semesters) Math 2CC (2 semesters) Math 3CC (2 semesters) Pre Calculus (2 semesters) Statistics (1 semester) Spanish 1P (2 semesters) Spanish 2P (2 Semesters) Spanish 3P (2 semesters) World History (2 semesters) US History (2 semesters) Economics (1 semester) Government (1 semester)	course catalog The provided links will display the course outline and which standards each course contains. Click on the catalog link> click on a subject> Course outline. You will see the details of the course and the standards. Eisenhower/apex homepage

Psychology (1 semester)
Sociology (1 semester)
Business Applications (1 semester) - AVAILABLE 1ST SEMESTER ONLY
Intro to Business and Tech 1 and 2 (1 semester) - AVAILABLE 1ST SEMESTER ONLY
Credit Recovery classes:
Health (1 semester)

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
The goal of Eisenhower High School is to ensure that students graduate ready for college and career. Data indicates that there has been tremendous success between classroom practices and actual outcomes reported through the College-Career Indicator (CCI). This demonstrates congruence and success with programs offered in the CTE pathways as well as efforts to increase AP participation and A-G rates for students. For data reported in the fall of 2018, the school was in the yellow status with 34.3% of students prepared and an overall increase of 5.5%. From 2016 to 2018 it was an overall increase of 20%. The projection for 2019 is an increase of 2% to 36% total. School focus to reduce the D/F rate and improve rigor in the classroom will further improve the CCI data. Efforts through counseling to audit A-G status for students at all grade levels will increase CCI data in future years. CTE, VAPA, and elective courses have all been approved for A-G status to ensure access and opportunity for college. Students can simultaneously complete a CTE pathway and fulfill A-G requirements.	cte examples **LEARN MORE** **College/Career** **All Students** **State** Yellow **34.3% prepared** **Increased 5.5%**

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and career technical programs.*

Findings	Supporting Evidence
CTE pathways (Engineering, Cyber Security, Child Development, Education, Public Service Law Enforcement, Wood Working, Machining and Manufacturing, and Medical and Health Careers) participate in a wide range of campus and school community programs in order to both implement and facilitate college-and-career- readiness schoolwide learning outcomes. Engineering and Student Leadership often collaborate to create real-world applications for the engineering class. Projects include table centerpieces with lights, backdrops, laser designed and cut structures, and other props used for activities. In the Public Safety Law Enforcement course, students are provided with the opportunity to practice Marking the Text to improve reading comprehension. These tasks allow students to interact with content specific texts. As a school we have collected our own data, as each department was asked to use a universal mark the text strategy. Data did show that the technique of marking the text increased the students achievement. Data was provided by the Emerging Linguist Specialist and demonstrated an improvement in reading comprehension among those students. All academic core and elective courses are aligned to state/national standards and frameworks; therefore, integration among disciplines and career technical programs is achieved through establishing high academic standards. Furthermore, WICOR as a schoolwide strategy has integrated the critical skills of writing, inquiry, collaboration, organization and reading across disciplines in an interdisciplinary platform. An ongoing curricular-instructional area of improvement is integration among disciplines and career technical programs.	WICOR Evidence

Community Resources and Articulation and Follow-up Studies

B1.5. Indicator: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Evaluate to what extent the school solicits and employs business and community resources*

and partnerships to support and extend learning. Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Supporting Evidence
Various curricular-instructional programs (including both academic and VAPA) integrate community outreach programs and opportunities for students enrolled in various classes within departments. Various curricular-instructional programs have established strong program articulation outlining goals and criteria for incoming students to Eisenhower. Most importantly, upper-classmen have various ongoing opportunities to acquire the information needed to enroll in local colleges and universities along with technical programs. Furthermore, various programs within the school community follow-up with alumni to assess programs. Community Partnerships and Outreach: Internship/AVID/ASB: Students involved in any of these programs have diverse and dynamic options for both community service and partnerships within the community. Program student outcome learning goals include community service and volunteer hours. Law Enforcement/Child Development/Careers in Education: The strength of these programs is that students engage and actively participate in on-going community partnerships within the community in order to gain relevant and real-world experiential learning. These programs expose students to professionals within each of the career branches via guest speakers, program visits and observations, and active involvement in events. Child Development students visit local elementary schools to offer assistance and gain training within the educational fields. Students in the Law Enforcement Pathway practice their skills by working in conjunction with the Rialto Police Department and regularly work alongside security to assist with parking and ushering at events. Course /Ethnic Studies and Social Justice (ESSJ):	

This interdisciplinary and district wide project involving IKE's Film Production, World Language, and ESSJ students established a film festival project with Cinema Culturas, a professional cinematography company, in which students created an original film for the 2nd Annual Festival in the Fields event that debuted in the local Cinemark theater for the entire school and city community.	Cinema Culturas Film Fest: Festival in the Fields https://www.youtube.com/watch?v=LCC-vo5YjJs&feature=youtu.be
Counseling Department:	
Counselors from Eisenhower and all feeder schools have established articulation of both curricular-instructional programs and schoolwide programs to ensure the transition of freshmen into high school is smooth and provides a well-rounded experience of academic, VAPA, and extra-curricular programs. Eisenhower counselors collaborate with the feeder schools in organizing school visits and registration that includes parents and students.	
Career and Technical Educational Programs:	
Career Cruising Day is hosted by CTE and Science. It is an opportunity for all incoming 9th graders to interact with students and staff from their feeder high school to see what elective and Science pathways are available. EHS set up industry-specific booths promoting the pathway courses and featured 'make-and-take' activities to encourage passersby to visit and inquire for more information. The following pathways were represented at this event: ● Architecture featured a corn hole game for kids to play ● Furniture displayed samples ● Engineering engaged the audience with catapults ● Cyber Security demonstrated their student-made robots ● Machining displayed 3D printer original designs ● Child Development modeled the baby simulators ● Education displayed future teacher projects ● Patient Care did first aid demos ● Pharmacy taught visitors how to accurately fill prescriptions	career cruising Career Center Webpage https://ehs-rialto-ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1394262953755&vdid=ic11g11xyb2f2d0
AVID/Internship/Career Center:	
Students participate in a wide variety of outreach programs and opportunities that guide student's inquiry about post-	

| secondary educational programs that include college, university, and technical schools. Students are informed about SAT, ACT and application workshops and deadlines. Students participate in various college and university visits, on-site college fairs and receive individual and group comprehensive advisement.

At this time EHS does not have a system for monitoring the post-secondary success of our alumni. The school site is looking into future avenues to track students as that data is privileged information held within the county office of education. Currently, alumni who forged strong relationships with the school help keep the EHS family informed of the successes of alumni. | |

B2.   Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

> **Online Programs: iNACOL Standard H: Equity and Access**: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
There are various programs that ensure students are well-informed and have access to a wide range of options. These ensure students have the opportunity for both career technical exploration/preparation for postsecondary educational opportunities. Stakeholder teams that focus on post-secondary support include Counseling Department, AVID, Internship, and CTE. They provide students with on-going individual/group	SARC Findings: https://www.doc-tracking.com/screenshots/Serve/1844/2018/English/EisenhowerSeniorHighSchool.pdf

counseling, mentoring, support services, and outreach opportunities that promote every student's access to college and career post-secondary education and opportunities. Student program enrollment and completion data demonstrates that 98.6% are enrolled in CSU/UC A-G approved coursework, 18.7% are enrolled in rigorous AP coursework, 41.7% of graduating seniors from the class of 2019 meet CSU/UC A-G admission requirements, 851 students are enrolled in CTE programs, 16% of CTE programs are articulated with post-secondary institutions and 12% of graduating seniors completed a CTE Pathway. The data indicates that students are effectively preparing for CSU/UC A-G requirements for post-secondary education or technical training. Students meet with counseling to pick classes after guidance lessons. Guidance lessons are completed during the first semester of the year with all grade levels during English classes in the 9th graders and during Social Studies for all other grades. Graduation requirements, A-G requirements, college testing, and a four year plan are reviewed.	Guidance Lessons can be found under the listing of counselors

Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
Most curricular programs offer diverse opportunities for students to engage in rigorous and relevant real-world applications within the school community and in the community. For example, students enrolled in the following programs have the opportunity to: VAPA: Students participate in a wide range of school and community performance, competition and participation opportunities that include theater, dance, choir, art, production, and manufacturing. Leadership: The students who are part of Leadership develop their leadership,	 VAPA Grand Opening Incoming Freshman

communication and team-building skills by participating in school-wide and community outreach programs that provide students with community service opportunities.	Assembly
Ethnic Studies and Social Justice (ESSJ): Students participated in Cinema Culturas Film Festival which is an interdisciplinary student film fest project involving ESSJ, Film Production, and World Languages. The participating student film was featured at the Cinemark theater in Rialto.	Cinema Culturas Film Fest https://www.youtube.com/watch?v=LCC-vo5YjJs&feature=youtu.be https://cinemaculturas.wixsite.com/mysite-3
Public Safety Law Enforcement: Public Safety Law Enforcement students develop and complete outreach community service projects that are relevant to law enforcement professional positions within the community. Law Enforcement students have developed strong community and professional relationships with the Rialto Police Department through student service projects and community service.	Law Enforcement Community Service-Outreach https://webmail.rialto.k12.ca.us/owa/#path=/mail
AVID: AVID is a college readiness program that is designed to assist students in developing the skills they need to be successful in college. Eisenhower's AVID program places emphasis on developing writing, critical thinking, teamwork, organizational and reading skills. Students participate in a variety of college outreach programs which include field trips in order to provide students relevant and real-world experiences.	
ROTC: ROTC is a relevant training and field operations in which students apply both their training and classroom experience. The ROTC students have become an integral part of our school culture; in that, ROTC has a strong presence in school (Color Guard) along with community events.	ROTC's Washington DC visit http://www.rialto.k12.ca.us/eisenhower/photogallerypics/JROTC-DC/index.htm
Internship/Senior Seminar: Senior Seminar is a course focused on preparation for post-secondary education. During the first semester students will explore and plan for post-secondary school, writing personal statements,	Internship: College Application Friday https://webmail.rialto.k12.ca.us/owa/service.svc/s/

submitting applications and financial aid forms, applying for scholarships and exploring careers and other post-secondary options. During the second semester, students will explore campus life, college issues, and financial education.	GetFileAttachment?
Wood Working: The students who are part of this program have the ability to create products that can be sold to the school community. Students in Wood-Working gain experience not only in the creation of a wide range of products but also learn about customer service where it pertains to the design of products and client satisfaction.	Wood products for purchase http://www.rialto.k12.ca.us/eisenhower/department/industrial/industrial.html

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals.

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
Parent Teacher Conferences (PTC) are held for students at the request of the parent, teacher, or administrator. During these meetings, the strengths and weaknesses of the student are shared by the teachers and parents of the student. The goals of the student are also discussed as well as the current grades and the student's outlook for the near future.	samples of all 4: PTC, IEP, FLI, 504
Parents are involved in the creation of goals for students who have an IEP/504 plan.	
Family Leadership Institute: To address the school's demographics and student-at-risk percentages, the focus of the FLI program is to provide parents with a dynamic curricular program in which parents gain the skills to enhance their capacity to help their children succeed both on a social-emotional level and academically. The FLI module approach is to provide families the platform to develop their parental skills, abilities and attitudes in order to positively impact their student's educational experience and academic performance. Parents are provided with the opportunity and resources to become active participants in their student's	Family Leadership Institute: https://www.facebook.com/rialtounified/posts/the-family-leadership-institute-fli-program-attracted-curtis-garcia-elementary-s/1570219589790568/

education on campus while collaborating. The FLI program ends with a parent graduation ceremony and certificate for those parents who have completed the modules successfully.	

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
Utilizing the Department of Rehabilitation Resources, Career Transitions provides opportunities for Mild/Moderate and SAI students to gain work experience and college exploration opportunities. The students are required to keep a portfolio containing the student's resume, summary of performance, and work experience. The Department of Rehabilitation provides: ● Curriculum and textbooks ● Supplies, such as: Flash Drives, Notebooks, and Binders ● Field Trips to local community colleges ● Lessons ● Jobs ● Online resources ● Training Students are afforded the opportunity to enroll in the SBVC Water Course in which students are concurrently enrolled in the Principles of Water Applications and a San Bernardino Valley Community College first semester water course. By graduation, students will be eligible for the certification test. Upon obtaining a passing score, students could be hired by the water district.	overview of Transitions class sbvc syllabus

ACS WASC Category B. Standards-based Student Learning: Curriculum
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

1. Administrative leadership has aligned vision statements, mission statements, and student learning outcome goals with curricular-instructional school-wide goals for every department.
2. Administrative leadership articulates with departmental instructional leaders regularly to assess the progress and effectiveness of school-wide curricular-instructional programs.
3. Instructional Leaders, Instructional Coaches, and faculty collaborate on developing, implementing and assessing the effectiveness of curricular-instructional programs within PLCs. This enables the alignment of student performance data and student needs with rigorous curricular-instructional programs.
4. PLC teams meet regularly in order to develop and implement curricular-instructional goals, student learning outcome goals, and assess the effectiveness of these goals. The goal of the PLC teams is to implement rigorous and relevant goals, student learning outcome goals, and pacing guides that are driven by student performance data and student achievement.
5. Teacher evaluations and development focuses on building teachers' capacity to develop, implement and deliver student-centered and rigorous comprehensive programs.
6. Professional Development is both relevant and research-based.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified major student learner needs (Task 2, Chapter II).

