

Eisenhower High School

1321 North Lilac Avenue • Rialto, CA 92376 • (909) 820-7777 • Grades 9-12

Frank Camacho, Principal
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2017-18 School Accountability Report Card Published During the 2018-19 School Year

Rialto Unified School District

182 East Walnut Ave.
Rialto, CA 92376
(909) 820-7700
www.rialto.k12.ca.us

District Governing Board

Edgar Montes, President
Nancy G. O'Kelley, Vice President
Dina Walker, Clerk
Joseph Ayala, Member
Joseph W. Martinez, Member
Jazmin Hernandez, Student
Member

District Administration

Dr. Cuauhtémoc Avila
Superintendent
Dr. Daren McDuffie
**Lead Strategic Agent: Strategic,
Congruence & Social Justice**
Kelly Bruce
**Lead Innovation Agent, Educational
Services Elementary Instruction**
Jasmin Valenzuela
**Lead Academic Agent, Liberal Arts
and Literacy/Intervention**
Dr. Edward D'Souza
**Lead Academic Agent,
Math/Science and College/Career
Pathways**
Rhonda Kramer
Lead Academic Technology Agent
Rhea McIver Gibbs
Lead Personnel Agent
Mohammad Z. Islam
Associate Superintendent
Syeda Jafri
**Agent: Communications/Media
Services**

Principal's Message

Eisenhower High School is committed to educating our students to the highest standard. The faculty and staff are dedicated professionals and paraprofessionals who work diligently to educate the total student. Our wonderful team is dedicated to providing a safe, productive atmosphere with high expectations for success. We will continue to develop the focus on learning for all students. Our staff makes every effort to maintain positive, open communication with parents/guardians and the surrounding community. Through our use of the automated Parent Link phone system, we can communicate with our entire school community clearly and effectively in both English and Spanish.

Eisenhower will continue to develop effective, productive PLC's (Professional Learning Communities) in all core areas. Teachers in each subject area will work collaboratively to develop effective instructional strategies and assessments in order to improve the instructional program and increase student achievement. We will continue building strong positive relationships with both students and parents to maximize the effectiveness of our efforts. The importance of increasing students' readiness to be college and career ready is emphasized. We provide students opportunities with a plethora of Advanced Placement classes as well as career technical classes. Interventions are also provided for students who are having difficulty academically or behaviorally.

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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	643
Grade 10	649
Grade 11	568
Grade 12	559
Total Enrollment	2,419

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.8
American Indian or Alaska Native	0.1
Asian	0.7
Filipino	0.1
Hispanic or Latino	87.3
Native Hawaiian or Pacific Islander	0.7
White	1.9
Socioeconomically Disadvantaged	88.5
English Learners	20.0
Students with Disabilities	12.6
Foster Youth	1.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Eisenhower High School	16-17	17-18	18-19
With Full Credential	103	0	4
Without Full Credential	0	0	105
Teaching Outside Subject Area of Competence	1	0	0
Rialto Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	0
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Eisenhower High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Pursuant to the settlement of Williams vs. the State of California, Rialto Unified School District held a public hearing to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution of the sufficiency of textbooks is January 11, 2017.

