



# Eisenhower High School

## 2006-2007 School Accountability Report Card

### Principal

**Reginald Thompkins**  
rthompki@rialto.k12.ca.us

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**www.rialto.k12.ca.us**

1321 North Lilac Avenue • Rialto, CA 92376 • (909) 820-7777 • (909) 421-7640 Fax

### District Mission Statement

The mission of the Rialto Unified School District is to maximize student academic, social, and cultural development so that graduates can apply acquired knowledge and skills to live meaningful and productive lives in a democratic society.

### Principal's Message

The educational philosophy of Eisenhower High School is one that reflects equal access for all students; individualized educational experiences for all students; and positive, open communication with parents/guardians and the surrounding community. Through our use of the Connect-Ed system, we can communicate with our entire student and parent/guardian community in an efficient and clear manner in English and Spanish.

Our third year of implementing Smaller Learning Communities for the ninth and tenth grade programs has been very successful. Smaller Learning Communities teams met on a weekly basis, providing feedback and collaborating on improving student achievement. Parent/Guardian conferences held during Smaller Learning Communities teachers' common planning periods proved to be effective, but not the "cure all" to increase student achievement.

Eisenhower's school-wide focus on literacy was kicked off with an in-service from San Bernardino County Schools on Advancement Via Individual Determination (AVID) strategies. A majority of our staff was present for this important training. Our Literacy Committee also provided assistance to staff on summarizing and writing strategies gleaned from the work of Robert Marzano and Jane Schaeffer.

We continue to emphasize the importance of attendance, using input from staff on effective strategies to lower tardies and absences. Classroom observations reflect focused teachers, engaged students, and direct instruction. We continued to work very hard to intervene on behalf of struggling students with respect to attendance, academic, or behavioral issues.

Our entire campus experienced a "facelift" with painting and reconstruction of our student quad area. Our satellite cafeteria in the "D" wing was remodeled and outfitted with appliances and storage. The gymnasium floor was stripped, re-sanded, repainted, and refinished. Many of our classrooms had carpet replaced and new fencing was installed around the entire school. Our custodial staff implemented deep cleaning duties on a bi-weekly basis and our campus appearance has benefited tremendously as a result. Visitors often comment on the cleanliness of our campus, and it definitely contributes to a safe learning environment at Eisenhower High School.

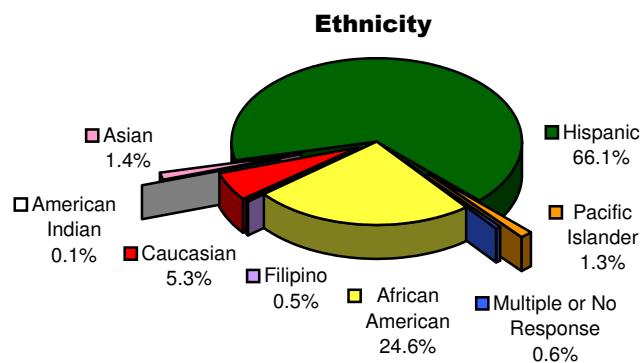
### Community & School Profile

Nestled below the San Bernardino Mountains, the City of Rialto lies in the west portion of the San Bernardino Valley, due west of the County Seat. Rialto is sixty miles to the east of Los Angeles and 103 miles north of San Diego.

Rialto Unified School District served 29,708 students in grades kindergarten through twelve during the 2006-07 school year.

Comprised of 17 elementary schools, five middle schools, three traditional high schools, one alternative high school, one continuation high school, and a community day school, the District offers instruction on both traditional and year-round schedules.

Located in northern Rialto, Eisenhower High School operates on a traditional calendar schedule. The school served 2,279 ninth through twelfth grade students during the 2006-07 school year. Additionally, the 2006-07 student population consisted of 59.2% "Socioeconomically Disadvantaged," 21.2% "English Learners," and 11.5% "Students with Disabilities." Student body demographics are illustrated below.



## Discipline & Climate for Learning

The goal of Eisenhower High School's progressive discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. The school-wide discipline plan, which reflects the District's behavior code, is implemented in a consistent and positive manner. Well-managed classrooms, and clearly defined expectations and consequences have resulted in an environment where learning flourishes.



Eisenhower High School supplements the District's discipline policies with a demerit system. Parents/Guardians and students are informed of discipline policies at the beginning of each school year through mass mailings, Back-to-School Night, and the Parent/Guardian Information Brochure. Rules are reinforced at assemblies and within each classroom.