1. IEPs and 504 plans have goals for students that are developed and implemented in accordance with state guidelines to ensure each student's academic and social-emotional well-being and success.
2. EL students learning and achievement needs have been assessed in order to implement an action plan. The staff and faculty have received PD to bridge EL student outcome goals with researched-based curricular-instructional strategies.
3. The Ivy League was established for students enrolled in AP courses in order to address students' academic needs and provide students with social-emotional support.

Summary (including comments about the preliminary identified major student learner needs)

Eisenhower High School is an institution where alignment with state and national standards, coupled with organic, student-driven interventions, is taking place. Students at EHS require more support outside of the classroom setting and the school has various systems and programs in place to ensure that basic needs are met so that students' focus can be shifted to their academic progress and mastery of content. Support for parents and families are also in place so that families can assist

their student with their current and future academic endeavors. Administration and staff work in tandem with one another to ensure that students of all abilities are engaged in curriculum and have access to curriculum. Staff are constantly improving in their practices thanks to an ever-developing PLC process to which the school is dedicated, and creating environments that are effective for teaching and learning is occurring. What was once conversation about how to change EHS for the benefit of students has become actualized with progress continuously being made in all content areas and program offerings.

Prioritize the strengths and areas for growth for Category B.

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

- Eisenhower's curriculum and programs are aligned to the Common Core State Standards
- English, Math, Science, and History have adopted new curriculum since the last WASC cycle.
- A wide variety of CTE programs are offered to students
- CTE curriculum is driven by industry standards
- Curriculum uses Project Based Learning

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

- Strengthening of PLC's
- Curriculum-driven Common Formative Assessments across all departments
- Real world curricular experiences schoolwide
- Improving CAASPP scores
- Increasing numbers of students that are A-G eligible

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION
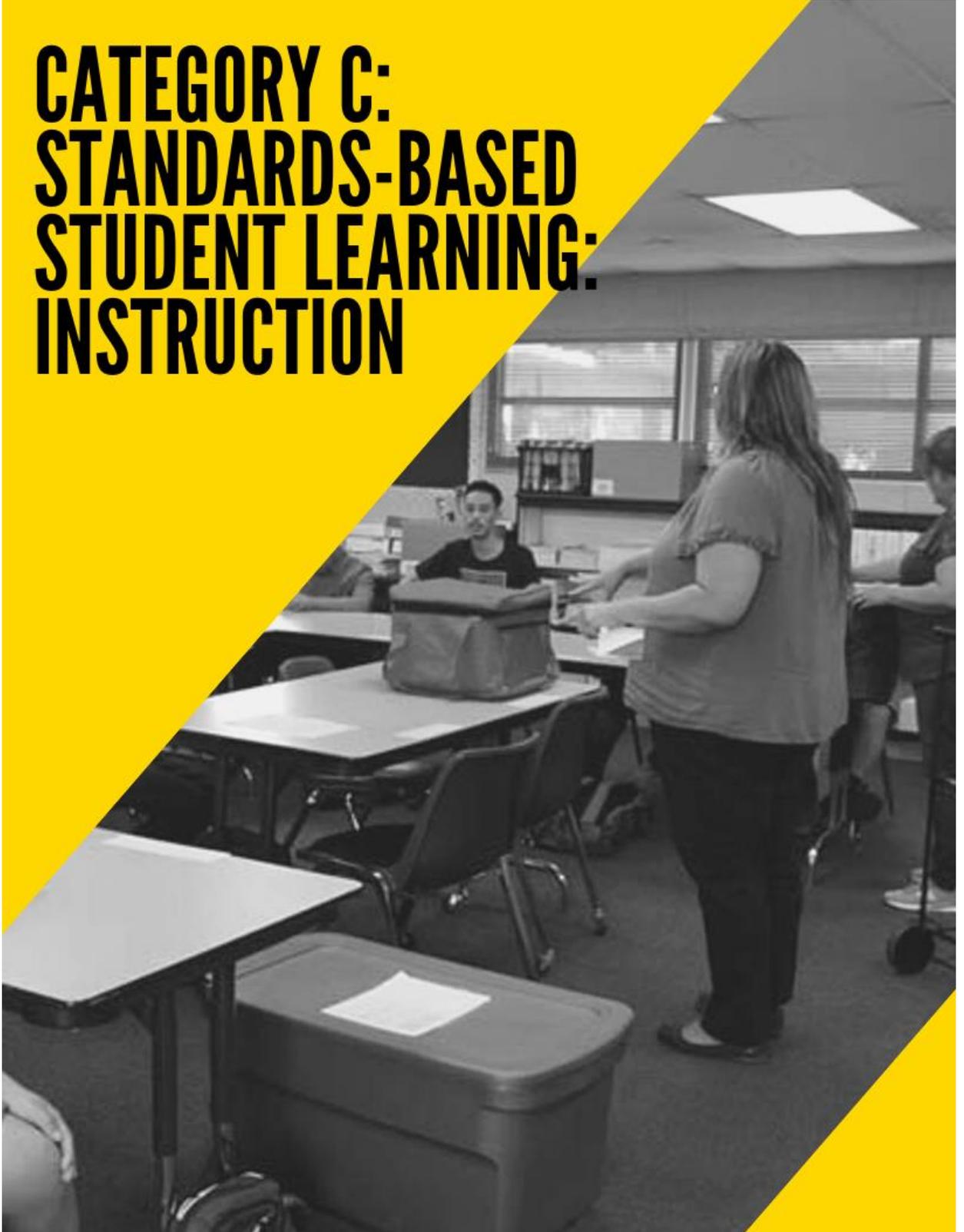
Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
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 offers 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. Freshman through junior year, students can choose to take regular, remediation, or accelerated classes. Junior year students may 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 but are not limited to: consistent guidance	

and scaffolding of teaching materials, generous amounts of student group work, regular student think-pair-share 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), 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, Focus Notes and quarterly performance assessments. Teachers evaluate student work using common rubrics. Teachers meet in grade-level Professional Learning Communities to discuss student outcomes, and adjust teaching methods and/or develop re-teaching strategies.

This year, the TOSA position at the secondary level is being used for a Literacy Coach role. Major foci for this position include professional development, coaching, and literacy support. Tier 1 literacy support is in the development stages. The Innovate Ed team has chosen to focus on WICOR strategies and it is the hope that this process will help facilitate the desire for literacy to become a priority across all courses of the campus.

Eisenhower High School currently offers a multitude of different mathematics courses designed to serve students at a variety of levels. Math classes include Introduction to College Math, Integrated Math I, Integrated Math II, Integrated Math III, Integrated Math IV, MRWC (Mathematical Reasoning with Connections), AP Statistics and AP Calculus. Integrated Math IA and IB are classes for students in the Special Day Class.

In addition to these math courses, the math department boasts a Mathematics Coach who supports staff under the direction and supervision of the site principal. The Mathematics Coach is fully

---

Davis (English): [Take A Stand](). Human rights-based inquiry assignment.

Rickard ([TOSA/Literacy Coach]):
[Document with evidence]

WICOR [Marking the Text Strategy]

Flores (Math 1): Interactive notebook that needs to be updated and organized. [Sample 1] [Sample 2]

[MATH COACH FOLDER]

released from the classroom to provide support and coaching that cultivates instructional rigor and alignment in mathematics throughout the school. The Mathematics Coach provides instructional leadership to plan, monitor, and evaluate the mathematics program's progress and modify as needed by: interpreting/analyzing ongoing data to inform instructional decisions and program design, assisting in ongoing monitoring of data and develop strategic plans to address student needs, and assisting in setting goals for improved instruction and monitoring of student progress in mathematics.

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, collaborative problem-solving activities, lesson quizzes, and CAASPP preparation materials, district common assessments, projects, and error analysis prompts. Math has also begun to integrate more technology into classes by integrating ALEKS and Desmos and by going 1 to 1 with laptops and graphing calculators, specifically in the Advanced Placement classrooms.

Science courses of different levels are available enabling students to have access to four years of science. The levels include Advanced Placement, honors, college preparatory as well as SDC science courses. EHS offers a traditional, three-course pathway with Earth Science embedded instruction and two integrated science pathways: Environmental Science and Global Health. In addition, students can enroll in AP Biology, AP Chemistry, AP Physics 1 and AP Physics C.

Work samples collected by the science department show a diverse application of higher-level thinking and problem-solving skills are taking place regularly within EHS science classes.

Findsen (Math):Sage n Scribe One student teaches and gives steps on how to graph an inequality as the other student writes and follows the steps, then they switch roles.

 Quintero (Math 1-3): Quarterly performance tasks directed at improving CAASPP scores. ALEKS digital work also directed at CAASPP score improvement. (Evidence Task Rubric)

Saucedo (Environmental Science) Environmental Justice Lesson and samples 1 , 2 , 3

Cheever & Saucedo: (Environmental Science): Ecological Footprints: Countries of the world table

Students evaluate and use websites to conduct 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 and local standards. All samples collected represent a focus on state and national standards, and require grade appropriate application of knowledge.

Eisenhower's A-G CTE pathways include Child Development & Education, Law Enforcement, Woodworking Careers, Machining & Manufacturing, Medical, Engineering, and Cybersecurity. Through work samples and classroom observations, it is evident that many of the CTE classrooms are requiring work which prepares students for future careers in specific industries. For example, the Law Enforcement Pathway often offers lessons in correctly filling out forms required of police such as citations, memorandums, and reports. The engineering class has completed projects like the name placard in the front of the school, building bridges for the district office, and using the laser cutter to create supplies for events to offer the students real world skills to be used in their future careers. The Education Pathway students regularly visit a neighboring elementary to gain experience in the field. These assignments and experiences offer rigor and relevance for students pursuing careers in the fields of the many CTE Pathway Courses that EHS offers.

Social Science courses offered include; Ethnic and Social Justice Studies, AP Human Geography, World History, AP World History, United States History, AP US History, Economics, AP Macroeconomics, Government, AP United States Government and Politics. Their findings concluded that there is evidence that Social Studies department teachers are embedding 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

chart Students read to inform themselves. Categorizing data, multiplying columns, changing place values, converting to percentages. (student sample 1 Student sample 2)

Quinto (History): Uses document-based questions such as (DBQs) to address historical events, such as The atomic bombing of Hiroshima and Nagasaki, coupled with an

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 Common Formative Assessments within PLCs. All teachers in the Social Studies Department are using common assessments. The results are analyzed in PLCs to discuss frequently missed questions, how to reteach, and to understand which "power standards" to focus on.

essay to assess mastery of the concept.

Hidalgo: This picture is of PBL. The challenge was to build structures that would impress the people of the other "cities" (group tables). It was the intro activity for our Architecture unit. This picture and this picture are also of a group project for AP Macroeconomics. Each group of students had to design a city had to have infrastructure, innovative city elements, human and physical capital development, as well as provide for the basic needs of the city.

Examples of student work collected by the Physical Education led to the conclusion that Physical Education teachers use a variety of assessments including self-evaluations that are discussed with individual students. Physical Education and 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.

PE assessment evidence

World Language courses include multiple levels of non-native Spanish speakers as well as native speakers, AP Spanish, and levels 1-4 of French. The World Language department concluded that their collected student work samples included higher order thinking skills, collaborative work requiring cooperative learning and self-assessment, phonics-based self-

Dr. Thomas (French 1-4): Students use a five point rubric based off of AP

discovery of French spelling & text messaging, use of multimedia and technology in instruction and student work, data collection, and research-based learning.	descriptors to self-reflect on their performance as well of others on a regular basis.
	Fitzpatrick, Salgado, Ressa, Ramirez, & Carreon (Ethnic Studies, Social Science, World Language): Students created a Ethnic and Social Justice short film in the two target languages with editing and production. Cinemaculturas film fest entry
The Performing Arts department offers a variety of music and dance courses for students including Chorus (various levels), Band, Marching Band, Jazz Band, Drama/Play Production, and Media Studies. 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.	Ressa (Theater 2, 3, 4): Students write, edit, and produce news broadcast IKE news .
	Drama/Play Production (Ressa)
	Production trailer #1
	Production trailer #2
	School news #1
	School news #2
	Student work samples: Jimenez (Ceramics): piggy bank ceramics project with clear requirements and samples.