All students, including English Learners, are 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 are aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Textbooks and Instructional Materials	
Year and month in which data were collected: June 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill: California StudySync - All for Love (9.4) [Book] ISBN: 978-1-943286-25-6 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:09-10 studysync.com</p> <p>McGraw Hill: California StudySync - An Exchange of Ideas (12.3) [Book] ISBN: 978-1-943286-36-2 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:12-12 studysync.com</p> <p>McGraw Hill: California StudySync - Destiny (10.1) [Book] ISBN: 978-1-943286-26-3 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:10-10 studysync.com</p> <p>McGraw Hill: California StudySync - Dreams and Aspirations (9.3) [Book] ISBN: 978-1-943286-24-9 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:09-09 studysync.com</p> <p>McGraw Hill: California StudySync - Emotional Currents (12.4) [Book] ISBN: 978-1-943286-37-9 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:12-12 studysync.com</p> <p>McGraw Hill: California StudySync - Emphathy (9.1) [Book] ISBN: 978-1-943286-22-5 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:09-09 studysync.com</p> <p>McGraw Hill: California StudySync - Epic Heroes (12.1) [Book] ISBN: 978-1-943286-34-8 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:12-12 studysync.com</p> <p>McGraw Hill: California StudySync - Leadership (9.2) [Book] ISBN: 978-1-943286-23-2 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:09-09 studysync.com</p> <p>McGraw Hill: California StudySync - Modern Times (11.3) [Book] ISBN: 978-1-943286-32-4 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:11-11 studysync.com</p> <p>McGraw Hill: California StudySync - Seeking Romance (11.4) [Book] ISBN: 978-1-943286-33-1 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:11-11</p> <p>McGraw Hill: California StudySync - Taking a Stand (10.2) [Book] ISBN: 978-1-943286-27-0 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:10-10 studysync.com</p> <p>McGraw Hill: California StudySync - Technical Difficulties (10.3) [Book] ISBN: 978-1-943286-28-7 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:10-10 studysync.com</p> <p>McGraw Hill: California StudySync - The Human Condition (12.2) [Book] ISBN: 978-1-943286-35-5 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:12-12 studysync.com</p> <p>McGraw Hill: California StudySync - The Human Connection (10.4) [Book] ISBN: 978-1-943286-29-4 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:10-10 studysync.com</p> <p>McGraw Hill: California StudySync - The Individual (11.2) [Book] ISBN: 978-1-943286-31-7 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:11-11 studysync.com</p> <p>McGraw Hill: California StudySync - We the People (11.1) [Book] ISBN: 978-1-943286-30-0 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:11-11</p> <p>Pearson: iLit English Language Arts/English Language Development series for grades 6-12. Core materials for Newcomer English Learners (Adopted June 7, 2017)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Mathematics</p>	<p>MH: Integrated Math 1 [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-07-663858-1 \$125.00 McGraw-Hill Companies, Inc. 2012 1st Grades: 09-12 Adopted 5/28/2014 for Math 1 CC / HP MH: Integrated Math 2 [Book] Carter, John A. Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-07-663861-1 \$125.00 McGraw-Hill Companies, Inc. 2012 1st Grades: 09-12 Adopted 5/28/2014 for Math 2 CC / HP MH: Integrated Math 3 [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-07-663852-9 \$125.00 McGraw-Hill Companies, Inc. 2012 1st Grades: 09-12 Adopted 5/28/2014 for Math 3 CC / HP MH: Integrated Math 4 [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-07-663855-0 McGraw-Hill Companies, Inc. 2012 1st Grades: 09-12 Adopted 5/28/2014 Algebra and Trigonometry for College Readiness [Book] Lial, Margaret L. and John Hornsby ISBN: 0-13-136626-2 \$99.00 Pearson Education 2011 Grades: 9-12 Adopted 8/25/2010 for Intro to College Math p Calculus with Analytic Geometry [Book] Larson, Hostetler, Edwards ISBN: 0-618-50300-5 \$113.00 Houghton Mifflin Company 2006 8th Edition Grades: 11-12 Adopted 9/13/2006 for Calculus P / AP California Algebra Readiness (Prentice Hall Mathematics) [Book] Charles / Illingworth / Mills / McNemar / Ramirez / Reeves ISBN: 0-13-350016-0 \$80.00 Prentice Hall 2009 1st Edition Grades: 8-9 Adopted 10/14/09 for Math Support / Algebra Readiness MathMatters 3: An Integrated Program [Book] Lynch & Olmstead ISBN: 0-07-868178-2 \$75.00 Glencoe 2006 1st Edition Grades: 11-12 Adopted 10/10/07 for Bridge to Algebra II Measuring Up to the California Content Standards (Exit Level) Mathematics [Book] ISBN: 1-41382180-4 \$16.00 Peoples Publishing Group, Inc. 2006 Grades: 10-12 Adopted 12/1/08 for Diploma Math Precalculus [Book] Larson, Ron & Hostetler, Robert ISBN: 0-618-64345-1 \$100.00 Houghton Mifflin Company 2007 7th Edition Grades: 09-12 Adopted 9/13/2006 for Pre-Calculus P / HP Statistics Through Applications [Book] Yates, Moore & Starnes ISBN: 0-7167-4772-3 \$80.00 W. H. Freeman and Company 2004 Grades: 11-12 Adopted 10/14/09 for Statistics P The Practice of Statistics: TI-83/89 Graphing Calculator Enhanced [Book] Yates, Moore and Starnes ISBN: 0-7167-7309-0 \$90.00 W. H. Freeman and Company 2006 3rd Edition Grades: 11-12 Adopted 10/14/09 for AP Statistics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Science</p>	<p>Biology (AP Edition) [Book] Campbell, Reece ISBN: 0-8053-6777-2 \$110.00 Prentice Hall 2005 7th Edition Grades: 11-12 Adopted 