The suspensions and expulsions table below illustrates total cases for the school and District for all grade levels, as well as the percentage of total enrollment. Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

### Suspensions & Expulsions

	Eisenhower High School			RUSD High Schools		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	804	2,525	1,685	4,065	7,276	4,190
Suspension Rate	30.4%	110.5%	73.9%	45.2%	79.7%	45.8%
Expulsions	33	43	29	170	122	100
Expulsion Rate	1.25%	1.88%	1.27%	1.89%	1.34%	1.09%

## Homework

Homework is a fundamental part of the learning process that helps to develop academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a nightly basis for all grade levels and major subject areas. Each teacher determines the appropriate level of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability.

Parents/Guardians are encouraged to provide a supportive environment for homework activities and to review homework assignments with their child.

## Student Recognition

Positive recognition creates a learning environment that fosters respect for the individual and promotes self-esteem. In addition to verbal praise, the following awards and recognition programs are ongoing at the school:

- Lunch parties
- Positive phone calls/postcards to parents
- Honor Roll
- Certificates

## Extracurricular & Enrichment Activities

Students are encouraged to participate in academic and extracurricular activities, which are an integral part of the educational program. Activities, clubs, and programs include the following:

- Academic Decathlon
- Aquila (Yearbook)
- Advancement Via Individual Determination
- Ballet Folklorico
- Brothers & Sisters United (BSU)
- California Scholarship Federation
- Community Based Instruction (CBI) Club
- Future Business Leaders of America
- Future Homemakers of America
- Health Occupation Students of America
- Life Skills
- National Honor Society
- Peer Counseling Club
- Science & Technology
- Sobobans
- Stomp Team
- Trainers Club
- Movimiento Estudiantil Chicano de Aztlan (M.E.Ch.A.)
- Alive Club
- AP Chemistry Club
- Aviators
- Band & Pageantry
- Dance productions
- Choir
- French Club
- Guitar Club
- Homework Club
- Key Club
- LINK Crew
- Pep Squad
- ROTC
- Ski Club
- Spanish Club
- Thespians

Eisenhower High School also offers the following sports programs: Cross Country, Football, Golf, Volleyball, Basketball, Soccer, Wrestling, Baseball, Softball, Track & Field, Swimming, Water Polo, and Cheerleading.

## Minimum Days & Instructional Minutes

During the 2006-07 school year, Eisenhower High School offered 180 days of instruction, comprised of 156 regular days, 14 "early-release" days, and ten minimum days. "Early-release" days are scheduled for staff development and departmental collaboration. Minimum days are provided for the last day of instruction, parent/guardian-teacher conferences, Back-to-School Night, and Open House. Eisenhower High School offered 65,482 minutes of annual instructional time during the 2006-07 school year, exceeding the State's requirement of 64,800 minutes for high school students.

## Class Size

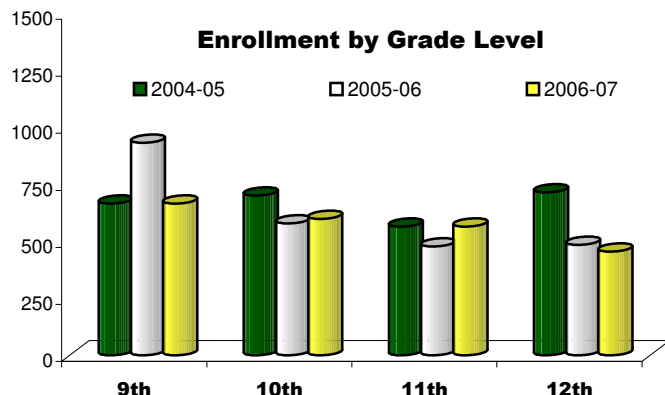
Eisenhower High School maintained a school-wide average class size of 29 students and a pupil-to-teacher ratio of 23:1 for the 2006-07 school year. The following chart shows the average class size by subject area, as well as the number of classes offered in reference to their enrollment.

### Teaching Load Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
English	27	25	30	18	38	9	50	30	34	22	25	29
Math	27	25	32	19	29	3	39	31	26	21	31	36
Science	28	25	32	12	24	3	33	25	7	15	13	29
Social Science	29	29	29	3	6	12	48	28	9	17	24	35

## School Enrollment & Attendance

School districts receive financial support from the State for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The following chart illustrates the trend in enrollment at Eisenhower High School over the past three years.



Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. Parents/Guardians are advised of their responsibilities, including proper notification of when and why students are absent. The attendance liaison makes daily phone calls to parents/guardians when children are absent. When a student has repeated tardies or unexcused absences a letter is mailed home, and a parent/guardian conference may be scheduled.

In the event of habitual truancy, students may be referred to the District's School Attendance Review Board (SARB). The SARB is utilized when students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and District counseling are not effective.

In a continuing effort to reduce the student dropout rate, Eisenhower High School has developed instructional alternatives for students with difficulties. Among the programs offered, counseling, attendance incentives, referral to alternative schools, LINK Crew, and teacher intervention have proven to be most effective. The following chart displays graduation and drop-out rates at school, District, and State levels for the most recent three-year period.

