RIALTO UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EISENHOWER HIGH SCHOOL

36 67850 3633005 CDS Code

Date of this revision: September 18, 2012
Plan Covers: 2012-2013

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index, California *Education Code* sections 41507, 41572, and 64001, and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. This plan is also aligned to the goals of the district LEAP Addendum goals to increase student achievement. For additional information on school programs and how you may become involved, please contact the following person:

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Position: **Principal**

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Rialto Unified School District School District

The District Governing Board approved this revision of the School Plan on

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1

Single Plan for Student Achievement

Table of Contents

Section One: School Information

MISSION
We provide a safe environment and the opportunity for students to optimize their intellectual, social and personal development to become productive members of a democratic society.

VISION
Eisenhower High School will provide a quality education to help prepare all students for success in their future endeavors.

School Profile

Eisenhower High School

School Profile

Eisenhower High School is located in Rialto, California, which lies north of Interstate 10, between the cities of San Bernardino and Fontana. It is one of three comprehensive high schools in the Rialto Unified School District and serves a student population of approximately 2,408 in grades 9-12. Established in 1959, Eisenhower has served more than four generations of the community's members and prides itself on its outstanding programs.

Gender and Age data are as follows:	Boys	Girls		**Ethnic Profile** (September 17, 2012)	Boys	Girls
				African American not Hispanic	175	185
9th Grade	343	317		American Indian	3	5
10th Grade	346	316		Asian	3	14
11th Grade	286	280		Filipino	2	2
12th Grade	270	285		Hispanic/Latino	937	981
				Pacific Islander	6	13
				White not Hispanic	38	39

Classified Employees:	Male	Female		**Number of Certificated Employees:**	114
African American	11	7		Certificated Employees with Advanced Degrees:	65
Asian	1	3			
Hispanic/Latino	10	23			
Pacific Islander	1	0			
White	5	19			

Graduation Rate

| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |

Legend: ■ Graduation Rate
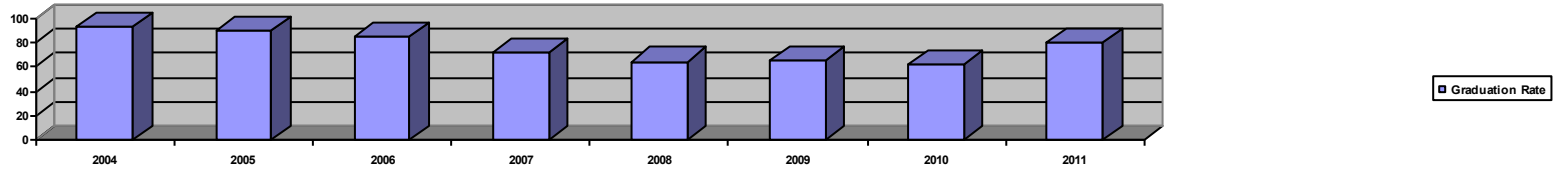
Adjusted Grade 9-12 1-year Dropout Rate (CDE 2009-2010):

EHS	3.5%
RUSD	4.2%
San Bernardino County	4.8%
California	4.6%

English Learner Data – Total: 593 (Aug. 30, 2010)

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
9	6	16	41	62	41
10	14	24	53	63	10
11	6	16	39	69	12
12	7	15	49	53	6

Special Education-Total: 247
(August 30, 2011)

	9th	10th	11th	12th
RSP	24	29	23	32
SDC	23	27	33	34
MH	5	4	2	11

School Resources:

Library:

    Staffed with 1 credentialed librarian and 3 library media technicians

    25 Study Stations

    Access to web-based catalog, Internet, and two electronic subscription resources

    Collection of over 41,000 books and other media resources

Computers:

    Seven computer labs, with a combined total of 96 workstations   Students per computer: 7-8

        -Read 180 Lab   -PC Lab   Internet-connected classrooms:124

        -I Can Learn Lab   -Mac Lab   Wireless in all classrooms including Gym and Cafeteria