2/8/2006 for AP Biology Chemistry & Chemical Reactivity (AP Edition) [Book] Kotz, John C., Paul M. Treichel and John R. Townsend ISBN: 978-1-11142704-7 \$160.00 HOUGHTON MIFFLIN HARCOURT 2012 8th Grades: 11-12 Adopted 3/23/2005 for AP Chemistry Holt Chemistry: Visualizing Matter [Book] Myers, Oldham, Tocci ISBN: 0-03-052002-9 \$56.00 Holt, Rinehart & Winston 2000 Grades: 11 Adopted 8/28/2002 for Chemistry P Holt Lifetime Health [Book] Friedman / Stine / Whalen ISBN: 0-03-064614-6 \$63.00 Holt, Rinehart & Winston 2004 Grades: 09-10 Adopted 05/25/05 for Health Holt Modern Biology [Book] Postlethwait & Hopson ISBN: 0-03-092214-3 \$70.00 Holt, Rinehart & Winston 2007 California Edition Grades: 10-12 Adopted 5/23/2007 for Biology HP Holt Physics [Book] Serway, Faughn ISBN: 0-03-056544-8 \$56.00 Holt, Rinehart & Winston 2002 Grades: 12 Adopted 3/23/2005 for Physics P Modern Chemistry [Book] Davis, Metcalfe, Williams, Castka ISBN: 0-03-056537-5 \$56.00 Holt, Rinehart & Winston 2002 Grades: 11-12 Adopted 3/23/2005 for Chemistry HP Physics: Principles with Applications [Book] Giancoli, Douglas C. ISBN: 0-13-061143-3 \$92.00 Prentice Hall 2002 5th Edition Grades: 12 Adopted 3/23/2005 for AP Physics Prentice Hall Biology (California edition) [Book] Miller & Levine ISBN: 0-13-201352-5 \$75.00 Prentice Hall 2007 1st edtion Grades: 9-12 Adopted 5/23/2007 for Biology P Prentice Hall Earth Science: California Edition [Book] Tarbuck & Lutgens ISBN: 0-13-166755-6 \$75.00 Prentice Hall 2006 California Edition Grades: 9-10 Adopted 5/23/2007 for Earth Science P The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>History-Social Science</p>	<p>American Government: Institutions and Policies [Book] Wilson & Dilulio ISBN: 0-618-66037-2 \$71.00 Houghton Mifflin Company 2004 9th Edition Grades: 12 Adopted 9/14/2005 for AP Government American Pageant [Book] Kennedy, Cohen, Bailey ISBN: 0-618-47940-6 \$83.00 Houghton Mifflin Company 2006 13th Edition Grades: 11-11 Adopted 2/8/2006 for AP U.S. History The Americans: Reconstruction to the 21st Century [Book] Danzer, Klor de Alva, Krieger, Wilson, & Woloch ISBN: 0-618-55713-X \$75.00 McDougal Littell 2006 California Edition Grades: 11-11 Adopted 5/10/2006 for 20th Cent U.S. History P Economics: Principles In Action (California edition) [Book] O'Sullivan, Arthur & Sheffrin, Steven M. ISBN: 0-13-133487-5 \$73.00 Prentice Hall 2007 1st Edition Grades: 12-12 Adopted 2/8/2006 for Economics P Economics: Principles, Problems and Policies [Book] McConnell, Brue ISBN: 0-07-281935-9 \$105.00 McGraw-Hill 2005 16th Edition Grades: 12-12 Adopted 2/8/2006 for AP MacroEcon Magruder's American Government: California Edition [Book] McCleaghan, William A. ISBN: 0-13-133579-0 \$74.00 Prentice Hall 2006 California Edition Grades: 12-12 Adopted 12/1/08 for American Government P Modern World History - Patterns of Interaction [Book] Beck, Black, Kreiger, Naylor & Shabaka ISBN: 0-618-55715-6 \$75.00 McDougal Littell 2006 California Edition Grades: 10-11 Adopted 5/10/2006 for World History P / HP Ways of the World: A Global History with Sources [Book] Strayer, Robert W. ISBN: 978-0-312-64466-6 \$112.00 Bedford/St. Martin's Press 2011 High School Edition Grades: 09-12 Adopted for AP World History The Western Heritage: Since 1300 [Book] Kagan, Donald, et al ISBN: 0-13-040421-7 \$57.00 Prentice Hall 2001 7th Edition Grades: 11-12 Adopted 3/23/2005 for AP European History The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Foreign Language</p>	<p>iAvancemos! Level 1 [Book] ISBN: 0-547-87191-0 \$81.00 Holt McDougal 2013 Grades: 09-12 Adopted 2/13/13 for Spanish I P iAvancemos! Level 2 [Book] ISBN: 0-547-87193-7 \$81.00 Holt McDougal 2013 Grades: 09-12 Adopted 2/13/13 for Spanish II P iAvancemos! Level 3 [Book] ISBN: 0-547-87192-9 \$81.00 Holt McDougal 2013 Grades: 09-12 Adopted 2/13/13 for Spanish III P iAvancemos! Level 4 [Book] ISBN: 0-547-87194-5 \$81.00 Holt McDougal 2013 Grades: 09-12 Adopted 2/13/13 for AP Spanish IV Language Deutsch Aktuell 1 [Book] Kraft, Wolfgang S. ISBN: 978-0-8219-5205-4 \$104.00 EMC Publishing 2010 6th Grades: 09-12 Adopted 2/13/13 for German I P Deutsch Aktuell 2 [Book] Kraft, Wolfgang S. ISBN: 978-0-8219-5206-1 \$97.00 EMC Publishing 2010 6th Grades: 09-12 Adopted 2/13/13 for German II P Deutsch Aktuell 3 [Book] Specht, Roland H., et al. ISBN: 978-0-8219-5207-8 \$90.00 EMC Publishing 2010 6th Grades: 09-12 Adopted 2/13/13 for German III P and German IV P El Espanol Para Nosotros Nivel 1: Curso para hispanohablantes [Book] Schmitt, Conrad J. ISBN: 0-07-827150-9 \$60.00 Glencoe 2006 Grades: 09-12 Adopted 9/13/2006 for Spanish II P SS El Espanol Para Nosotros Nivel 2: Curso para hispanohablante [Book] Schmitt, Conrad J. ISBN: 0-07-862003-1 \$60.00 Glencoe 2006 Grades: 09-12 Adopted 9/13/2006 for Spanish III P SS Reflexiones: Introducci3n a la literatura hisp3nica [Book] Rodriguez, Rodney T. ISBN: 978-0-13-279312-4 \$60.00 Pearson Education 2013 AP* Edition Grades: 09-12 Adopted 2/13/13 for AP Spanish V Literature T'es Branché? 1 [Book] Theisen, Toni and Jacques Pêcheur ISBN: 978-0-8219-5852-0 \$90.00 EMC Publishing 2014 Grades: 09-12 Adopted 2/13/13 for French I P T'es Branché? 2 [Book] Theisen, Toni and Jacques Pêcheur ISBN: 978-0-8219-5997-8 \$90.00 EMC Publishing 2014 Grades: 09-12 Adopted 2/13/13 for French II P T'es branché? 3 [Book] Theisen, Toni and Jacques Pêcheur ISBN: 978-0-8219-5999-2 \$100.00 EMC Publishing 2014 Grades: 09-12 Adopted 2/13/13 for French III P T'es branché? 4 [Book] Corsain, Martine, Eliane Grandet, el al. ISBN: 978-0-8219-6660-0 \$90.00 EMC Publishing 2014 1st Grades: 09-12 Adopted 2/13/13 for French IV P The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