	Graduation & Dropout Rates					
	Graduation Rate			Dropout Rate (1-year)		
	2005	2006	2007	2005	2006	2007
<b>Eisenhower</b>	<b>84.6%</b>	<b>99.7%</b>	*	<b>4.5%</b>	<b>6.1%</b>	*
RUSD	87.8%	96.5%	*	5.6%	6.9%	*
California	86.7%	82.5%	*	3.1%	3.6%	*

\* Data unavailable at time of publication.

## School Leadership

Leadership at Eisenhower High School is a responsibility shared among District administration, the principal, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Reginald Thompkins for the past three years. Prior to this position, Mr. Thompkins served as a physical education teacher and head basketball coach. He has more than 15 years of experience in education.



Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure that instructional programs are consistent with students' needs and comply with District goals.

Avenues of opportunity include:

- Professional Learning Teams
- Literacy Committee
- Scheduling Committee
- School Site Council
- English Learner Advisory Committee (ELAC)

## College Preparation

Eisenhower High School offers college-bound students many opportunities to get a head start on their future. The school's counseling staff organizes and chaperones numerous group tours of area colleges throughout the year. Partnerships have been forged with San Bernardino Valley College and California State University at San Bernardino.



Eisenhower High School is also a recipient of the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Grant, which provides funding for additional academic counseling staff and assists students, parents/guardians, and teachers in gaining access to higher education through academic support, information, and enrichment programs.

The school's Advanced Placement (AP) program consists of college-level courses in English Language & Composition, English Literature & Composition, Spanish Language, Spanish Literature, Calculus AB, Statistics, U.S. Government & Politics, and U.S. History.

### Advanced Placement Classes 2006-07

	Number of AP Courses Offered	Percent of Students in AP Course
English	2	2.63%
Foreign Language	2	7.94%
Mathematics	2	2.37%
Science	2	3.69%
<b>All Courses</b>	<b>8</b>	<b>16.63%</b>

Students are encouraged to take College Preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

### College Prep Courses 2006-07

UC/CSU Course Measure	Percentage
Student Enrollment in Courses Required for UC/CSU Admission	64.8%
Graduates who Completed all Courses Required for UC/CSU Admission	64.3%

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses Statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics
- D: Two years of laboratory science
- E: Two years of a single language other than English
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit the website for University of California application information ([www.ucop.edu/pathways](http://www.ucop.edu/pathways)). To prepare for entrance to a CSU school, visit the California State University Mentor ([www.csumentor.edu](http://www.csumentor.edu)) site.

## Completion of High School Graduation Requirements

In addition to fulfilling District graduation requirements, students in California public schools must pass both the English-Language Arts and Mathematics sections of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the twelfth grade, the table at right displays the percent who met all State and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or State exemption.

Eisenhower High School offers CAHSEE academies and Princeton Review Workshops throughout the school year. Preparation courses are also provided for the Scholastic Assessment Test (SAT) and the American College Test (ACT).

## Student Achievement & Testing

Rialto Unified School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents/guardians about their child's achievement.

In addition to the Standardized Testing and Reporting (STAR) Program, teachers utilize District Benchmark Assessments, classroom observations, class work, homework, report cards, and Renaissance Learning Solutions reports to determine whether each student is performing below, at, or above standards.

## Completion of High School Graduation Requirements

Graduating Class of 2007

	Eisenhower	RUSD	California
<b>All Students</b>	<b>78%</b>	<b>85%</b>	
English Learners	58%	72%	Data unavailable through the California Department of Education.
SED *	69%	74%	
Special Education	11%	13%	
African American	65%	79%	
Caucasian	96%	99%	
Hispanic	82%	85%	