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
Student Understanding of Performance Levels Students are given a course syllabus in each of their classes. Teachers explain the syllabi and class expectations at the beginning of each school year. Some teachers post learning objectives daily while some teachers post learning objectives per instructional concept or unit. Teachers communicate Common Core State Standards and lesson objectives to students through syllabi, handouts, class websites, grade books, and verbal communication. Grading rubrics are used for projects and communicated clearly to guide student understanding of what is expected. A standardized grading scale (e.g., 90% and above = A) is used for all classes. Teachers collaborate in PLCs to establish department policies and develop best practices. Students have a clear understanding of the expected level of performance in response to standards. Eisenhower teachers clearly communicate the Common Core State Standards to performance levels for all areas of study to students through a variety of methods. Predominantly, this information is distributed to all students at the beginning of each lesson. 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, grading rubrics are used by teachers to evaluate essays, presentation projects, and peer editing assignments.	The following are a few sample syllabi that teachers distribute and explain to students. Syllabi examples: AP Physics Ceramics Syllabus Seal of Biliteracy for Spanish and French Math 1 Syllabus Chemistry in Earth Systems Syllabus Global Health 2 Syllabus Environmental Science Syllabus Psychology AP Syllabus French 1 Syllabus **Verbal Communication** World Language "I cans" **Rubrics** World Language Math Balance Fruit Task Rubric French 5 Point Rubric ELD Rubric 1 and 2 PE rubric Science Peer Collaboration Rubric **Science Objectives**

	Global Health Board Global Health 2 board Science SDC Board Environmental Science **Whiteboard examples** English 12 Board AP literature whiteboard

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
Differentiated 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 instruction in different ways. The staff is working on addressing the high population of students receiving SAI. More precisely, EHS staff is improving upon keeping this population in mind when creating accommodations proactively and not solely when an IEP is mandated. Most math teachers have found that successful instructional strategies include a mixture of Explicit Direct Instruction, learning partners (Pair-share) (Scaffolding), and error analysis in the classroom. When students receive direct instruction/ lecture alone they are less successful. The use of Focused 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 teachers provide tutoring hours in their syllabi. They teach the note taking strategies as research-based, proven practices.	**Science Differentiation** Gen Ed student sample SAI student shortened assignment Science Lesson Plan that includes differentiation Science Lesson Plan that includes differentiation **Art Differentiation** Quickwrite 1 and 2 Math Differentiation

Math students 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, form 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.
 	
World Language students enjoy a variety of instructional strategies such as: audio visual multimedia, cognitive learning techniques (concept attainment), collaborative/ cooperative activities such as reciprocal reading, debates, Total Physical Response, Think Pair Share, dialogues, Checking for Understanding, and graphic organizers.
	Math Focused Notes
	  Math Focused Notes student sample
	  Sage and Scribe
	
	EHS Tutoring hours
	
	Math: Whiteboards
	Math Lesson for whiteboard use explanation
	Math Collaboration/Partnership WorkSheet
	
	World Language

C2. Student Engagement 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.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Eisenhower teachers participate in professional development activities throughout the year. Most Tuesdays are dedicated to teachers collaborating 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. Once per month, teachers take part in department meetings where curriculum is discussed. Some departments have taken a department/ PLC approach in which they gather as a department and then split into smaller PLC's to collaborate each Tuesday.	[Professional Development schedule](#) [ERWC 12 PLC minutes](#) [Chemistry PLC minutes](#) [English 10 PLC minutes](#)
Many members of the Eisenhower teaching staff have been trained in AVID strategies (Socratic Seminars, Focused Notes, and WICOR practices). Teachers also receive Gifted and Talented Education and Advanced Placement training when appropriate. Teachers interested in teaching an AP course are required to participate in an AP Summer Institute, most often sponsored by the UC Riverside Extension Center. Eisenhower's AP teachers have also participated in UCR's AP Readiness Workshops that are geared towards improving the success of both AP students and AP teachers.	[AVID trained EHS Staff](#) [AVID Summer Institute EHS staff list](#) Lesson plans and assignments requiring technology include: Math- [Desmos Line Land the Plane Activity](#) students use Desmos graphing online tool to complete inquiry tasks.
To foster collaboration between the AP history teachers and Honors/AP English teachers, a group of six teachers will participate in an "Inquiry and Evidence-Based Writing: the Intersection of English Language Arts and History-Social Science" sponsored by the RIMS History Social Science Project in March of 2020.	Science: Students use Desmos to graph human population [Graphing HPG](#) Science: [Ecological Footprint big shoes to Fill- Technology portion](#)

With California's focus on Inquiry-based instruction in Social Studies, four department teachers attended a "Seminar on Best Practices in the Question Formulation Technique" to teach students how to ask and formulate their own research questions. The hands-on, active learning technique was then shared with the rest of the Social Studies department teachers the following week during Collaboration.

English - Sample of Originality report students are encouraged to run a report themselves before submitting to a teacher.

CTE Cyber Security - Building a computer Cyber security - Google forms Module 9 Supporting Mobile Digital Devices Quiz

UCR AP Summer Institute Certificate of Completion
- **English** Gjerde,
- **Science** Litjen,
- **Social Science** Gonzalez

"Inquiry and Evidence-Based Writing: the Intersection of English Language Arts and History-Social Science" flyer

"Seminar on Best Practices in the Question Formulation Technique" flyer

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence

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 go beyond designated class time when trying to meet the academic needs of students. Teachers consistently guide through the learning process that is necessary for students to meet the academic standards in their respective disciplines. Particular strategies include Socratic Seminars, PowerPoint Projects, Focus Notes, and science lab activities. The use of these strategies allows the teachers to take an active role in the student's academic experience at Eisenhower. Teachers are optimistic and express high expectations for students to perform academically.

Math department members provide tutoring before school, during lunch, and after school for struggling students. Math teachers offer additional tutoring during our Step-up Saturdays throughout the school year. Students work in a more collaborative model versus direct teaching. Students complete performance tasks and work on DESMOS which is inquiry based and student led. Students work on ALEKS to enhance their mathematical skills every Tuesday while in class. Students are using ALEKS for assessments, classwork, and homework throughout the week.

Social Studies teachers use a variety of methods to coach and engage all students. Field trips organized by social studies teachers to destinations such as the Museum of Tolerance, Nixon Presidential Library, Sriracha factory, the San Bernardino Amazon Fulfillment Center, Asia Pacific Museum, Hollyhock House, Museum of Failure, the Broad Museum, and the Norton Simon Museum have given students opportunities to experience content in person. Examples of project-based learning being used to engage social studies students include simulations to recreate household budgets during the Great Depression, host an

Tutoring hours

Step Up Schedule

English Department "Empathy and Expectations" professional development agenda and worksheet

Collaborative Math
Math Desmos Evidence

Hidalgo:
Sriracha field trip
Amazon field trip
Hollyhock field trip
Pacifc Asia Museum

PBL Hidalgo AP econ This picture and this picture are also of project for AP Macroeconomics. Each group of 6 students had to design a

'autopsy' of a failed empire in World History, develop a 3-D city ready for an Amazon Headquarters investment, and invest and monitor a sum of money in the Stock Market. It is a department wide custom to provide an open environment for our students that is project based. Social Studies teachers are available before school, lunch, and after school, and some even make themselves available to students electronically.	city that would attract major corporations.
Eisenhower Performing Arts teachers serve as "teachers as coaches" during their many long hours of rehearsal. 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 Club activities outside of the classroom.	Project based (Art) Recycled Fashion Unit
Special Education teachers provide academic assistance as needed according to their IEP goals. 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. Some students create PowerPoint presentations and conduct oral presentations in class. Special Education teachers also take students on field trips into the community to obtain life skills, working skills, and community instruction.	SPED (Conteras): Community field trips + work experience SPED (Mihalski): Functional Life Skills/Community Instruction
English Learner students are offered tutoring every day during lunch. Eisenhower hosts a variety of classes to help meet the needs of our English Learner students such as; ELD 1 for basic English instruction, ELD II for further advanced students, Strategies for Academic Success for long-term English Learners with GPA's at 1.0 or below, and College and Career Prep I and II. Students are expected to have these classes for only one year with the exception of College and Career Prep. Structured English Immersion	

(SEI) classes are also offered for newcomers in most content area classes.	
Students in Capstone courses within the Child Development and Education pathway have opportunities to extend their learning in the capacity of an intern at preschools and elementary schools within our district.	CTE: Field trip SIPPS training

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Examination of Student Work Many teachers employ Google Suites to help organize their classroom instruction and materials: sheets, docs, forms, slides, and Google Classroom. Nearly every academic course offered at Eisenhower requires the students to research. Research projects give the students the opportunity to gather and organize information on topics that strengthen student understanding of a particular issue or dilemma within a content area. Many English students are involved in daily writing assignments that emphasize problem solving and advanced reasoning. English classes allow students to apply knowledge that they already possess. Students may be asked to do research projects, write and perform original advertisements, and prepare in-depth essays on various topics. Students explicate the effectiveness of an author's persuasive techniques in newspaper articles and other relevant texts. Students also use the RACE (Restate, Answer, Cite, Explain) method to answer questions and organize their writing process. The English Department utilizes several Marzano strategies including Checking for Understanding (CFU) strategies while often using several Kagan strategies that allow students to work in collaborative groups to complete assignments. Teachers also use CER (Claim Evidence Reasoning) as an additional strategy to	In order to see Google Classroom, samples access codes for Google Classroom are below: • Science - 4s4lyvu • Math - t1671b • English - q508xm • Cyber Security - k9az1c English (Mazich) Research Project Persuasive advertisement activity Persuasive advertisement into Google Slides English (Davis) Take a Stand Project Evidence: Instructions and Student Sample RACE 1 and 2 and 3 and 4

organize writing. Teachers regularly hold literature-based discussions to examine the morals, intentions, and agendas of characters far beyond their scope through literary analysis. In Yearbook and Journalism Club, 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. In English Language Arts classes, students frequently incorporate grammar and academic vocabulary into projects and presentations.	CER 1 and 2
	Yearbook: See physical copies of yearbooks (Hazel Price)
	Link for online newspaper: Journalism Club
Social Studies students are given opportunities to apply their knowledge within the classroom through projects and simulations. World History students are asked to visually recreate the landscape transformations that occurred during the Industrial Revolution, simulate the trade of goods via the Indian Ocean, and create original informational websites about various World War II topics. Social Studies classes work to create real world connections within the class in many different ways. Students may be required to create the "perfect" political candidate and then hold class elections, simulate income inequality, create their own labor unions and outline their demands, and report on current events.	WWII Website Project
	Social Studies (Gonzalez) "perfect" political candidate assignment and pictures
Beginning in Integrated Math 1, math students do many discovery and inquiry-based collaborative tasks to acquire subject knowledge, rather than strictly learning from teacher-led direct instruction. Many teachers use Kagan strategies to facilitate cooperative learning.	Kagan Strategy Sage n Scribe Student Collaboration

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence

EHS is constantly looking for ways to thoroughly engage students in their learning. Through teaching practices, lesson plan development, collaboration, varied modalities of assessment, and utilizing real world issues, EHS is continually developing additional ways students can demonstrate their genius.

English

Student work samples provided by the English Department demonstrated that students are able to problem solve within an individual setting. This is evident in the senior classes where teachers reinforce skills in reading and writing to ensure students are ready for college.

Assignment example
Rubric example
Examples

Math

EHS Math Department is doing a great job of utilizing the online program ALEKS to continuously develop their skills in math. ALEKS focuses on the concept being taught in the class, and affords the teachers the ability to check for understanding immediately. Math teachers utilize ALEKS as a means to reinforce skills and to assess students' ability levels. Utilizing the online program allows students to become familiar with online related skills that are necessary in college and careers. In addition to ALEKS, students demonstrate their ability to think, reason, and problem solve by solving performance tasks and completing error analysis problems.

ALEKs example #1
ALEKs example #2

Science

EHS Science classes engage students in group and individual tasks which demonstrate the students' ability to solve real-world problems creatively. Project-based learning gives students an opportunity to create a solution and test various outcomes and create modifications. Case studies and inquiry strategies promote deeper, more critical thinking to make connections to scientific topics, content, and theories.