        -2 Engineering Labs   - A+ Lab

Analysis of Current Instructional Program

Students at Eisenhower receive the core curriculum. All students enrolled in any standards-based math class have a copy of the appropriate textbook checked out to them individually. Some classes also have a class set of textbooks available for student use. Since the beginning level of math offered at the high school level in our district is Algebra I, students generally do not have access to textbooks at levels below Algebra I. However, we have implemented support programs for our struggling math students who use appropriate math support texts. All students in English, Science, and Social Studies are provided with standards-based core materials. Available supplemental materials have been purchased in past years to supplement the standards-based instruction in the four core departments in addition to Special Education. The core curriculum consists of textbook adoptions of Prentice-Hall materials for English Language Arts and Science; Holt Rinehart & Winston for Algebra I, Glencoe McGraw-Hill for Geometry and McDougal-Littell for Algebra II. Social Studies use McDougal Littell and Prentice Hall. The students work toward mastery of the state standards in Language arts, Mathematics, History, Social Studies, Science and the Arts.

All students, including RSP and SDC, have access to the standards-aligned core mathematics courses designed to satisfy both the criteria for graduation and the A-G requirements for college entrance. In addition to the resources available for students, students enrolled in our Edge courses as well as those served in after-school CAHSEE tutorial academies utilize SBE-adopted materials.

We have also implemented at Eisenhower high school Algebra restart classes for students who were not successful in their first semester of Algebra I. At the beginning of the second semester students are identified according to their first semester grades, District wide assessments and teacher recommendations and placed in these classes. Students not prepared for success in Algebra II are enrolled in Bridges to Algebra II.

The intervention classes for EL students use HighPoint and Edge and the reading intervention class uses Read 180. Special Education uses standards-based textbooks in core classes in addition to a selection of multi-leveled materials to meet the specific needs of these students. Teachers use modified instructional strategies to make the material accessible to students.

2011 High School Academic Program Survey Summary Chart

APS information for <u>Eisenhower High School</u>

Essential Program Component	Rating 1- 4	X any area that is 1 or 2
Implementation of Instructional Materials		
1.1 SBE-adopted basic core RLA/ELD programs/materials for all students	4	
1.2 SBE-adopted basic core ELD programs/materials for ELs	4	
1.3 SBE-adopted RLA/ELD intensive intervention programs/materials	3	
1.4 SBE-adopted basic core Math/Algebra program for all students	4	
1.5 SBE-adopted 2007 Algebra Readiness program	3	
2.1 Instructional time for core adopted RLA/ELD program	3	
2.2 Instructional time for additional strategic support of core adopted RLA	3	
2.3 Instructional time for additional adopted ELD instruction	3	
2.4 Instructional time for intensive intervention of adopted RLA program	3	
2.5 Instructional time for core adopted Algebra I program	4	
2.6 Instructional time for additional strategic support of adopted Algebra I	4	
2.7 Instructional time for intensive intervention of Algebra Readiness I	3	
3.1 Lesson pacing guides for adopted 9th and 10th grade level core and strategic intervention ERLA instruction and assessment	4	
3.2 Lesson pacing guides for adopted intensive reading intervention instruction and assessment	4	
3.3 Lesson pacing guides adopted Algebra I, Algebra Readiness, and Algebra I strategic support instruction and assessment	4	
Initial and Ongoing Professional Development and Support		
4.1 Administrator instructional leadership training in RLA/ELD and math	3	
4.2 Administrator targeted professional development and practicum	4	
5.1 Credentialed and highly qualified teachers	4	
5.2 Teacher professional development in all RLA/ELD core and intervention	4	
5.3 Teacher professional development in Algebra I and Algebra Readiness	4	
6.1 Support by content experts/coaches for 9th and 10th RLA/ELD teachers	3	
6.2 Support by content experts/coaches for Algebra I/Algebra Readiness teachers	3	
Achievement Monitoring and Teacher Collaboration		
7.1 Ongoing assessment and monitoring system RLA/ELD and intensive reading programs 9th &10th	3	
7.2 Ongoing assessment and monitoring system for Algebra I and Algebra Readiness	3	
8.1 Monthly collaboration by grade/course level teachers for RLA/ELD programs	4	
8.2 Monthly collaboration by grade/course level teachers for Algebra I and Algebra Readiness	4	
Fiscal Support		
9.1 All general/categorical funds prioritized to support EPCs for RLA and ELD	4	
9.2 All general/categorical funds prioritized to support EPCs for mathematics	4	