\* Socioeconomically Disadvantaged

## California Standards Test (CST)

Combined % of Students Scoring at Advanced & Proficient Levels

	English/Language Arts			Social Science			Science		
	9th	10th	11th	10th	11th		10th		
	05 06 07	05 06 07	05 06 07	05 06 07	05 06 07		05 06 07		
<b>All Students</b>									
<b>Eisenhower</b>	<b>28 26 31</b>	<b>20 23 17</b>	<b>22 25 23</b>	<b>17 14 10</b>	<b>27 24 26</b>		<b>** 19 16</b>		
RUSD	29 27 33	22 24 19	24 23 24	17 15 15	24 20 22		** 22 19		
California	43 44 47	36 37 37	36 36 37	31 30 29	37 35 35		** 35 35		
<b>Females</b>									
<b>Eisenhower</b>	<b>36 29 34</b>	<b>22 29 19</b>	<b>24 27 29</b>	<b>11 16 9</b>	<b>23 20 26</b>		<b>** 20 15</b>		
RUSD	34 31 38	26 28 23	25 24 28	14 15 13	22 16 21		** 23 17		
California	48 48 53	41 42 41	39 39 41	28 27 26	36 34 33		** 34 34		
<b>Males</b>									
<b>Eisenhower</b>	<b>22 23 29</b>	<b>17 17 15</b>	<b>19 24 18</b>	<b>22 13 11</b>	<b>33 27 27</b>		<b>** 18 18</b>		
RUSD	24 23 29	19 19 17	21 22 19	21 16 16	26 24 22		** 21 21		
California	38 40 43	32 33 33	33 33 33	34 33 34	37 37 37		** 34 36		
<b>Socioeconomically Disadvantaged</b>									
<b>Eisenhower</b>	<b>24 21 32</b>	<b>15 21 16</b>	<b>18 21 22</b>	<b>14 12 10</b>	<b>23 20 24</b>		<b>** 17 17</b>		
RUSD	25 23 32	19 21 18	18 21 21	17 14 13	20 18 20		** 20 18		
California	26 27 32	20 21 21	21 21 22	18 17 17	23 21 22		** 19 20		
<b>English Learners</b>									
<b>Eisenhower</b>	<b>2 4 10</b>	<b>1 4 2</b>	<b>3 0 3</b>	<b>7 3 2</b>	<b>6 2 7</b>		<b>** 2 0</b>		
RUSD	5 5 10	3 4 2	3 2 2	5 4 3	8 4 5		** 5 3		
California	7 7 10	3 4 4	4 4 4	6 5 6	7 7 6		** 6 6		
<b>Special Education</b>									
<b>Eisenhower</b>	<b>6 3 10</b>	<b>6 5 3</b>	<b>4 6 5</b>	<b>3 2 3</b>	<b>0 7 8</b>		<b>** 5 6</b>		
RUSD	6 7 10	10 6 7	4 11 7	8 4 8	5 11 6		** 8 8		
California	8 9 10	5 6 7	5 6 6	7 8 8	8 8 9		** 7 8		
<b>African American</b>									
<b>Eisenhower</b>	<b>25 28 32</b>	<b>18 18 16</b>	<b>15 23 17</b>	<b>12 8 8</b>	<b>23 21 19</b>		<b>** 17 15</b>		
RUSD	25 26 30	18 19 18	20 17 19	11 9 13	20 14 15		** 18 17		
California	27 28 33	22 22 23	21 21 22	15 15 15	22 19 19		** 18 18		
<b>Caucasian</b>									
<b>Eisenhower</b>	<b>50 34 40</b>	<b>52 44 20</b>	<b>61 50 44</b>	<b>62 30 16</b>	<b>63 63 54</b>		<b>** 33 23</b>		
RUSD	47 39 53	41 41 30	44 41 36	32 26 23	45 40 30		** 34 29		
California	61 63 66	53 54 55	50 50 52	44 45 44	48 48 48		** 50 51		
<b>Hispanic</b>									
<b>Eisenhower</b>	<b>27 24 30</b>	<b>17 22 16</b>	<b>20 24 24</b>	<b>14 15 10</b>	<b>24 19 26</b>		<b>** 19 16</b>		
RUSD	27 25 32	21 23 18	20 22 23	18 16 14	22 19 22		** 21 18		
California	26 28 32	20 21 23	21 21 23	17 17 18	23 21 22		** 19 20		

\*\* Data unavailable through the California Department of Education.

Summative scores for 9th grade Social Science are not available and high school Math scores are not shown. For results on course-specific tests, please visit <http://star.cde.ca.gov>.

English Learner (EL) students take the California English Language Development Test (CELDT) every year until they have been re-classified as "English proficient." Some learning-disabled students take the California Alternative Performance Assessment (CAPA) in lieu of the California Standards Test (CST) and California Achievement Test (CAT/6).

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all second through eleventh grade students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels:

- "Advanced" (exceeds State Standards)
- "Proficient" (meets standards)
- "Basic" (approaching standards)
- "Below Basic" (below standards)
- "Far Below Basic" (well below standards)

The combined percentage of students scoring at the "Proficient" and "Advanced" levels in English/Language Arts, Social Science, and Science, for the most recent three-year period, is shown at left.

## Physical Fitness

In the spring of each year, Eisenhower High School is required by the State to administer a physical fitness test to all ninth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Body Composition
- Abdominal Strength
- Upper Body Strength
- Trunk Extension Strength
- Flexibility

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2006-07 school year, 19.0% of the school's ninth grade students met or exceeded State fitness standards.



## California High School Exit Examination

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English Language/Arts section and a Math section with three performance levels: "Advanced," "Proficient," and "Not Proficient."

The score a student must achieve to be considered "Proficient" is different than the passing score for the graduation requirement. The adjacent table displays the percent of students achieving "Proficient" or "Advanced" levels.

The table below displays the percent of students, by group, achieving at each performance level in English Language/Arts and Math for the most recent testing period.