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, four computer labs, three staff rooms, tennis courts, a pool, four athletic fields, a gymnasium, and administrative offices. Currently, the science buildings are being renovated, and four science rooms are being revamped.

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 March 2018; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Disaster procedures/routine & emergency drills
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Sexual harassment policy
- 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

The 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 the 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. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Facility Improvements / Deferred Maintenance

The district has a five year, Deferred Maintenance Plan designed to address expenditures for major repair or replacement of existing school building components and any needed Facility Improvements. Typically this includes roofing, plumbing, heating electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 10/06/18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Admin/Nurse: Damaged ceiling tile (Remedied 11/19/18) Library: Broken rr partition (Remedied 11/21/18) MPR/Kitchen: Floor tile transition strip (Remedied 10/20/18)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Student Restrooms: Loose toilets, leaking flush valves (Remedied 12/18/18)
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	47.0	34.0	30.0	33.0	48.0	50.0
Math	19.0	19.0	18.0	20.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	25.3	22.8	24.4

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	535	520	97.20	34.04
Male	294	286	97.28	27.62
Female	241	234	97.10	41.88
Black or African American	57	55	96.49	18.18
Asian	--	--	--	--
Hispanic or Latino	460	449	97.61	35.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	477	462	96.86	34.85
English Learners	132	127	96.21	11.02
Students with Disabilities	62	57	91.94	1.75
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	537	523	97.39	18.55
Male	296	288	97.3	17.01
Female	241	235	97.51	20.43
Black or African American	57	56	98.25	14.29
Asian	--	--	--	--
Hispanic or Latino	461	449	97.4	17.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	10	90.91	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	479	466	97.29	17.38
English Learners	132	128	96.97	0.78
Students with Disabilities	64	58	90.63	0
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

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, English Learner Advisory Committee, and Parent Teacher Student Association (PTSA).