Section Two: Student Achievement Data, Analysis, and Conclusions

Accountability Progress Report (AYP, API)

State API , State and Similar Schools Rankings

Year	2007-2008 API Growth		2008-2009 API Growth		2009-2010 API Growth		2010-2011 API Growth		2011-2012 API Growth		Net 2007-2011
Eisenhower High School	2007 API	2007 State/Sim	2008 API	2008 State/Sim	2009 API	2009 State/Sim	2010 API	2010 State/Sim	2011 API	2011 State/Sim	API Growth
School	600	2/3	633	2/3	697	4/8	697	3/6	721	4/7	121
African American	591		624		673		674		698		107
Hispanic	595		631		700		696		722		127
SED	565		633		701		701		696		131
English Learner	544		612		654		666		693		149
SWD	417		421		469		454		469		52

*Formula changed

API Growth

State amd Similar Schools Rankings

7
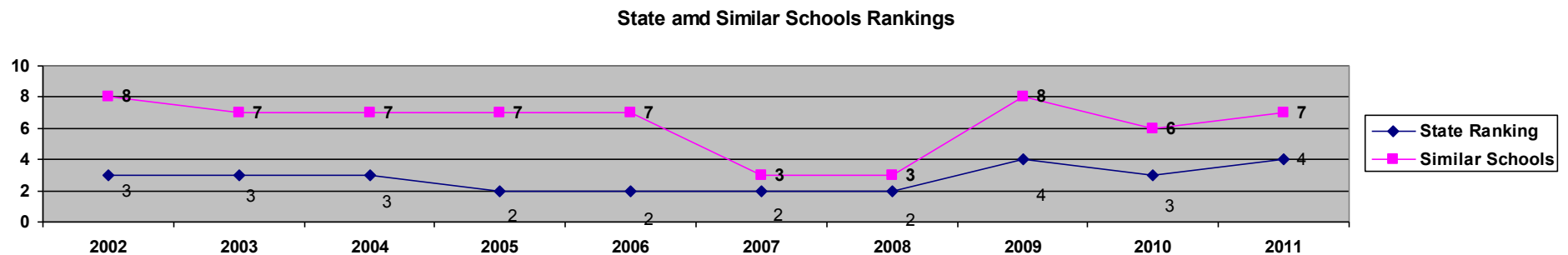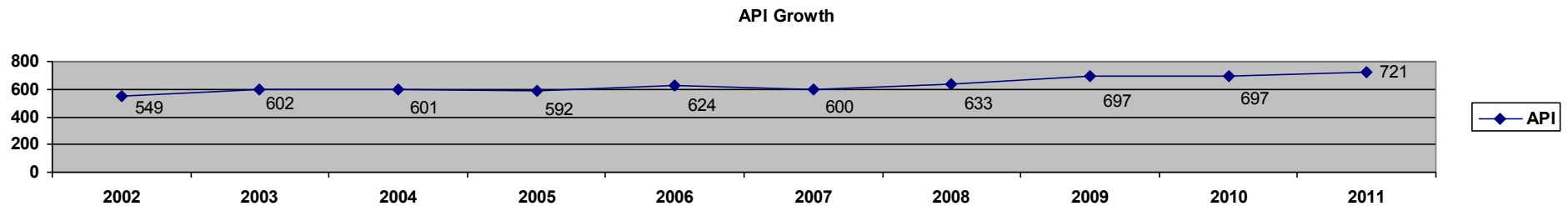
English Language Arts AYP
Proficient Rate