California High School Exit Examination						
	English	Math	English	Math	English	Math
	2004-05		2005-06		2006-07	
Eisenhower	29.6%	28.6%	33.8%	28.2%	28.4%	27.3%
RUSD	33.3%	28.1%	39.1%	30.6%	32.5%	31.7%
California	49.0%	45.2%	51.1%	46.8%	48.6%	49.9%

### California High School Exit Examination 2006-07

	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	71.6%	18.2%	10.2%	72.7%	20.5%	6.8%
Males	76.8%	14.7%	8.4%	71.9%	21.2%	6.9%
Females	65.4%	22.2%	12.3%	73.8%	19.6%	6.7%
English Learners	81.0%	14.3%	4.8%	76.2%	19.6%	4.2%
Socioeconomically Disadvantaged	77.8%	15.2%	7.0%	73.2%	21.7%	5.1%
Special Education	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%
African American	72.7%	17.5%	9.8%	77.4%	17.1%	5.5%
Caucasian	65.4%	15.4%	19.2%	60.0%	28.0%	12.0%
Hispanic	73.1%	17.8%	9.1%	72.4%	21.5%	6.2%

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a Statewide target of 800.

**Statewide API Rank:** The Statewide API rank ranges from 1 to 10. A Statewide rank of '1' means that the school has an API score in the lowest 10 percent of all schools in the State, while a Statewide rank of '10' means that the school has an API score in the highest 10 percent of all schools in the State.

**Similar Schools API Rank:** The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of '1' means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of '10' means that the school's academic performance is better than at least 90 of the 100 similar schools.

### Parent & Community Involvement

*Parents and the community are very supportive of the educational program at Eisenhower High School. Parents are encouraged to become involved in their child's education by volunteering at the school, chaperoning events, participating in school activities, and joining the School Site Council and English Learner Advisory Committee.*

*Eisenhower High School hosts annual retreats for parents and students at various locations. School-to-home communication is the primary focus during the retreat, with discussions on the educational program and open forums to address parental concerns and the needs of students. The school also offers a Parent Institute, which provides training and classes for parents who wish to better aide their child's scholastic success.*

*Numerous programs at the school have been enhanced due to generous contributions and donations from the following local businesses and service organizations: Kiwanis, Lions Club, Rotary, Target, Grocery Warehouse, Wal Mart, and Office Max.*

### API Growth

	2004-05	2005-06	2006-07	2007 API Growth Score
Statewide API Rank	3	2	2	
Similar Schools API Rank	7	7	7	
<b>All Students</b>				
Actual API Growth	-18	31	-19	<b>600</b>
<b>Socioeconomically Disadvantaged</b>				
Actual API Growth	-3	26	-35	<b>565</b>
<b>English Learners</b>				
Actual API Growth	**	7	8	<b>544</b>
<b>Special Education</b>				
Actual API Growth	**	52	1	<b>417</b>
<b>African American</b>				
Actual API Growth	-26	51	-9	<b>591</b>
<b>Hispanic</b>				
Actual API Growth	-7	29	-20	<b>595</b>

\*\* Data not provided by the California Department of Education.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores, or (2) at least 15% of the school population tested, containing at least 30 students with valid scores.

### Adequate Yearly Progress

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State Academic Achievement Standards for Mathematics and English/Language Arts by 2014.

Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site.

Results of school and District performance are displayed at right. Eisenhower High School did not meet all of the 2007 AYP criteria.



Adequate Yearly Progress 2007				
Met AYP Criteria	Eisenhower		Rialto Unified School District	
	English/Language Arts	Mathematics	English/Language Arts	Mathematics
Participation Rate	Yes	No	Yes	Yes
Percent Proficient	No	Yes	No	Yes
API	Yes		Yes	
Graduation Rate	No		No	
Made Overall AYP	No		No	

### Career Technical Education (CTE) Courses

Eisenhower High School (EHS)

Location	Courses	How do these classes support student achievement:	Course Evaluation
Courses offered on-campus	Advanced Culinary Arts A & B	All courses incorporate state adopted CTE model curriculum standards and/or satisfy the A-G entrance requirements for the University of California and California State University systems	All courses are evaluated based on mastery of "employment readiness standards," both basic and industry specific, results of career technical skills assessments, and/or placement of program completers in employment, post secondary education, or the military
	Business Management		
	Careers with Children		
	Child Development I & II		
	Computer Applications		
	Culinary Arts I & II		
	Drafting I, II, & III		
	Fashion Design History		
	Fashion Textiles		
	Introduction to Business		
	Introduction to Computers		
	Introduction to Medical Careers		
	Keyboarding		
Courses offered at off-site locations through the Regional Occupational Program	Wood I, II, & III		
	Woodworking Occupations		
	Auto Collision Repair		
	Health Care Occupations		
	Medical Terminology		
	Sports Therapy		
	Welding Technology		