Science example group windmill project
Reflection example

Examples of students work include project designs and personal reflections.	
Social Science The EHS Social Science Department offers many types of assignments to provide students the opportunity to demonstrate their learning. Through evidence collected, it was witnessed that students think, reason, and problem solve in individual and group assignments in assignments that include: decorating pumpkins with complete information regarding a historical issue, simulations regarding economics and building communities, and writing assignments responding to historical topics. Map reading skills are an integral part of the social studies curriculum. Students are asked to create three-dimensional maps tracing their path throughout the school to their six classes. Provided with toothpicks, glue, and puffy paint, students must problem solve in order to create a navigation chart that could be used by another Eisenhower student to find their way around campus. AP Human Geography are asked to go a step further and are required to map the population of the school.	Social Studies example
CTE Examples of student work demonstrates that students are able to connect the content of the classroom setting and relate it directly to the 'real world'. By working in as close proximity as possible to the various career fields that EHS is able to provide in the CTE Pathways program, students are able to engage in content that requires them to think and problem solve as if they were truly involved in the industry they are studying.	CTE: Students wrote, edited and published children's books.
Visual and Performing Arts The assignments in art class are typically individual and lessons are scaffolded to build students' skills. As students skills progress and their creative abilities are developed, the	Art examples: Dragon 1

level of expertise required in assignments increases so that the major projects a culmination of their knowledge and demonstrate their ability to self reflect on their work, engineer the intricate details in complex assignments, research what it is that they need to know in order to accomplish whatever it is they wish to create.	Dragon 2 Geometric designs Negative space
World Languages World Languages staff work diligently to ensure students have a deep understanding of the target language and of the countries in which these languages are spoken. In order to develop critical thinking, help students make connections and comparisons to the target languages and cultures, as well as develop their inter- and intrapersonal skills, some of the higher level classes research current events and present them to their classmates. Tasks such as these require students to think, reason, and problem solve in meaningful ways and in another language, which enables students to be knowledgeable global citizens.	Current Event Example English Spanish
SpEd Application of content to use in the real-world is essential in Special Education classrooms. Individual and group tasks help students to better understand the world in which they live and how to successfully and safely navigate within it. In the provided example, students determined whether food choices were healthy or unhealthy, if the food tastes good, and if it is easy to make.	Special Education food example Think-Reason-Problem solve for SAI Special Education: Prompt Answer Example
AVID AVID utilizes many forms of assessment and teaching strategies to ensure that students are gaining skills necessary for college and career. It is a norm for students in AVID to participate in Socratic Seminars and Philosophical Chairs to	Marking the Text

| deepen their understanding about complex and, at times, controversial topics of study. Students have gained skills in reading informational texts in order to prepare for these in class activities such as marking the text, formulating clarifying questions, and other communication skills. | |

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
Use of Technology There are over 700 mobile laptops 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. Core classes have been given class sets of student laptops. There is one Mac lab available for whole classes to use on the Eisenhower campus. Instruction in higher-level math classes (Intro to College Math, AP Statistics, AP Calculus, and Math Reasoning With Connections) relies heavily on student use of graphing calculators. The use of graphing calculators in these math classes helps 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. A strong commitment has been made in the English Department to incorporate technology into instruction. All English Classes have Computers on Wheels (COWS) and all English teachers utilize curriculum that is computer based. All Social Studies teachers enjoy one-to-one laptop carts stationed in their classrooms. All social studies teachers use Google Classroom to assign and collect student work, as well as to share additional online primary and secondary source materials. Each class is also connected to the	**Drama Film production** Production trailer #1 Production trailer #2 School news #1 School news #2 Math Tech Desmos Lesson Evidence Math Tech lesson student work sample

textbook's Pearson Realize online platform that includes flipped classroom videos, interactive activities, online maps and documents, as well as progress checks. Students use Google Applications for Education Suite to collaborate on group projects and create multimedia presentations.

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 physics classes complete a variety of projects such as 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 do lab write ups, posters, oral presentations, science fair projects, biofuels, and research projects on genetic disorders.

Science Tech lessons: Students use Desmos to graph human population Graphing HPG
Science Tech lessons:
Ecological Footprint big shoes to Fill- Technology portion
Science Web Page
Integrated Science/AP Biology (Litjen):
PowerPoint
Genetic disorders 1 2 3
Biotechnology 1 2 3

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
Use of a Variety of Strategies and Resources The Eisenhower staff uses 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 whiteboards to maximize student participation. Teachers use both whole class and randomized individual checks for understanding. Most math students are 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) and the use of technology to enhance lesson delivery (PowerPoint, Google Classroom) to engage students of all ability levels and backgrounds. All teachers use differentiation as a technique to engage students with diverse backgrounds and ability levels. The math department, working in collaboration with the SAI department has made significant growth in meeting the needs of students with learning disabilities. The ability to add instant access to problem examples via ALEKS to help with specific learning disabilities is a function that is very helpful. Most teachers communicate the standards and learning objectives on classroom whiteboards. Others communicate standards and learning objectives verbally at the beginning of the lesson. Most teachers implement "standards-based grading" aligned to the district requirement that seventy percent of the student's grade is to be determined by assessments.	[Accommodations made in collaboration with SAI department](#)

Science teachers use a variety of resources to guide instruction outside of science textbooks. Some of these resources include: lab investigations, case study articles, current research articles, and online interactive/virtual labs.	[Eisenhower High Science Page](#)
World Language teachers use a variety of instructional strategies to engage students in learning and actively participate in the learning process. In addition to direct instruction, students work in pairs and small groups to explore and enhance their language skills. Internet research coupled with presentations, discussions and debates challenge students to develop skills within the target language. World Language teachers also have systems in place to hold students accountable for their learning.	[World Language](#)

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
Real World Experiences 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 teachers strive to have all students provide justification for their answers. Math Department teachers discuss how the system of equations assists in solving real world problems like chemical mixtures. In Math 1 and 2 classes, students relate the concepts of triangles, angle of elevation/depression to fields like engineering, surveying, and electrical engineering. Outside of the classroom, students	[SPED Math/English real world experience](#)

have calculated the height of shadows, flagpoles, trees, and other objects around campus.

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. English teachers engage students in literature embedded discussions of real world issues. Current nonfiction pieces are presented to students in their English classes.

Economics students complete a number of financial literacy simulations as well as conduct college and career exploration activities. At the beginning of each semester Economics students are asked to research the jobs most likely to be automated as well as the reasons for which those jobs may be automated. In-class college research includes exploring the Department of Education's College Scorecard website as well as other "return on investment" explorations of the nation's universities. Guest speakers from San Joaquin Valley College and the Universal Technical Institute are annual visitors to twelfth grade Social Studies classes.

In Special Education, Transition Partnership Program transition class is available to students to help prepare them for life outside of high school. The program assists and monitors Special Education students as they enroll in a community college, and/or enter the workforce through Workability/Inland Regional Center/Department of Rehabilitation. Through the Workability program, students create a portfolio of career-oriented information that they can use to obtain jobs. The Department of Rehabilitation assigns

Debate team article folder

ERWC: Language, Gender and Culture Module
Fake News Module
Rhetoric of the Op-Ed Page: Ethos, Logos and Pathos

Hidalgo: Financial literacy assignment

SPED Math/English real world experience

SBVC Field Trip

vocational rehabilitation counselors to determine student eligibility and provide enhanced vocational rehabilitation services for at least one year prior to the student's graduation. Some 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 assist students to develop goals based on their abilities.

C2.7. Additional Online Instruction Prompt*: Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
APEX provides students with an opportunity to receive credit via online courses. Students learn to navigate real-world skills, such as using email effectively, using texting apps, dictation exercises, and other useful technological skills.	Rodriguez: APEX

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

As a collective learning community, Eisenhower teachers are making a concerted effort to address student needs by offering them challenging and relevant curriculum focused on college and career readiness. This is evidenced by rigorous classroom content and a variety of engaging activities aimed at the college and career needs of the whole student. Standards and expectations are clearly outlined and understood by the student body and can be seen in classrooms on posters and on course syllabi. Our diverse student population requires staff to differentiate research-based instruction in order to be successful. This differentiated instruction is happening daily in our classrooms through the use of relevant and current multimedia, technology and other avenues of instruction. Additionally, teachers facilitate learning as coaches to engage students by using equitable strategies, such as student-centered learning, Kagan strategies, project-based learning and other means of appropriately meeting the needs of our diverse student body. Teachers actively seek to give students the necessary tools to approach high cognitive levels and to extend learning opportunities. We find evidence of this through inquiry-based research projects and other assignments aimed at solving real-world problems with well-reasoned solutions. Technology is a focus in most of our classrooms and is used in some capacity on a daily basis. Students also use a variety of materials beyond textbooks, such as laptops, the Internet, and Google Classroom. Eisenhower's pathway program boasts many different opportunities for exploring various real-world careers, such as engineering, education and health.

**Prioritize the strengths and areas for growth for Category C.**

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

1.Through PLCs, departments have streamlined curriculum and developed common goals for instruction.

2. Teachers are comfortable with the use of technology in the classroom, such as laptops, Google Classroom and other modes of digital instruction and support.

3. Teachers use daily content and learning objectives to guide the week's instruction.

4. Teachers provide ample resources to address student needs and success in regards to college and career readiness.

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

1. Continue our focus on PLCs to assure that all groups are collaborating effectively and building common assessments.
2. Teachers need to be employing differentiation strategies in their lesson plans to address the needs of all students.
3. The school needs to continue building a support system and resources so that our EL population can be successful.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY
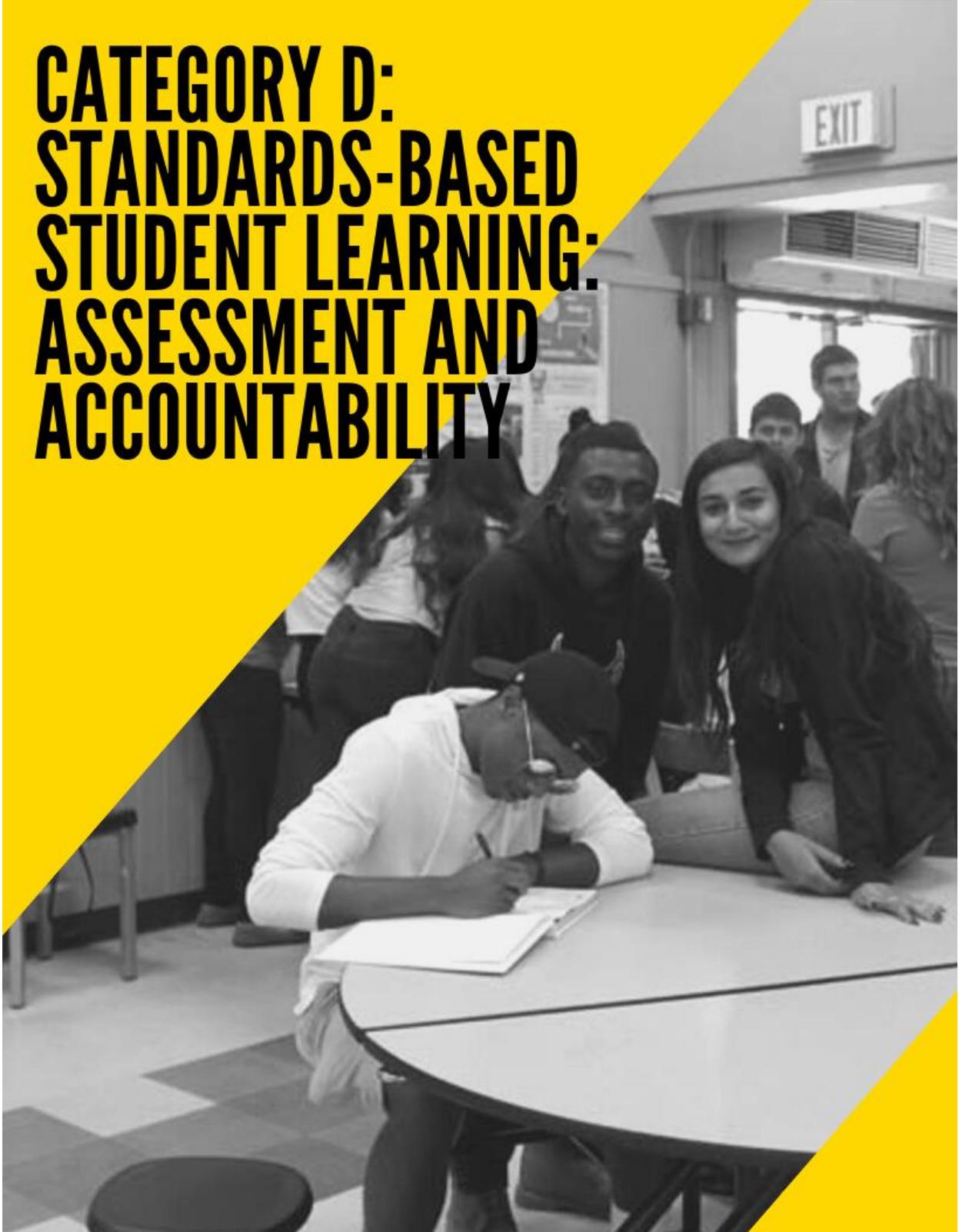
Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Schoolwide Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan aligned with the LCAP.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze and report student performance data to all stakeholders.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Ensure all student groups are included.*

Findings	Supporting Evidence
Professionally Acceptable Assessment Process At Eisenhower High School, the Mathematics and English departments use the Illuminate student information system for benchmark assessments. Illuminate 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	**English** Poetry Term Quiz 2 10th Honors Fahrenheit 451 Part 1 Comprehension Quiz

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 helps 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.