Legend: Annual Measurable Target — School — African American — White — Hispanic — SED — EL — SWD
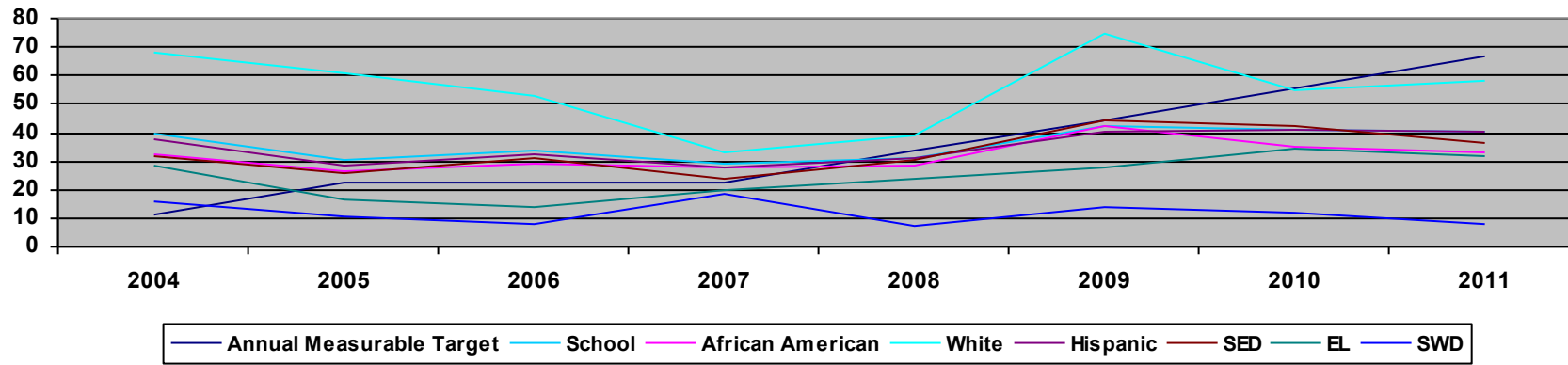
Math - Percent Proficient or Above

Legend: AMO Target — School — African American — White — Hispanic — SES Disadvantaged — EL — Disabled
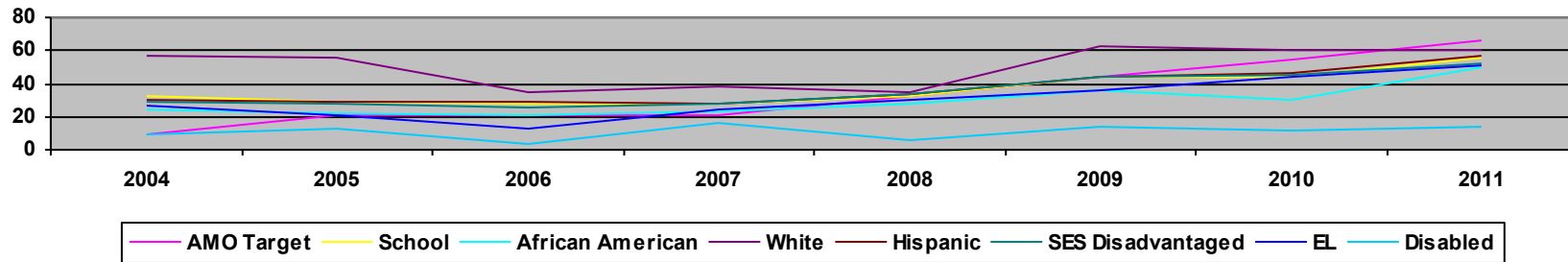
Analysis and Conclusions AYP, API

Conclusions Indicated by the Accountability Progress Report:
1. Strategies implemented in 2010-2011 made an impact in improved API scores.
2. EHS showed significant growth in Math, making all AYP goals except for SED.
3. EHS needs to develop strategies to significantly improve proficient rates in English Language Arts.