**Number of pupils participating in CTE during 2006-07: 967**

**% of pupils completing a CTE Program and earning a high school diploma during 2006-07: 83%**

**% of CTE courses that are sequenced or articulated between EHS and institutions of post-secondary education: 15%**

### Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

#### Federal Intervention Program

Program Improvement (PI)

	Eisenhower	RUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	n/a	2004-05
Year in PI (2007-08)	n/a	Year 3
Number of Schools Currently in PI	n/a	16
Percent of Schools Identified for PI	n/a	57.1%

### Preparation to Enter the Workforce

Eisenhower High School strives to graduate citizens who are fully capable of functioning and prospering in society. The school's workforce preparation program prepares students to succeed through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom to real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to ensure work-readiness.

The school addresses the needs of all students, as well as those in career preparation, through professional development, guidance, and counseling from school personnel regarding career paths and courses of study. A Career Center, work experience, use of technology, and community service projects are made available to heighten student awareness of options for education, training, and employment beyond high school.

For more information about Career/Technical Education and/or the District's Regional Occupational Program, please contact Peggy Wheeler at the District Alternative Education Center. Career Preparation courses are listed in the chart at left.

### Curriculum Improvement

Eisenhower High School's curriculum is written in compliance with the State framework and model curriculum standards dictated by the California Department of Education.

The District's Curriculum Committee is the primary leadership team responsible for monitoring and evaluating the curriculum. Decisions concerning curriculum improvement are then made through a collaborative effort among school representatives, ensuring that all changes are school-wide, not isolated to a single class or grade.

Offering standards-based instruction that leads to improved achievement in core content areas has been an ongoing priority at Eisenhower High School. More emphasis has been placed on targeting instruction in areas where students are struggling, based on local assessments and standardized testing data. The school's Professional Learning Teams analyze achievement data, collaborate in planning, and utilize the Plan-Do-Study Model as a guide for school improvement actions.

Eisenhower High School participates in the Project Lead the Way (PLTW) and Science, Technology, Engineering, and Math (STEM) Programs. PLTW promotes engineering courses for middle grades and high school students, which aim to increase the quantity and quality of engineers and engineering technologists graduating from the educational system. The STEM Program promotes academic enrichment in the areas of math and science, and provides support for teachers and students.

## Counseling & Support Services

In addition to academics, the staff at Eisenhower High School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to insure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. The chart below displays a list of support services that are offered.

### Counseling & Support Services Staff

	Number of Staff	Full-Time Equivalent
Academic Counselors *	5	5.0
At-Risk Mentor	1	0.6
Bilingual Instructional Aides	3	1.2
Health Aide	1	1.0
Instructional Aides	20	8.0
Instructional Technology Clerk	1	1.0
Librarian	1	1.0
Nurse	1	1.0
Psychologist	1	1.0
Occupational Therapist	1	**
Resource Specialist Program (RSP) Teachers	5	5.0
Smaller Learning Community/ LINK Crew Advisor	1	1.0
Special Day Class (SDC) Teachers	3	3.0
Speech, Language, & Hearing Specialist	1	0.5

\* Counselor-to-Pupil ratio is 1:456.

\*\* Services are provided by the District on an "as-needed" basis.



After-school tutoring in all subject areas is available for any student who may be struggling academically. Eisenhower High School also has a Homework Club and additional support will be provided through GEAR UP.

English Learner (EL) students designated as "Beginning," "Early-Intermediate," and "Intermediate" are assigned to appropriately credentialed teachers and offered a Structured English Immersion Program. "Early-Advanced" and "Advanced" EL students are placed within mainstream classrooms.

Students with special education needs are accommodated with a variety of options and in the least restrictive environment possible. An Individual Education Plan (IEP) is developed for any student with emotional, social, and/or developmental disabilities.

The IEP defines the individualized instruction a special needs student will receive, which may include placement in one of the Special Day Classes, the Resource Specialist Program, and/or sessions with other members of the support staff.

The Advancement Via Individual Determination (AVID) Program targets students with grade point averages ranging from 2.3 to 3.5, and who may be the first of their families to attend college. Through AVID, the school provides activities to prepare students for success in post-secondary education. Communication, organization, note-taking, writing, and study skills are instructional emphases in AVID.

## School Facilities & Safety

Eisenhower High School, originally constructed in 1959, has been thoroughly modernized over the past several decades. The campus is currently comprised of 112 permanent classrooms, 44 portable classrooms, a cafeteria, a band/choir room, a theater, a library, three computer labs, three staff rooms, tennis courts, a pool, four athletic fields, a gymnasium, and administrative offices.