Google Classroom is used regularly by a group of teachers to assess student progress. Google forms can be used as formative and summative assessments for student progress. Google forms also provides statistic feedback of common student responses and progress toward standards. Once the assessment is shared on Illuminate or Google Drive, other PLC teachers are able to administer the assessment in their classes. Teachers utilize both document cameras and surface cameras to score assessments in Illuminate, providing students with immediate feedback. Illuminate reports are conducted 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.

Curriculum Embedded Assessments
Over the last couple of school years, there has been an improved focus on ensuring classroom assessments have aligned to the CAASPP assessment. Professional development in math and English has included opportunities for teachers to deepen their understanding of the types of questions students will see on the state test. Student performance data indicates that as a school we need to continue to focus on improving assessment practices that ensure students show growth in their learning. Other large-scale assessment results (AP, PSAT, and SAT) indicate our students need to be supported in the classroom instruction to ensure they improve their results on these tests.

Semester 1 2019 English Illuminate Results
 Characterization CFA

ELA Performance Task
Eng 9 Q2 Q4
Eng 10 Q2 Q4
Eng 11 Q2 Q4
Eng 12 Q2 Q4

Math
 CFA Example
 ALEKS CFA
 PLC Minutes

Science
 Studying space quiz
 Common Investigations for Science

History Social Science
 Chapter test
 Vocab Quiz
 US History CFA data
 CFA US History Topic 3

CTE
 Cybersecurity

World Language
 Spanish 1 CFA

Many PLC teams have placed Common Formative Assessments into the Illuminate platform. In addition, teachers are using Google Classroom as part of their assessments. For the 2019-2020, the math department utilizes ALEKs to administer most of the common assessments. The items given through ALEKS align to the SBAC items students will see on the CAASPP exam administered in 11th grade. Math PLC teams then utilize the data from ALEKs assessments during collaborative time and discuss methods for improving student learning. The math department is also implementing the administration of the Interim Assessment Blocks (IABs) and the Interim Comprehensive Assessment (ICA). These assessments mirror the CAASPP assessment and address our students familiarity with taking the assessment through the online platform. In analyzing the assessment results from the past three years, teachers believe a portion of the low performance is due in part to familiarity with the format. Students have needed increased exposure to the online tools and test items to ensure they have the ability to record their correct answers.

Rialto Unified School District English Language Arts Performance tasks exams are administered two times a year, but it is the belief of the English Language Arts teachers that these Performance Task 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. In ELA classes at Eisenhower, teachers are also implementing the use of the IABs and ICAs. Many teachers have been trained on how to score the items and generate data on student performance.

Rialto Unified School District has developed cumulative investigations for Science to assess student progress toward performance standards. Performance standards, as described by the Next Generation Science Standards, are performance-based assessment items which measure a students' ability to apply knowledge and concepts. These are assessed through common cumulative investigations in which the students are given a scenario to evaluate or problem to solve using three-dimensional learning ideas such as cross-cutting concepts, disciplinary core ideas, and science and engineering practices. The progress toward standards met is evaluated according to a rubric.

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 Common Formative Assessments within PLCs. Shorter and more frequently given reading/section quizzes are developed and administered independently by each Social Studies teacher, while 100% of the larger topic tests given are Common Formative Assessments created by PLCs. Department teachers currently use the Pearson Realize test bank to develop assessments with approximately a quarter of the questions being stimulus-based. These questions are often modified to have their vocabulary to better reflect our populations reading and comprehension level.

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence

ELA

In the English Department, grading systems such as weighting are determined on a teacher-by-teacher basis, yet 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 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. Due to the 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.

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

Math

ELA

-Iready results

-Example of assignment that is standards-based (have standards listed on the assignments.)

-Formative assessment with standards based rubric

-English 9 Syllabus / Grade weights

-English 10 Syllabus / Grade weights

-English 11 Syllabus / Grade weights

-English 12 Syllabus / Grade weights

Math

- Math PLC minutes

In the Math Department, there is a standard scale for grading which 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 Department teachers use modified district Pacing Guides as the basis for developing common assessments.

Teachers use a variety of strategies to assess student progress including: CFAs, tests and performance tasks. 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. 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. Students can demonstrate mastery by explaining steps in solving a problem or summarizing the lesson properly. Practice worksheets, ALEKS assignments, 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 teachers are using many types of assessment strategies to assess student learning and inform instruction. 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.

- [Math 3 Honors syllabus](#)

- [AP Statistics syllabus](#)

Math 1
- [Pacing Guide example](#)
Math 3
- [Pacing Guide example](#)

-[Formal and informal, formative and summative types of assignments and assessments.](#)

 [Examples of performance assessments and assignments used to assess and plan instruction](#)

Science

The Science Department develops labs, project-based assignments and curriculum guides in PLCs. PLC time is used as planning time for best practices and lesson enhancement, while identifying Next Generation Science Standards and 3-dimensional learning objectives that will be addressed during lesson delivery. 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. 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.

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.

Social Studies

Social Studies Department teachers place high value on writing assessments. History classes use short answer assessments, essays, and Quick Writes to assess students' content knowledge. Teachers use student assessment data to strengthen high achievement of all students, including projects, writing assessments,

Science

Environmental Science syllabus

Energy and Worlds of the Future syllabus

AP Physics syllabus

Chemistry syllabus

Integrated Science 3 curriculum guide

Environmental Science curriculum guide

Science PLC minutes

Chemistry test

Electromagnetism pre-quiz responses

Project KWL sample

Social Studies

Writing assessments of subject matter

AP US History multiple choice exam

Project Industrial revolution

World War II Project

formative and summative assessments, group work, and presentations. Using class discussions and checking for understanding techniques, department teachers obtain feedback and monitor student progress.

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 AP Human 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 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. These assessment methods are used by teachers to re-teach when necessary or move on to the next level. Physical Education teachers use a variety of assessment strategies to measure student progress including: fitness tests, skills tests, 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.

open-ended question exams in Government

multiple-choice exams in Government,
Example of Economics classes, students analyze graphs, charts, calculate prices, potential returns on investments and other basic math applications.

Physical Education
Examples / Descriptions of fitness testing

Examples of fitness tests, skills tests

Daily participation

Authentic assessments (performance)

Health has recently been embedded into our Physical Education classes. In Health, students engage in many types of assessment. These types include: 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: 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 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.

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

World Languages
Presentation Rubric
Writing Assignment
Cultural projects
Written test assessments
Second written test assessment
AP Spanish Language and AP Spanish Literature exam passing rates

Visual and Performing Arts
Theater - Portfolio Rubric
Theater-Writing Final
Art **-** Writing Assessment
Art- Watercolor Portrait Rubric
Choir- Individual music check assessment and rubric example

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 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.

CTE
CTE 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

Choir- Individual music check assessment and rubric example

CTE
Woodworking and Cabinetry
Safety test 1
Safety test 2

Project rubric with teacher and student evaluations

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.

The assignments collected by the CTE department for analysis demonstrate 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 outcomes.

To ensure equity and access for all students at Eisenhower, CTE teachers modify curriculum for students with special needs. General education teachers collaborate with the Special Education teachers to ensure students have access to the same engaging elective curriculum that general education students have. Students are able to demonstrate their learning in a different modality and they are supported through the use of peer tutors, one-on-one help, small groups, visual prompts and demonstrations.

Special Education
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 and set new goals focusing on strengths and areas of needs for the next academic year. Special Education teachers implement IEP accommodations/modifications during

Woodwork career alliance assessment

instruction. Teachers prepare lessons to accommodate all learning styles and check for understanding throughout the learning process. Special Education teachers provide information on IEPs on Google Drive to general education teachers with accommodations and will meet with general education teachers to discuss concerns and recommend effective strategies.

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
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. Language Development Specialist monitors quarter and semester grades, ELPAC results and CAASPP scores of the English Language Learner population. 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: 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.

EHS has a robust Career Technical Education program and multiple pathways are offered that meet student need and interest. Many students are completers in a pathway and demonstrate career readiness. College readiness is being supported through goals to increase A-G completion, AP course participation, and CAASPP performance in ELA and math. Possible area of growth indicates a need to address the overwhelming D/F rate of student grades. EHS students have been around 25-28% D/F for semester grades for the last several school years. Many teachers have expressed an interest in re-evaluating grading practices and implementing new practices for evaluating student achievement. PLC teams are also addressing ways to incorporate intervention within the class period. Teachers from many departments offer opportunities for students to retake or correct a test/quiz that was given in a class. It is frequently reported that students do not take advantage of these opportunities to improve their grades. Part of the EHS core values is an "Eagerness to Learn" and students are not demonstrating this behavior when it comes to working on improving test grades.

Eisenhower is also working to address a growing problem for many high schools in the area of plagiarism and

academic integrity. Many teacher teams are working to identify ways to monitor that students are doing their own work. There are features online through Google like the Originality report and math teachers are looking at ways to implement a secure browser when giving online math tests. The IKEMOB core values works to address this through the "I" for integrity and teachers model the behavior with students.

The current school year has seen the full implementation of the BARR (Building Assets Reducing Risk) program for 9th grade students. The program is designed to address the social emotional needs of freshmen as the transition into high school. Students are in cohort teams for their core academic classes (English, math and science) and the teacher teams have a common prep period in which they collaborate. There is a BARR program coordinator on campus who regular meets with teachers, students, counselors and parents. A counselor is assigned to each one of the BARR teams as well and are included on collaborative meetings. Wednesdays are the designated day when every member of each team meets to discuss high risk students, meet with parents, and discuss the iTime lessons. These specific lessons are taught in all classes to meet the social-emotional needs of students and to connect students with adults on campus who can support them in being successful in high school. To prepare for the program teachers attended training over the summer and the coordinator and principal attended workshops in the prior school year. The program is seeing success in an improvement in student grades and a decrease in discipline incidents. The BARR program is an additional layer at EHS that supports the adults in collaborating on how to meet student needs. There is an alignment with the IKEMOB core values and teaching the schoolwide expectations in the iTime lessons.

Academic Integrity through the use of Google classrooms Originality report

Assessment of Program Areas

D1.4. Indicator: The partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the collaborative processes that the school leadership and instructional staff in partnership with district leadership use to review and assess the programs and their expectations , including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
Graduation requirements are continually being modified by through the collaboration of the Board of Education and Rialto USD district leadership. The decision to adopt new graduation requirements has stemmed from the district focus to implement NGSS curriculum and align graduation requirements and A-G requirements. All grade levels must complete three years of math and the class of 2021 and beyond need three years of science. Board policy also phased out Health as a separate 5 credit class to meet graduation requirements. The necessary Health curriculum is now embedded within PE courses the 9th grade students all complete. It is expected that the Board of Education will adopt the graduation requirement for a year-long course in Ethnic Studies. Curriculum for the course is already being implemented and selected 9th grade students are currently enrolled in the class. Grading policies are examined and discussed at both the site and district levels. There is current board policy that ensures homework is weighted no more than 10% of a student's grade. Policy on homework and completion is not defined explicitly by either the board or the site and is left to the discretion of the individual teacher. PLC teams are encouraged by leadership to identify a policy that is the same for each course within the department. ILT members are in constant conversation about the effectiveness of teacher grading practices in evaluating student progress in	**Board Policy** Graduation Requirements Issuing of Credits Science Math Grading Policy Homework 10% Policy AP/Honors Weighting **State Law** Health Ethnic Studies **EHS Counseling** Website Counselor Credit Deficient Reports 7th Period Credit Recovery

meeting the content standards. The district's Curriculum Council as well as the Rialto Teachers Association (REA) are constantly evaluating policy on grading with their respective stakeholders.

Rialto USD Board policy also mandates that only A, B, C, D, D-, and F grades be given as official student grades. Some teachers give a D- if a student is close to passing the class and others stay with just a D or F. Grade weighting is applied to all Honors and Advanced Placement courses. This weighting is used to calculate a student's GPA and there are three separate GPA calculations on a student's transcripts.

Credit completion in terms of student's meeting graduation and A-G requirements often falls solely on the responsibility of the counselors. The six counselors at EHS all have a caseload of about 400 students at all grade levels who they meet directly with 1-2 times each year. Student transcripts are evaluated twice a year and additional meetings occur to ensure credit deficient students are taking advantage of opportunities to recuperate credits. There are multiple offerings for credits outside of the six period day. These include APEX courses, 7th period block, and summer school. APEX online courses are coded as CR (Credit Recovery) or the full course title that is approved A-G. Students can enroll in an APEX class outside of their regular day and work independently online when convenient. Teachers on campus grade any tests, projects, or writing assignments. Students can take as many classes in APEX as possible during the school year but are limited to one class at a time. Summer school is offered at Eisenhower for 18 days during the month of June with each semester lasting 9 days. Students can enroll in 10 credits during summer school and then additional classes in APEX online. The 7th period block classes are new to EHS this year and are growing in the number of students who are

taking advantage of this opportunity. The class runs for 1 hour and 50 minutes after school everyday except Fridays. There are classes offered each quarter that a student could earn five credits in half the time.