Annual Measurable Achievement Objectives

Annual Measurable Objectives (AMAOs) 1 and 2 2009-2010	Target	%	Made Target (Yes or No)
AMAO 1 Percent of Students Making Annual Progress Learning English	53.1%	63%	Yes
AMAO 2 Percent of Students Attaining English Proficiency on CELDT (Less than 5 years in US)	17.4%	27.7%	Yes
AMAO 2 Percent of Students Attaining English Proficiency on CELDT (5 or more years in US)	41.3%	54.5%	Yes

School Annual Measureable Achievement Objectives (above)
Conclusions Indicated by the AMAOs:
1. Our English Language Learners program is effective in helping our students meet and exceed the AMAO annual progress goal.
2. Students with less than five years in the United States received useful assistance in attaining English proficiency and meeting and exceeding their AMAO 2 goal.
3. Students with less than five years in the United States

District/School Assessments

Rialto Unified School District uses a variety of state and local assessments to monitor student progress in all core content areas. In addition to annual California STAR assessments, CAHSEE, CELDT, the analysis of Academic Performance Index (API) and Adequate Yearly Progress (AYP) results, each school also uses a district data monitoring system (Data Director) with district assessments and teacher created assessments to assess and monitor student progress.

District/School Assessments (Formative On-going Assessments)

Subject	Grade level	Assessments Used	Frequency
Reading/Language Arts	9, 10, 11, 12	District Standards-Based Benchmarks and teacher-created standards-based short cycle assessments will be used to monitor progress for all individual students, classes and grade levels for academic gains in reading language arts.	At least twice per year
Mathematics	9, 10, 11, 12	District Standards-Based Benchmarks and District Chapter Tests will be used to monitor progress for all individual students, classes and grade levels for academic gains in mathematics.	At least ten per year
English Language Development	9, 10, 11, 12	Each Professional Learning Community (PLC) will develop and implement teacher-created California standards-based assessments, which will be used to monitor progress for all students. Teachers will review test results within their PLC, and develop additional reteaching strategies for students who did not score proficient (77.8% average or greater) on these original assessments.	Including, but not limited to, twice per academic quarter.

Section Three: District Goals and Objectives

MISSION
The Mission of the Rialto Unified School District is to provide high levels of learning for all students and to inspire people to set goals that maximize their potential.

VISION
The Rialto Unified School District will be a leader in providing a quality education that prepares all students for their future.

CORE VALUES
Excellence: We strive towards excellence in our pursuit of student achievement

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

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

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

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

Safety: We provide a safe educational environment.

Program Improvement Year 3 District LEA Plan Addendum
The SBE identified RUSD as Program Improvement Year 3 in March 2008 when it missed the ELA Annual Measurable Objectives (AMOs) for EL and SWD as well as the graduation rate, making all other targets. For 2010-2011, the district grew 13 points on its API. The district has contracted with New Directions for Academic Advancement, Inc. as their DAIT provider to conduct a comprehensive needs assessment and assist them in writing their LEA Plan Addendum to implement Corrective Action 6.

Per EC Section 64001 the RUSD board must certify that the SPSA is consistent with local educational agency plans required for federal funding. The SPSA must have board approval to authorize expenditures proposed in the plan. Consequently, this SPSA delineates activities and funding fully aligned to implement the district's high leverage actions for the LEA Plan Addendum. All activities and funding align to the nine Essential Program Components (EPCs) found in the Academic Program Survey (APS).

High Leverage Actions for Rialto Unified School District LEA Plan Addendum

1. **Provide all district staff professional development for the new mathematics and current RLA adoptions with follow-up through site coaching and monitoring to support full implementation with emphasis on building Professional Learning Communities (PLCs) consistently and fully functioning at all sites.**
2. **Increase systematic, clear communication with all stakeholders, especially site administrators, about student achievement, academic expectations, and accountability requirements.**

3. **Build principals with strong leadership skills at all underperforming schools.**
4. **Improve district collection, analysis and use of data especially for graduation rates.**
5. **Implement, verify, and monitor plans to increase district and site graduation rates.**

2012-2013 Goals
Educational Services

Graduate every Rialto USD student, career and college ready with post-secondary opportunities.