During the 2005-06 school year, an extensive modernization and expansion project was completed at the school. In addition to the installation of perimeter fencing, the entire campus was re-painted and the student quad area was reconstructed. The satellite cafeteria in the "D" wing was remodeled and outfitted with appliances and storage. The gymnasium floor was stripped and refinished, while several classrooms had carpeting replaced. The following chart displays the results of the most recent school facilities inspection.

### Facility Conditions & Planned Improvements

Date of School Site Inspection: September 20, 2007

Overall Summary of School Facility Conditions: Exemplary

Data provided December 18, 2007

Item Inspected	Facility Component System Status			Repair Needed & Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior/exterior)	X			
Interior Surfaces (walls, floors, & ceilings)	X			
Hazardous Materials (interior/exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior/exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside/outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

### School Safety

The safety of students and staff is a primary concern of Eisenhower High School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school.



Supervision is a responsibility shared among parent/guardian volunteers, teachers, and administrators.

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan was most recently updated in October 2007; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents/guardians, & school employees

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Safety drills, including fire, earthquake, and code yellow, are held monthly.

### Cleaning Process

Eisenhower High School provides a safe and clean environment for students, staff, and volunteers. The District's Board of Education has adopted cleaning standards for all schools in the District. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

### Maintenance & Repair

A scheduled maintenance program is administered by Eisenhower High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Rialto Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

### Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following:

- Roofing
- Heating & Air Conditioning
- Interior/Exterior Painting
- Plumbing
- Electrical Systems
- Floor Systems

For the 2007-08 school year, Rialto Unified School District has budgeted \$1,229,874 for the deferred maintenance program, which represents 0.488% of the District's general fund budget. The District's Board of Education has approved deferred maintenance projects for Eisenhower High School that will result in the installation of new flooring in various classrooms during the current school year (2007-08).



### **Textbooks & Instructional Materials**

Pursuant to the settlement of *Williams vs. the State of California*, Rialto Unified School District thoroughly inspected each of its school sites at the start of the 2007-08 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education. The chart below displays data collected in November 2007 in regards to the textbooks in use at Eisenhower High School during the current school year (2007-08).

Textbooks				
Subject	Publisher	Grade Levels	Year Adopted	Quality, Currency, & Availability of Textbooks & Instructional Materials
Language Arts	Prentice Hall	9th-12th	2002	All textbooks at Eisenhower High School are in adequate supply and fair to excellent condition. The school and District place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.  Most recent resolution on the sufficiency of textbooks: September 12, 2007.
Foreign Language	McDougal Littell	9th-12th	2007, 2006 & 1999	
	Glencoe		2006, 2000	
	DC Heath		2006	
	Nextext		2003	
Mathematics	Houghton Mifflin	9th-12th	2006	
	Glencoe		2002	
	Key Curriculum			
	McDougal Littell			
	Prentice Hall		2001	
Social Science	McDougal Littell	9th-12th	2006	
	Houghton Mifflin		2006, 2005	
	Prentice Hall		2005	
Health	Holt	10th	2005	
VAPA *	No current District-wide adoption for high schools.			
Science	Prentice Hall	9th-12th	2007, 2006	
	Holt		2007, 2002 & 2001	
	Harcourt Brace		2005	

\* Visual & Performing Arts



The school's library, staffed by a full-time credentialed Librarian and three Library Media Technicians, is stocked with thousands of educational and recreational books, video- and audio-tapes, periodicals, and reference materials. Students visit the library on a regular basis and are encouraged to visit before school and during breaks. Twenty-five computer workstations within the library are connected to the Internet so students may access resources and information online.



Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Each classroom contains a minimum of two Internet-connected computers for student use. Students also have regular access to three computer labs, which contain a combined total of 96 workstations. Students receive computer-assisted instruction on a regular schedule. For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Rialto and Colton, which contain numerous computer workstations.

### Computer Resources

	04-05	05-06	06-07
Computers	413	312	322
Students per computer	6.4	7.3	7.1
Classrooms connected to Internet	117	88	102

### Teacher Assignment

Rialto Unified School District recruits and employs only the most qualified credentialed teachers. During the 2006-07 school year, Eisenhower High School staffed 85 fully certificated teachers who met all credential requirements in accordance with the State guidelines.

### Teacher Credential Status

	Eisenhower			RUSD
	04-05	05-06	06-07	06-07
With Full Credential	108	100	85	1,251
Without Full Credential	13	11	11	149
Teaching Outside Subject Area of Competence	0	0	0	0

Figures may reflect Interns, Emergency Credentials, and/or Waivers.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current available data are reported.

### Teacher Misassignments & Vacancies

	05-06	06-07	07-08
Teacher Misassignments of English Learners	13	0	0
Teacher Misassignments (Other)	0	0	0
<b>Total Misassignments</b>	<b>13</b>	<b>0</b>	<b>0</b>
Teacher Vacancies	3	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year.

Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

### NCLB Compliance - Core Academic Subjects

	Eisenhower	RUSD		
		All Schools	High-Poverty Schools	Low-Poverty Schools
% of Classes Taught by NCLB Compliant Teachers	100.0%	96.4%	100.0%	0.0%
% of Classes Taught by Non-NCLB Compliant Teachers	0.0%	3.6%	0.0%	0.0%

### Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the State's evaluation criteria and District policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluations are based on the "California Standards for the Teaching Profession," which include the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The District sponsors staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. During the 2006-07 school year, staff development topics at Eisenhower High School included Closing the Achievement Gap & Creating High Performing Schools

For additional support in their profession, teachers may enlist the services of the District's Beginning Teacher Support and Assessment (BTSA) support provider and/or the Peer Assistance and Review (PAR) Program.

### Western Association of Schools & Colleges

Eisenhower High School has been accredited with the Western Association of Schools and Colleges (WASC) through June 2008. WASC Accreditation provides the following benefits:

- Certification to the public that the school is a trustworthy institution of learning.
- Validates the integrity of Eisenhower High School's program.
- Fosters improvement of the school's programs and operations to support student learning.
- Assures the school community that Eisenhower High School's purposes are appropriate and being accomplished through a viable educational program.
- A way to manage change through regular assessment, planning, implementing, monitoring and reassessment.

## School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2005-06 school year.

For comparison purposes, the California Department of Education has provided average salary data from unified school districts having above 5,000 average daily attendance Statewide. The chart at right illustrates the average teacher salary at the school and compares it to the average teacher salaries at the District and State levels.

### Average Teacher Salaries

School & District	<b>Eisenhower</b>	<b>\$71,593</b>
	RUSD	\$62,517
	Percentage of Variation: 14.5%	
School & State	<b>Eisenhower</b>	<b>\$71,593</b>
	All Unified School Districts	\$57,327
	Percentage of Variation: 24.9%	

## Teacher & Administrative Salaries

The following chart displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. Teacher and administrative salaries as a percent of a District's budget are also listed below.

### Teacher & Administrative Salaries 2005-06

	<b>RUSD</b>	<b>California</b>
Beginning Teacher Salary	\$42,947	\$38,937
Mid-Range Teacher Salary	\$65,905	\$61,080
Highest Teacher Salary	\$85,096	\$76,443
Average Principal Salary (High)	\$112,897	\$112,983
Superintendent Salary	\$163,945	\$195,054
% of Budget for Teacher Salaries	41.89%	40.13%
% of Budget for Administrative Salaries	5.98%	5.38%

## Expenditures & Services Funded

Based on 2005-06 audited financial statements, Rialto Unified School District spent an average of \$7,337 to educate each student. The chart below provides a comparison of Eisenhower High's per pupil funding (from both restricted and unrestricted sources) with District and State (unrestricted) sources.

### Expenditures per Pupil

<b>Eisenhower</b>	Total	\$6,452
	Restricted (Supplemental) Sources	\$808
	Unrestricted (Basic) Sources	\$5,644
<b>RUSD</b>	Unrestricted Sources	\$5,159
	Percentage of Variation (School/District): 9.4%	
<b>California</b>	Unrestricted Sources	\$4,943
	Percentage of Variation (School/State): 14.2%	

In addition to general State funding, Rialto Unified School District received State and Federal categorical funding for the following support programs:

- Title I, Part A, Educationally Disadvantaged Children
- Title II, Part A, Teacher/Principal Training and Recruiting
- Title III, LEP Student Program
- Title IV, Part A, Safe and Drug Free Schools and Communities
- Title V, Innovative Programs
- Economic Impact Aide (EIA) - Limited English Proficient

## Data Sources

Data within the SARC was provided by the District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the State. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## Contact Information

Parents/Guardians who wish to participate in the school's leadership teams, school activities, or become a volunteer may contact the office at (909) 820-7777. The District's website ([www.rialto.k12.ca.us](http://www.rialto.k12.ca.us)) provides a variety of resources for parents/guardians, students, and community members.

## Rialto Unified School District

### District Administration

**Edna E. Davis-Herring**  
Superintendent

**Joseph G. Davis, Ed.D.**  
Deputy Superintendent, Business Services

**Anna M. Rodriguez**  
Assistant Superintendent, Personnel

**Michael E. Brown, Ph.D.**  
Assistant Superintendent  
Instructional Services, Elementary Education

**Gail H. Martin-Mathews**  
Assistant Superintendent  
Instructional Services, Secondary Education

### Board of Education

**Dan L. Mays**, President  
**Walter S. Hawkins**, Vice President  
**Dennis W. Mobley**, Clerk  
**Joanne T. Gilbert**, Member  
**John R. Kazalunas, Ed.D.**, Member  
**Marisol Velasco**, Student Member