If those options will not ensure a student graduates on time, then Milor High School is an alternative education site for 11th and 12th graders who are severely credit deficient. Counselors meet with representatives from Milor many times throughout the school year and students are admitted quarterly. Students attending Milor have an opportunity to participate in EHS activities and can return once they recover the necessary credits.

Site policies have been recently implemented to ensure that students are meeting A-G requirements and promote a college-going and college-ready culture. Seniors who wish to have only five classes or be a TA for one period of the day must be A-G eligible. They are also strongly encouraged to be in a fourth year of math and a parent meeting with an administrator is required if the student is wishing to not enroll in math senior year. Counselors monitor A-G and graduation status and meet with administrators to discuss students who are at risk. A new process for this school year is that counselors and site administration will conduct an audit of transcripts for A-G purposes twice a year. Students who are close to meeting the requirements are enrolled in the necessary classes to "fix" their A-G status.

Schoolwide Modifications Based on Assessment Results

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D1.5. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
EHS uses assessment data to help inform school-wide goals. These goals are stated on our annual Single School Plan for Student Achievement, WASC Action Plan, and shape how local funds are used. In our SPSA, we describe how funds are allocated to meet our goals for continual student improvement. The goals of the site mirror the goals of the district which are to improve the learning of all students in ELA and math with targeted support for African American students, Special Education, and English Learners. With a completely new administrative team in place this school year, Eisenhower teachers are seeing how all of these items align and that the Principal is investing in the actions needed to improve student learning. AVID continues to thrive at Eisenhower and the entire campus is committed to working towards national demonstration status. AVID trainings for both AVID teachers and non-AVID teachers is budgeted for in the SPSA. Our PLC teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions. In our PLCs teachers ask the following questions: What is it we want all students to learn? How will we know when they know it? How will we respond when they do not learn? How will we respond when they already know it? These questions guide conversations during PLCs to agree upon curriculum, standards of performance rubrics, inform instruction, and analysis of results. The site administration and ILT are focused on improving the instructional strategies being implemented in the classroom. Part of this process includes deepen the learning of the PLC teams. Teacher teams have attended PLC conferences and trainings and instructional coaches have designed a template used for collaborative meetings. The use of this template has promoted a common language for discussing student outcomes and focusing on the four questions of a PLC	● SPSA ● Math PLC minutes ● Google Shared drives ● Collaborative template ● Innovate Ed agendas and calendar of dates ● "Placemat" ● Special Education trainings calendar ● AVID "marking the text" PD day October 2019 ● AVID summer institute

team. For math and ELA, there are release days for the teacher teams to work directly with the two Instructional Coaches. The focus of the day is to analyze student performance on common assessments and develop rubrics for evaluating student work. There are 4-6 days during the school year for each ELA and math teacher and the cost of substitutes is budgeted for in the SPSA. Special Education teachers are also included in the release day.

The Rialto Unified Special Education department provides continuous and on-going training for all teachers. Trainings have focused on co-teaching, specialized academic instruction, and classroom accommodations/supports. These workshops are designed to assist the general education teacher in meeting the needs of special education students in their classroom. Teachers have reported success in implementing the instructional strategies and that they have learned methodologies that support all students in achieving the learning targets.

The current school year marks the beginning of a partnership with education consultants with Innovate Ed. This is an intensive multi-year process that brings together site instructional leaders and guides them in building the instructional focus for the school. EHS has been through three of the sessions this year and the outcome has been that we will focus on literacy and having students read for comprehension. EHS is currently at the early stages of implementation and there has already been a two hour session on campus for all teachers that focused on AVID strategies for "marking the text". This is just one of the many strategies that will be incorporated schoolwide to promote the instructional focus. The work by the Innovate Ed team with our educational consultant looks at data as a means for gauging student learning and implementing strategies as instructional leaders to ensure success. Student results from CAASPP and the California Dashboard are

disaggregated and analyzed during release day sessions. The team is in the process of developing the school's "placemat" which defines and articulates the instructional focus and for EHS that is specifically reading for understanding.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

> **Online Programs: iNACOL Standard L: Assessment of Student Performance**: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Assessment Strategies to Measure Student Achievement

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

D2.1. Prompt: Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.

Findings	Supporting Evidence
EHS teachers use a variety of regular assessments of student work. Each teacher and department aligns their assessments to the standards and teachers discuss the results with their peers during PLC Collaboration Tuesdays. The Synergy online gradebook ensures that students and parents can see their progress and helps encourage teachers to regularly assess students using both formative and summative assessments. Every teacher uses a mix of tests, quizzes, projects, homework, and classwork to monitor student progress. Assessments range from teacher designed, teacher assembled from adopted textbook or college board released question banks, to assessments designed by textbook publishers.	- Illuminate - Synergy - ALEKs - iReady - Study Sync

The English department gives common benchmarks one to two times a year. These benchmarks were written by the EHS English department and are modeled on the CAASPP performance tasks. In the math department, common assessments are given using ALEKs and the department is using the IAB tests (Interim Assessment Blocks) to ensure students are making progress along the standards.	● ALEKs ● Illuminate ● TOMS
PSAT is given to all 10th grade students each year in October and the SAT is given to all 11th grade students in March. The goal behind this is to provide students an opportunity to test who normally can not afford to pay for the test. This school year the PSAT results are being utilized to let students know of their "AP Potential". As a school, we need to implement methods for using results as lessons in the classroom. At this time, teachers are not using the results or providing feedback to students once they take the PSAT or SAT.	● IEP Documentation ● EL Documentation
Overall student achievement is also being analyzed in terms of AP test pass rates and participation rates. Participation rates have increased over the course of 4 school years from 14.2% to 21.3%. Pass rates for the test have increased for some subjects and decreased for others. AP teachers are using more of the resources and assessments provided by The College Board to help EHS students improve in the understanding of the academic standards and possibly improve pass rates. The strategies that AP teachers are developing is being transferred to many other classrooms on campus and improving the instruction for all students. AP teachers are collaborating with Honors teachers to ensure students are prepared for AP coursework.	

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. (This may include how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.).*

Findings	Supporting Evidence
Teachers at EHS use formative and summative assessment results to guide, modify, and adjust their instruction on an individual basis. Teachers use assessment data to determine whether a student has mastered the content standards. Teachers working in the small learning communities, meet on a weekly or bi-weekly basis to collaborate on lessons and address student intervention needs. Unit plans and pacing plans are used in these PLCs to ensure that curriculum goals are met and implemented. CAASPP assessment results are one piece used to inform placement of students into programs such as EL and SPED as well as the development of program goals to meet the needs of all students. On a yearly basis, the faculty and staff are presented with data from formative assessments. Departments are given time to meet and discuss the results on state mandated testing, common district assessments and grade level common formative assessments. They collaborate as a department to create action plans to increase scores. Teachers often use their gradebook to identify which assessments are formative and which ones are summative. Increasing focus through collaboration includes discussion by teachers on student outcomes and how to adapt instruction to meet student needs. Teachers report using many different kinds of formative assessments to check for understanding and to assess discrete skills leading up to more comprehensive or summative assessments. These include quick writes,	PLC Agendas and Notes ● Department Meeting Agendas ● Faculty Meeting Agendas ● Leadership Team Meeting Agendas

quickdraws, drafts, mock presentations, warm-ups, exit tickets, quizzes, practice tests, worksheets, daily practice/rehearsal, thumbs up/down, and peer review. Teachers are also using many digital tools for formative assessment such as Kahoot, Google Forms, EdPuzzle, Quizlet, and Socrative. Additionally, when possible, many teachers treat "summative" assessments as another kind of formative assessment and allow revisions or test corrections for additional credit. These formative approaches give teachers multiple opportunities to diagnose students' misunderstandings and difficulties or to have students self-diagnose. Many teachers are working towards use formative assessments to modify instruction both on the fly and in a planned way in order to provide several chances for students to demonstrate mastery.

Within departments, such as the math and English department, student work is examined and assessment results to modify curriculum and instruction in the classroom. Intervention strategies as discussed and shared. Some training on intervention strategies takes place in these departments. Teachers in the math department have been trained in how to use programs like ALEKs.

Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
Students are well informed of their progress in classes. Policy states that teachers keep the online gradebook through Synergy SIS and they are encouraged to update frequently. Students are frequently reminded to check their grades through the Synergy app on their phones and parents are encouraged to do the same. Parent emails and contact information are updated at the beginning of each school year. This ensures teachers are able to reach parents and notify them of concerns in student performance. In many departments the use of a common rubric is being developed and implemented. This supports students in deepening their knowledge and ensures that teachers are using a common language when evaluating student work. Teachers are also using Google Classroom to post and monitor assignments. Teachers can grade work and have it synced directly to the gradebook from Google Classroom. Teachers offer tutoring and the schedule is posted on the school's website. Saturday Step-Up is an opportunity for students to get help in their classes as well as recover attendance. Students are given a syllabus of each respective course at the beginning of the school year. The syllabi include the grade framework so students know the letter grade range. Teachers are required to post Content and Language Objectives in the classroom. Administrators frequently walk through classrooms and record whether or not the Content and Language Objectives are posted. In the formal observations the expectation is that teachers are discussing these outcomes with students. Some teachers are reviewing assessment results with students and providing opportunities to retake or correct mistakes for a higher score. In English classes, revisions of essays and writing assignments are allowed to deepen the learning and increase the score on an assignment.	● Synergy ● Google Classroom ● Tutoring Schedule ● Step-Up Dates ● EHS walkthrough data

Many English teachers frequently update grades in Synergy. Most students also have access to their Synergy log-ins in order to check their grades. Teachers review and post grade breakdowns (category weights or total points) with students at the beginning of the year and include this information in syllabi. With regards to specific assignments, teachers have various methods of communicating to students their progress. Those ways include: Google Classroom, Remind, StudentVue, ALEKS, and posted grades. Most summative writing assignments are accompanied by a rubric so that students are clear on the expectations of their work.

In Social Studies, students are informed of expected learning outcomes at the beginning of every lesson. Student grades are posted both in the classroom as well as in Synergy. In Science, there is some dialogue between staff and students. The SLOs are posted and appropriate portions referred to during most lessons. Students and their families can access Synergy to stay informed of what they have earned and what they have to makeup or are missing. There are rubrics for lab write-ups, written work, and projects.

CTE instructors begin the school year with review of course syllabus and class expectations. These are followed up with unit standards posted in the classroom. Unfortunately, there is not enough time in the day/week/unit/semester to give quality time to each student for their feedback. Teachers can meet at lunch, after or before school with students who need additional support. Eagerness to Learn Wednesdays provides school-wide opportunities for teachers and students to meet.

The standards for Math courses are shared with parents and students at the beginning of the year through the syllabus. Content and Language Objectives are posted and

incorporated within lesson design. Parents and Students communicate with teachers through email.

For RSP students, the case carriers meet with students weekly to discuss grade progress and work on IEP goals. Parents and teachers communicate frequently and parents are updated on goals and grades.

A method for collecting student feedback includes quick walkthroughs with the administrative team. Student engagement is evaluated and students are questioned on their understanding of the lesson outcome and expectations for learning. Data is collected by administration through a google form that is filled out when they walk the classroom. The goal is to visit 5-10 classrooms per week by each administrator. This is a new methodology that has been introduced this school year and is meant to collect data on classroom learning environments and provide immediate feedback to teachers.

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

Eisenhower faculty use a wide variety of assessments to monitor student progress toward mastery of academic standards, SLOs, IKEMOB core values and college and career readiness standards. EHS teachers are committed to utilizing collaborative time to analyze student results and monitor the learning. They are working to deepen their own learning in terms of assessments that align to CAASPP. School leadership has allocated resources for trainings and supports that will improve student outcomes and EHS has the potential to improve tremendously. Schoolwide programs like AVID and BARR are supported and are aligned to the school's mission and vision. Teachers have embraced new modes of assessment and are taking advantage of digital tools to streamline student tests and quizzes. There has been an increased alignment with the SPSA and the actions of the school site. Professional development opportunities has provided an increased knowledge of the PLC collaborative process and CAASPP assessment elements.

Eisenhower communicates student achievement and progress primarily through Synergy, which is very widely used by teachers, students, and parents. EHS teachers are working to shift away from one-shot summative assessments toward the use of multiple formative assessments to emphasize student mastery. Most teachers provide some sort of additional opportunities for students to demonstrate mastery, even after "summative" assessments, in the form of revisions, retakes, and test corrections. Teachers report that students do not readily take advantage of opportunities to correct test scores to improve overall grades. EHS students have opportunities for college entrance tests such as the SAT and ACT but do not necessarily acknowledge the benefit of taking these tests. The school community and stakeholders need to spend more time teaching students about the importance of these exams.

Prioritize the strengths and areas for growth for Category D.