Objectives:
Articulate an instructional design based on the California Common Core Standards;
Provide targeted professional development for administration, teachers, and instructional support staff;
Support sites to demonstrate an increase in proficiency on CST and CAHSEE exams;
Assure that all District assessments in the core subjects are aligned to the California Common Core Standards;
Implement multiple measures utilizing RTI's, ensuring appropriate student placement; and
Provide articulated K-12 career and college pathways.

Personnel Services

Recruit and retain the best qualified staff who add value to the education of our students.

Objectives:
Develop and implement a certificated and classified recognition program to acknowledge the commitment and dedication to our students and community;
Develop and implement certificated and classified employee staff development on interviewing skills and resume development;
Develop and implement management staff development on customer service, employee relations, performance evaluations, and discipline;
Develop and implement quarterly new classified employee support meetings; and
Review recruitment procedures to obtain the best qualified staff aligned with the District Vision and Mission Statements.

Business Services

Maintain Fiscal solvency and maximize resources toward District priorities

Objectives:
Support the academic achievement of every student by assuring adequate resources are allocated to the classroom;
Maintain fiscal solvency by enhancing and implementing effective operating systems; and
Assist the District, departments and school sites in achieving their goals and objectives by providing support and training as measured by continual examination and implementation of resource maximization.

Communications

Facilitate open and timely communication with all of the district stakeholders.

Objectives:
Provide the community with up-to-date information about the activities within the District;
Utilize the "Rialto Bridge" (monthly newsletter) and our local media, to recognize student and staff excellence;
Build greater capacity of attendance at District events through communication and advertising;
Communicate continuously via District website, digital media, and Parent Link;

Student Services

Empower student and families with skills and strategies to maximize their potential in an equitable, safe, and secure learning environment.

Objective:
Assist school administrative staff in applying education codes, Board policies and Rialto USD practices related to school attendance and discipline to reduce expulsions and truancies;
Assist students and families in need: McKinney Vento Funds, Clothing Tree donations, foster youth, and Health Services;
Build District wide understanding of special education laws, procedures, and instruction through ongoing staff development to ensure educational benefit for students with special needs;
Build educational outcomes and opportunities for secondary students and adults through enrollment in ROP, adult education, and career technical educational courses;
Encourage collaborative approaches with parents that address emerging and identified educational needs of students; and

Section 4: Planned Improvements in Student Performance (Goals)

GOAL 1 - Improving Student Achievement in Reading Language Arts

A minimum of 77.8% of the students (10th graders) will score at proficient or advanced on 2012 CAHSEE ELA.

All students will become proficient or better in reading/language arts by 2014 as measured by the CAHSEE ELA.

Currently at this school **40%** of students are scoring proficient or above on the CAHSEE ELA**.**

Student groups participating in this goal:

School Wide: **40%** are currently scoring proficient or above.

African American: **33%** are currently scoring proficient or above.

Hispanic students: **40%** are currently scoring proficient or above.
English Learners: **9%** are currently scoring proficient or above.

Special Education students: **2%** are currently scoring proficient or above.

Socio-Economically Disadvantaged students: **36%** are currently scoring proficient or above.

Means of evaluating progress toward this goal: CAHSEE, CST, CMA, and CAPA plus district standards-based benchmarks and formative assessments will be used to monitor reading progress for all individual students, classes and grade levels for academic gains in reading language arts.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards **EPC 1** 1. Teachers will teach to the standards, test, re-teach, and retest as needed. Site administrators will periodically visit classrooms to insure this is being implemented.	ELA Teachers May 2013	None	None	None
2. Improvement of instructional strategies and materials **EPC 2, EPC 3** 1. Teachers will share effective teaching strategies and materials within their PLCs. These items will be reflected in the minutes of PLC	ELA Teachers May 2013	None	None	None