School-to-home communication is a primary focus of the school which provides opportunities for discussion regarding the educational program, as well as open forums to address parental concerns and the needs of the students. The school also offers Parent Meetings, which provide training for parents who wish to better assist their child's academic 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, Superior Market, Office Depot and Office Max.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is a primary concern of every School site. 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 March 2018; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

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

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 Intruder on campus are held monthly.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	5.7	8.3	3.4
Expulsions Rate	0.3	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.5	6.3	4.3
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	.75
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	6
Other	
Average Number of Students per Staff Member	
Academic Counselor	465

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	24.0	25.0	21.0	50	37	72	22	26	18	51	51	50
Mathematics	24.0	25.0	22.0	30	28	52	27	31	29	32	39	34
Science	27.0	27.0	23.0	18	19	29	8	5	7	38	44	33
Social Science	25.0	27.0	23.0	28	25	33	14	9	20	42	45	35

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

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; and Developing as a Professional Educator.

Due to the state fiscal crisis, additional funding from the State of California that would provide an opportunity to offer district-wide professional development through “Buy Back Days” has not been available for the past four years. Rialto Unified School District (RUSD) has worked within the state fiscal crisis to provide an alternative plan of action for staff development, and has established a comprehensive District-wide Professional Development Center (PDC). The PDC provides ongoing staff development in a variety of formats throughout the school year (i.e. during the school day with substitutes provided, after school, on-site, weekends, and during instructional breaks). In collaboration with the PDC, teachers have access to online videos and resources as additional professional development support.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,583	\$47,903
Mid-Range Teacher Salary	\$79,375	\$74,481
Highest Teacher Salary	\$102,491	\$98,269
Average Principal Salary (ES)	\$116,547	\$123,495
Average Principal Salary (MS)	\$126,086	\$129,482
Average Principal Salary (HS)	\$131,678	\$142,414
Superintendent Salary	\$226,624	\$271,429
Percent of District Budget		
Teacher Salaries	34.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

- 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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,750.02	\$1,745.66	\$7,004.36	\$76,720.55
District	◆	◆		\$84,215
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			0.0	-9.3
Percent Difference: School Site/ State			-1.7	-5.1

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Eisenhower High School	2014-15	2015-16	2016-17
Dropout Rate	10.3	7.5	7.9
Graduation Rate	87.0	89.9	90.5
Rialto Unified School District	2014-15	2015-16	2016-17
Dropout Rate	10.7	7.3	8.3
Graduation Rate	82.7	84.8	85.4
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	851
% of pupils completing a CTE program and earning a high school diploma	12%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	16%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	96.8
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	32.3

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	4	♦
Fine and Performing Arts	2	♦
Foreign Language	8	♦
Mathematics	3	♦
Science	2	♦
Social Science	11	♦
All courses	30	18.7

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	86.2	87.5	88.7
Black or African American	90.6	86.2	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	100.0	95.5	94.9
Filipino	100.0	86.7	93.5
Hispanic or Latino	85.3	87.4	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	93.8	87.5	92.1
Two or More Races	71.4	82.4	91.2
Socioeconomically Disadvantaged	92.4	94.6	88.6
English Learners	55.6	57.0	56.7
Students with Disabilities	74.1	76.1	67.1
Foster Youth	66.7	50.0	74.1

Career Technical Education Programs

Fashion Textiles & Apparel 1A Fashion Textiles & Apparel 2A Fashion Design Fashion History WebPage Design Computerized Graphic Design Computer Application Digital Media Presentation Digital Electronics Welding Technology Welding Certification Introduction to Business Business Management Business Law Sales and Merchandising Digital Media Presentation Health Science Preparation Nursing Service Medical Terminology Introduction to Health Information and Records System Health Care Occupations Careers in Child Development Child Development I Child Development II Culinary Arts I Culinary Arts II Advanced Culinary Pharmacy Careers Medical Records Wood Technology Furniture/Wood Manufacturing Civil Engineering & Architecture Wood Manufacturing (ROP) Beginning Auto Collision Repair and Refinishing Advanced Auto Collision Repair and Refinishing

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.