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

- Opportunities for collaborative teams to meet is readily available and teachers have been trained on the PLC strategies. Teacher teams work together to design common assessments and identify learning targets based on the academic needs of students.
- Students and parents have access to the online gradebook through Synergy and teachers frequently update grades. The majority of parent emails are updated through Synergy which allows opportunities for direct communication. Counselors meet frequently with students who are in need of credit recovery.
- IKEMOB core values prevail in many aspects of the classroom.
- Students have opportunities to AP, SAT, and PSAT at no cost which allows for access and opportunity to college.
- Literacy as a school-wide focus is beginning and teachers are committed to the goal of reading for understanding.

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

- There is an urgent need to examine the high rate of Ds and Fs across all subjects. Staff are currently working to evaluate grading practices as one means of addressing the concern, which would specifically relate to improving the standards-based grading principles.
- PLC teams need an increased focus on intervention within the classroom to ensure students are learning. Collaborative time focuses primarily on overall calendaring/pacing and assessments. A shift to answering the question of the PLC: "What do we do when students don't learn?"
- Stronger alignment to the CAASPP assessment in how students are assessed in the classroom. With a focus on math, ELA, and the new science state tests.
- Continue using multiple forms of data, including the review of student work and Illuminate in all departments to assist us with data analysis to guide instructional decisions.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

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

E1. Parent and Community Engagement Criterion

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

> **Online Programs: iNACOL Standard Q: Parents/Guardians**: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
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 to 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 is to encourage the parents of at-risk students, including English Learner students, and Special Education students to attend parent-led meetings	Parent Engagement Calendar Parent Institute for Quality Education (PIQUE) Flyer Family Leadership Institute (FLI) flyer Superate y Triunfa flyer

during ELAC to discuss current and 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 trainings are provided to parents during these meetings which includes attendance, graduation requirements, A-G requirements, ELPAC, reclassification from the English Learner program, data and statistics from standardized testing, the school plan, funding, discipline, drug awareness and academic options.

Parents are regularly invited to campus to participate in Parent-Teacher Conferences. They can also become part of the teaching and 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.

4 Year Grad Plan

Eisenhower High School designed and established a Parent Center. This Parent Center acts as a hub for all parent meetings, workshops, and institutes. ELAC, SSC, and PTSA meetings are held in the Parent Center. The new addition of the Parent Center on campus was completed at the beginning of the 2019-2020 school year and will become a valuable resource to the parents of EHS students for years to come. This addition has welcomed more parents to participate in their children's education and has made them aware of the importance of their participation in this joint partnership between the student's home and school. EHS staff also welcome parents to volunteer in various classrooms and events.

 Coffee with the Principal Dates
Parent Event Dates handout
Parent Center Event Dates website
 Parent Volunteer Flyer

The school website provides access to important information about graduation requirements, A-G requirements, school calendar and on-campus activities. ParentVue is a parent's way to access the most recent grades and completion of assignments in their student's school work. Google Classroom is another tool that some teachers use to provide parents access to course information and class assignments.	StudentVue account set-up Google account set-up Access codes for Google Classroom Science - 4s4lyvu Math - t1671b English - q508xm
Many teachers utilize the Remind platform to communicate with students and families.	Teacher Remind Codes
The Eisenhower Career Center provides opportunities for students to meet with career and/or college representatives to learn about careers and colleges. The Annual College and Career Fair is open to all students and their family members.	University Presentations sign-up College Week Schedule College and Career Fair Flyer

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
Use of Community Resources Throughout the year, students sign up at the Career Center to attend presentations from representatives to find out about universities, colleges, military and technical programs. In the 2017-2018 school year, AVID hosted guest speakers to give students the opportunity to learn about careers. This is something that we would like to	Career Day Video

continue in the years to come. Workability involves community members/local business owners who provide work experience and jobs for Special Education students. Fifty students are placed to work out in the community who have an active IEP. Each is given a maximum of 50 hours to work. If they have never worked before, they receive a training wage ($10.20/hour) and if they have work experience, they earn minimum wage ($12/hour). Students may work once per school year and are referred by teachers or hear about Workability from workshops presented by in classrooms. Students are required to fill out a workability packet to apply for the program. There is also a workability program at Carter, Rialto, and Milor High School whose students are represented on the data sheet.	Workability Flyer Workability Data
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 and South Coast Community Services to get immediate help for students in crisis situations. Counselors also provide pamphlets with community resources for students and parents. Eisenhower works along with RUSD Child Welfare and Attendance to provide assistance with our McKinney-Vento students. Eisenhower also has its own IKE's Closet where students are able to pick up clothing as well as other necessary items that were donated by staff or community members to assist students that are in need.	Mesa Clinic Flyer South Coast Community Service Form McKinney-Vento Act Poster I McKinney-Vento Act Poster II Mc-Kinney-Vento & Foster Youth Referral Clothing Tree pamphlet RUSD Child Welfare and Attendance web page with additional resources IKE's closet donation letter IKE's closet flyer
EHS has a Wellness Center that is managed by a counselor on special assignment. The main goal of this program is to provide immediate on-site support for students who need social emotional, behavior, academic or any other type of support.	Wellness Center Website and Referral Link Wellness Center Data Aug Wellness Center Data Sept Wellness Center Data Oct
The counseling staff also works in partnership 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.

EHS partners with community members, clubs, and organizations to provide annual scholarship programs which provide financial support for students. In conjunction with the STEM Program, local engineers mentor students in engineering. Through the ACE (Architecture Construction and Engineering) Program students can take place in an after-school program of 19 sessions. After the program seniors can apply for scholarships of up to $20,000 towards a major in that field. EHS is in the process of looking for new sponsors.

Parent/ Community and Student Achievement

Administrators distribute and review student performance data annually with teachers. Teachers review test data with students so that all stakeholders have a clear picture of student progress. Instructional coaches, specialists, and PLC leaders work in professional learning communities to analyze 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 during 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, Freshman Orientation, and AP/HP Information Night. All parent events are presented in both English and Spanish.

EAOP Student List 2016-2017
EAOP Student List 2017-2018
EAOP Student List 2018-2019
EAOP Student List 2019-2020

ACE Mentor Program
ACE Graduation Flyer

Back to School Night flyer
College and Career Fair
Cash for College Flyer
Cash for College (Free Application for Federal Student Aid)
Parent Summit
Incoming Freshman Orientation
Incoming Freshmen pictures
AP/HP Web page
AP/HP Information Night I
AP/HP Information Night II
AP/HP Information Night III

E2. School Environment Criterion

The school is a) 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.

> **Online Programs: iNACOL Standard P: Organizational Support**: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
Safe, Clean, and Orderly Environment Eisenhower High School has always had a School Safety Plan in place but it was not until recently that it was shared and discussed school wide with all staff and students. EHS is prepared and practices for emergencies such as fires, earthquakes, and intruders.	SARC Report on page 12 outlines the plan: SARC Online
Eisenhower staff and faculty do their best to maintain a safe, clean, and orderly environment. The campus is over 50 years old and is showing signs of wear and tear. Cracks have begun to appear and/or worsen on the sidewalks. Ramps into portables are showing signs of deterioration and are a possible safety risk. Portables also have odor issues that create unpleasant learning environments. 61.9% of the staff feels that repairs are not done in a timely fashion and are not a priority to the district.	Custodian/Maintenance Work Order Maintenance Request Log
School repairs and maintenance are done through a work order process to ensure campus and equipment are kept in good working order to be in compliance with the Williams Settlement. Eisenhower High School meets the needs of students with disabilities by providing appropriate access to buildings and facilities.	William's Settlement

During school hours, Eisenhower is a closed campus with many points of entry and not enough personnel to supervise them. Gates are locked and all visitors are required to sign in and receive a visitor's badge in the Main Office. Security staff maintains a safe environment for students. Our tardy policy aims to encourage students to be in class on time, but is still not consistent. The school has a disaster plan in place, so students and staff know what to do in case of an emergency. However, the staff feels that we are not conducting enough drills. Evacuation maps are posted in all classrooms. Staff members may access a staff handbook online that includes the school's emergency plan. To ensure safety and order, teachers and administrators chaperone many off-campus events. Security, teachers, administrators, and, often custodians, are present at all on-campus events.

Facilities Request Form
Facilities Calendar

Evacuation Map

EHS virtual staff handbook

The student discipline policy follows a regular sequence of actions allowing students and families to know the consequences for infractions. 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.

Student Discipline Policy

Each year students, faculty, instructional and non-instructional staff all sign 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. All classes are required to have Uniform Complaint Procedures posters hanging and visible in their classrooms.

Acceptable Use Policy
Uniform Complaint Procedures

The district is currently trying to create a 4-year renovation cycle to update technology in the classrooms. The management of trash is an issue on campus. Due to the layout of the school and lack of personnel to help enforce the rules regarding trash pick-up during lunch and passing periods, this problem has been difficult to solve. EHS is consistently lacking sufficient custodial personnel, but schedules are in place to handle the situation as best as possible.	

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
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 implement a scaffolding technique in order to cater to all levels of student knowledge. Teachers employ a rigorous approach aimed at exceeding basic understanding. 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 iReady and the CAASPP, using rubrics, 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.

English 10 PLC minutes
ERWC 12 PLC minutes

Math teachers work closely within their PLC's 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 the best methods of remediation. Students are required to successfully complete three years of math courses to graduate from high school. The mathematics instructional leader and math coach work to ensure that students are placed appropriately to maximize their success.

Math 3 - Minutes
Math 1 - Minutes

In the visual arts, teachers have high expectations for students and are continuously searching for opportunities for students to participate and showcase their artwork in more competitive venues.

The Physical Education teachers develop lessons that are standards-based which allow students to have working relationships with each other and staff. Physical fitness and the state mandated Positive Prevention Plus Curriculum have become the common goal within the department. Positive verbal reinforcement along with rewards such as free play or choice of activity helps motivate students. Life-long learning and students' ability to work collaboratively within the physical activity is a priority. Teachers strive to help students improve upon their own fitness and understanding and not solely learn the standards.

Positive Prevention Plus Curriculum

Students are given opportunities to demonstrate their own interest with each physical activity.

The Science Department strives to provide an environment that gives access to all standards for all students. Students are given a choice of a pathway through integrated classes. Currently offered are the 3 years of water courses (Solving Water Problems, Water Technology and Principles of Water Applications) as well as a dual immersion program through San Bernardino Valley College (SBVC). During their third year, students are given the opportunity to obtain a Water Certification. The Water Certification would allow students to work in the Water District after completing high school.

Chemistry PLC minutes

The curriculum presented in Social Studies courses has become more inclusive of all groups since the state's adoption of the 2016 History-Social Studies Framework. Honoring individual differences is an important component of our new Ethnic and Social Justice Studies course.

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 continual contact with teachers.

PBIS is another program that promotes positive behavior on campus. The program allows small groups of students to address emotional and behavior needs based on IKEMOB core values. This program impacts the campus in a positive way by allowing students to be recognized for their

PBIS reflection sheet
PBIS Student Groups

achievements both big and small. The purpose of PBIS is to reduce suspension rates and address behaviors in a counseling and mentoring process.	
All students at EHS receive a free and reduced lunch. Eisenhower instituted the school-wide Breakfast in the Classroom at the start of the 2019 academic year to ensure all students are well nourished and ready to learn.	Breakfast in the Classroom webpage Breakfast in the Classroom Menu Breakfast in the classroom pictures
The Health Office screens 10th grade students for hearing and vision each year. Special Education students are screened yearly before their annual IEP meeting. Speech services are offered to students when needed or required by their IEP or 504 Plans. Special Education students receive services and accommodations based on learning needs and behavior. 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.	

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence

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. There are many events throughout the school year that encourage teacher and staff participation alongside students at Eisenhower High school (ex: Dress up days and activities for Homecoming week, Rival week, Red Ribbon week, Kindness week and March madness). As advisors, teachers regularly participate in supporting student club fundraisers. Some teachers coach and/or serve as club sponsors. Coaches and club advisors encourage students to participate in sports teams, which motivates students 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 rallying school spirit by wearing Eisenhower spirit shirts. On designated days many faculty and staff members wear college attire in order to promote the importance of higher education and lifelong learning. Faculty and staff also volunteer and participate alongside students/club members in the yearly Staff Lip-sync and 'Dancing with the Staff' activities. 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 students who need academic support. An atmosphere of comfort and respect among students and staff is fostered by all. Establishing strong

Staff spirit challenge calendar
Homecoming Week festivities
Homecoming Dress-Up Days
Seniors vs. Staff Kickball pictures
Homecoming game and halftime festivities pictures
Rival Week 2018
Red Ribbon Week Dress-Up days 2019
Kindness week Dress-Up days 2019
March Madness 2018
Teacher Spirit Wear - Teachers wear green and gold spirit shirts on Fridays.
College Tailgate pictures - College shirt spirit day
Staff Lip Sync battle pictures
Dancing with the Staff pictures
Eisenhower Commencement Gallery

Integrity and Eagerness to Learn - Teachers promote Integrity and Eagerness to Learn by standing at their doors during passing period.

Schoolwide Tutoring schedule

support systems help students feel confident that they can overcome academic challenges and persevere.	"Impact Fridays"
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 obtain good grades to be eligible for teams. Weekly grade reports, signed by all teachers student agendas, are updated on StudentVue regularly.	Grade Checks I, II, III, IV
Staff reported that additional support from the district, administration, and counseling is needed to create a variety of classes and programs to meet the needs of students.	Master schedule
A list of current club and sports programs is available online for students to access.	Eisenhower Clubs and Advisors Eisenhower Athletics web page

E3.   Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

> **Online Programs: iNACOL Standard O: Guidance Services**: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's academic and personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Adequate Personalized Support Counselors meet once a year with every student, individually or in small groups, to develop and review their four-year plan. With the support and guidance of their counselor, students select their college and career path and develop a course of study. 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, CAASPP 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. Incoming 9th grade students were invited on campus this year to learn about courses, extracurricular activities, and clubs. Students who attend are given priority registration. Parents and students have the	J-2 Computer Lab Schedule - February 2019 Class registration GUIDANCE LESSONS ● 9th Grade Class of 2023: ppt - pdf ● 10th Grade Class of 2022: ppt - pdf ● 11th Grade Class of 2021: ppt - pdf ● 12th Grade Class of 2020: ppt - pdf 4 Year Grad Plan Copies/Examples of student submission of plans into Google Classroom:

opportunity to meet with Honors teachers. 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. The program was hosted by our counseling department, Link Crew, ASB, clubs, and sports.

Counselors work collaboratively with parents, teachers, and administrators 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 during their junior or senior year; they discuss alternative education, extended-day courses, APEX, 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.

At Eisenhower, all 9th grade students are grouped into block teams with a common English, Social Studies and Science teacher. This teacher team meets throughout the week to monitor student progress, identify strengths and to consider ways to support and challenge all block students. Each week, our 9th grade assigned 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. All 9th grade students are assigned an adviser who is part of the 9th grade BARR

-Student 1
-Student 2
-Student 3
-Student 4

Link to photo gallery from Incoming freshmen

Incoming 9th graders course requests

AP Parent Meeting Flyer
AP PLCs

IEP and 504 Calendars
Calendar 9/30
Calendar 10/7
Calendar 10/14
Calendar 10/21
Calendar 10/28

Step-Up Calendar
Student Step-Up registration
Teacher Step-Up registration
Step-Up Sign-Ins

BARR Parent Letter
BARR Scope and Sequence

staff. The adviser will serve as the point person to monitor student progress and communicate with the student, their family and the rest of the BARR team.

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 that 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 Vento Act and provide educational needs for students whose families are displaced. A designated counselor is available for students who are McKinney Vento and foster students. This counselor offers services and resources for students and meets with them regularly to keep them on track for graduation. Students suffering from social issues such as anxiety, depression, or suicidal thoughts, a counselor on special assignment, in the Wellness Center, is designated to counsel students and teach them coping mechanisms. Additional staff have been trained in restorative practices and hold restorative circles in their classrooms.

Counselors work with the Career Center Technician 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

Schoolwide Tutoring schedule
Think Together Enrollment Application
Think Together Program Design
Think Together Job Opportunity Flyer
Think Together Student Interest Survey

List of staff trained in restorative practices and/or ASIST

University Presentations sign-up

College Week Schedule

College and Career Fair Flyer

EAOP Student List 2016-2017
EAOP Student List 2017-2018
EAOP Student List 2018-2019
EAOP Student List 2019-2020

Eisenhower Clubs and Advisors

and one-on-one financial aid application assistance. Counselors stay current on financial aid and college application process by attending informational conferences every year. 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.

In order to actively encourage students to get involved in extracurricular activities, students are provided a 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 and Kiwanis. 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.

Kiwanis students of the list
Kiwanis Student of the month October 2019
Student of the month nomination form

Copies of Accommodations

Special Education teachers attend collaboration meetings with general education teachers and work with counselors to place students in appropriate classes for incoming years. Special Education teachers (SAI) work with general education teachers to provide accommodations to the curriculum based on IEP goals for special education students. Special education students are monitored for IEP goal progress, failing grades and graduation rates. Special education students are placed in general education classes with accommodations and SAI support to assist with passing the California Assessment of Student Performance and Progress (CAASPP) requirements.

Graduating special education students can be served by the Department of Rehabilitation/Inland Regional Center. These students' future plans are solidified and a program is developed to fulfill their plans. On campus, EHS offers a Career Transition course where students are guided through job applications, resume development, college applications and financial aid applications.

Eisenhower offers an attendance program which increases students' ability to succeed now and in the future. The attendance office has an open-door policy for students and parents. 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 have been late or missed classes. 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. Our Wellness Center

Transition Partnership Program

Attendance contract
Outstanding Attendance Certificate
Tardy Sweep 1
Tardy Sweep 2
Tardy Sweep 3
Tardy Sweep 4

Attendance letters 1st notice
Attendance letters 2nd notice
Attendance letters 3rd notice

Pride Platoon Flyer English
Pride Platoon Flyer Spanish

Step-Up Calendar
Student Step-Up registration
Teacher Step-Up registration
Step-Up Sign-Ins

Counselor attends these meetings as a campus representative. Students are referred to Step-up Saturday's for two reasons; (1) clear absences and/or (2) receive 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 and hosted by our Attendance Specialist. Parents are invited to attend and see their students receive an award for their punctuality and eagerness to learn.

The students at Eisenhower have access to use the California Career Zone that can help identify what career path they may 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 College and Career Fairs, like the one hosted by the National Association for College and the Black College Expo. Admission Counseling. Field trips are offered to local campuses like UCLA, Mt. San Jacinto, and San Bernardino Valley College. The 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

CWA in charge of STRAIT (Wagonner)

Perfect Attendance Certificate

NCAA
Division II Worksheet
Athletic Recruiting Questions

Senior Portfolio #1
Senior Portfolio #2
Senior Portfolio #3

Black College Expo

encouraged to complete 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 annual Senior Awards Night.

Senior awards night pictures

Career Center Technician is also responsible for the PSAT, which includes recruitment, administration and test result distribution and explanations to students. The Career Center Technician also coordinates the schoolwide SAT Day where all juniors take the SAT on campus during a modified bell schedule. The career 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.

SAT Modified bell schedule

The Career Center is open for extended hours during 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 completed properly, and monitor the Free college Promise applications. 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. Additionally, Cal State San Bernardino representatives have been on site to assist with college applications as well. Work permits are picked up in the Career Center and the Career Center Technician finds local jobs for Eisenhower students. The Workability Transition Case Technician works closely with special needs students and assists them one-on-one or in a small group to complete their applications for work and/or college.

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. Eisenhower's Workability and Transition Partnership Program (TPP) Coordinator provides the special needs students with local job listings, workshops on resume development and interview skills.	

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
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 and Upward Bound establish and foster an environment conducive to learning. Furthermore, counselors provide classroom presentations detailing their services for student growth and development. Link Crew provides freshmen with orientation to the campus and mentoring throughout the school year. After-school tutoring programs have been available to all students in each subject area. Eisenhower implements a curriculum that allows for student access through specialized instruction according to student needs. Students are also offered additional math support (ALEKS) 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. At Eisenhower, all 9th grade students are grouped into block teams with a common English, Social Studies and Science teacher. This teacher team meets throughout the week to monitor student progress, identify strengths and to consider ways to support and challenge all block students. Each week, our 9th grade assigned 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.	BARR Parent Letter BARR Scope and Sequence BARR team meeting sign-ins -Sign-in 1 -Sign-in 2

Support Services – Multi-Tiered Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	Supporting Evidence
Support Services and Learning All freshmen, including English Learners and Special Education students, are introduced to the library and its resources through a library orientation. The library technician provides information literacy instruction to	Library homepage link

students. The Library homepage and book catalog are accessible to students on and off-campus through links on our school website. 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, and academic search engines. Textbooks are distributed to all students during the first 2 weeks of school 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 receive help choosing books, finding books, browsing online resources, citing sources, using software, using hardware, and printing so that they have full access to all of the library's resources. Tutoring is available in the library Monday through Thursday.

ELPAC 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).

To promote equal access to computers and Internet, each classroom is equipped with a laptop cart for student use. Special Day class teachers have a class set of 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.

[Library book check out schedule](#)

[SMART Tutoring](#)

[Secondary Reclassification Criteria 2019-2020](#)
[ELAC sign-In](#)

To aid students struggling academically, staff uses parent phone calls, weekly grade checks, frequent counseling and email with parents and students.	

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
Equal Access to Curriculum and Support All Eisenhower students have access to a rigorous, 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 rigorous curriculum, such as Advanced Placement and Honors courses. The AP program operates on the philosophy of open access to all students and there are currently 19 AP courses available to Eisenhower students. Students in AP classes are expected to take the AP exam for all AP courses that they are enrolled in, with the district providing funding to pay for all AP exams taken. There will be 515 Eisenhower students taking 815 AP exams in May 2020. Supports for student success on AP exams are provided to AP students through the UCR AP Readiness Program, paid teacher tutoring, and an 8-day AP Prep Academy beginning in the summer of 2020. The AP Prep Academy will target first time AP students. Students have the opportunity to adjust their schedules in order to push themselves academically or repeat classes	AP Readiness Program through UCR https://apreadiness.ucr.edu/ap-readiness-registratio AP/Honors page link

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 Integrated Math restart class for students who fail either semester of Integrated Math. Integrated Math 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.

Areas of Strength/ Growth:
An area recognized as an area of growth is student access to credit recovery opportunities. There are not enough summer school classes or sections of APEX classes available to meet student demand.

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

The parents of Eisenhower High School students are involved with our school in several ways. 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. 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. Eisenhower High School designed and established a Parent Center. This Parent Center acts as a hub for all parent meetings, workshops, and institutes. Our school website provides access to important information about graduation requirements, A-G requirements, school calendar and on-campus activities. The Eisenhower Career Center provides opportunities for students to meet with career representatives and college representatives to learn about careers and colleges.

The school uses community resources to support student learning. Throughout the year, students sign up at the Career Center to hear college representatives, to find out about universities, colleges, military and technical programs. Our counselors also provide pamphlets with community resources for students and parents. Eisenhower works along with RUSD Child Welfare and Attendance to provide assistance to our students. Wellness Center provides immediate on-site support for students.

Staff regularly reviews data during Staff Meetings. Administrators work diligently to put together reports for staff on topics such as the D/F rate, A-G completion rate, graduation rate, and CAASPP scores. During Leadership and Instructional Leaders Meetings, it is common practice at these meetings for pertinent data to be discussed and for plans to be made to address and issues or concerns.

EHS has always had a School Safety Plan in place. Recently, it was shared with staff with additions made to it to prepare for new trends regarding safety matters. At out las earthquake drill, it was found that there were many fire ants in the area EHS evacuates to. Thankfully, administration and the district acted quickly and took care of the area to ensure the safety of the students and staff if there was cause to visit the field again. EHS staff does their best to maintain a safe, clean, and orderly environment and does their best to teach the students to do the same. However, EHS's campus is over 50 years old and is showing signs of wear and tear.

A concern amongst staff is that although Eisenhower is a closed campus during school hours, there are many points of entry and not enough staff to man those points. Security works diligently to keep the campus safe, make relationships with students that encourages good behavior, and hold students accountable, however, it is believed by many staff members that we need additional security on campus. There is a clear policy for visitors to enter campus: they must enter through the front main entrance, obtain a visitor's pass, and only go to the area they are approved. Our tardy policy aims to encourage students to be in class on time. The student discipline policy follows a regular sequence of actions, so students know the consequences for breaking school rules.

Prioritize the strengths and areas for growth for Category E.

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

- At Eisenhower there are many programs in place to support students, parents and staff. Programs are run by both staff and students.
- Link Crew and BARR give extra support to incoming freshmen throughout their first year of high school. Link Crew assigns a sophomore, junior or senior to a freshman to guide and mentor them. BARR assigns freshmen to one of four groups of teachers, a counselor and an admin to help students both academically and social emotionally.
- Think together is another after school program that offers tutoring for all students. Along with all other programs, clubs and sports, Eisenhower is well rounded in making sure that many of our students find their school another place to call home.
- Many staff members offer their time as a coach or club advisor.
- Students are very familiar with the core values of the school: Integrity, Kindness, Eagerness to Learn, Motivation, Ownership, and Be Respectful

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

- Continue to develop a culture of parent involvement and a systematic means for regular communication with them
- Ensure that the information provided on ParentVue is regularly updated
- Further develop "Eagerness to Learn" as an IKEMOB Core Value
- Improve upon developing the culture of high expectations for all stakeholders