13

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
meetings, and the English Department Chair will see that it is implemented by examining these minutes.				
3. Increased educational opportunity **EPC 2** 1. Every teacher will post a time in their classroom as to when they are available for tutoring, and will keep a sign-in sheet of those students who show-up for tutoring. Site administrators will visit teacher classrooms periodically to see that this is being implemented. 2. Provide supplementary ELA classroom text books.	ELA Teachers May 2013	None 12 books, per subject/room	None $25,000	None QEIA
4. Staff development and professional collaboration **EPC 4, EPC 5, EPC 6, EPC 8** 1. Teachers who attend professional development activities will return and present what they have learned to other teachers during an English Department meeting and/or within their PLCs. These items will be reflected in the minutes of the English Department and/or PLC meetings, and the English Department Chair will see that it is implemented by examining these minutes. 2. Training will be provided to all teachers to prepare for successful implementation of the Common Core.	ELA Teachers May 2013	None	$1,000	QEIA
5. Involvement of staff, parents and community 1. Teachers will use the Good Job Postcards so that at least one student per week is sent a positive note home to his/her parent/guardian. Teachers will keep a Good Job Postcard Log and site administrators will periodically visit teacher classrooms to see that this is being implemented. 2. Presentations to staff, SSC, ELAC, LINK Crew parents, and other community forums. 3. Provide after school activities through partnerships with community based organization	ELA Teachers May 2013 LINK Crew Staff, Administration, Math teachers/ By 5-25-13 HTH/ By 5-25-2013	None Hope Through Housing (HTH) Tutor salary	$25 Unknown	General HTH grant
6. Auxiliary services for students and parents 1. Teachers will make extra credit available for students who attend auxiliary programs such as The Step-Up Program; teachers will promote auxiliary services by displaying posters which advertise those	ELA Teachers May 2013	None	None	None

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
services inside their classroom. Site administrators will periodically visit teacher classrooms to see that this is being implemented. 2. AVID tutors will be utilized to assist students.	AVID Teachers 8/12-5/13	Hourly cost of AVID tutors	$5,000	QEIA
7. Monitoring program implementation and results **EPC 7, EPC 8, EPC 9** 1. Teachers will print individual quarterly data from Data Director/Illuminate, about their students and bring this data to their PLCs for discussion. The English Department Chair will see that this is being implemented.	ELA Teachers May 2013	None	None	None

GOAL 2 - Improving Student Achievement in Mathematics

A minimum of 77.4% of the students (10th graders) will score at proficient or advanced on 2012 CAHSEE Math.

All students will become proficient or better in mathematics by 2014 as measured by the CAHSEE.

Currently at this school 55% of students (10th graders) are scoring proficient or above on the CAHSEE Math.

Student groups participating in this goal:

School Wide: **55%** are currently scoring proficient or above.

African American: **51%** are currently scoring proficient or above.

Hispanic students: **56**% are currently scoring proficient or above.

English Learners: **32**% are currently scoring proficient or above.

Special Education students: **4**% are currently scoring proficient or above.

Socio-Economically Disadvantaged students: **51**% are currently scoring proficient or above.

Means of evaluating progress toward this goal: CST, CMA, and CAPA plus CELDT plus district standards-based benchmarks and formative assessments will be used to monitor reading progress for all individual students, classes and grade levels for academic gains in mathematics.

Description of Specific Actions to Improve Educational Practice covering the nine Essential Program Components (EPC) supporting academic student achievement.	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source

1. Alignment of instruction with content standards
EPC 1
  1. Continue and expand a department-wide program of regular test preparation utilizing appropriate test released questions for both the CST's and the CAHSEE, emphasizing both the content standards and test-taking strategies.
  2. Adhere closely to the district timelines, ensuring that students are prepared for each Chapter Test, Benchmark Exam and the CST's.
	Math teachers Administration/ By 6-4-2013
	
	Math teachers. Dept. Chair/ By 6-4-2013
		Measuring Up
		
		None
			$7920	Site

2. Improvement of instructional strategies and materials **EPC 2, EPC 3** 1. Professional Learning Communities (PLC's) and the Math Department as a whole will analyze Chapter Test and Benchmark data and discuss best teaching practices to address shortcomings using the Plan, Do, Study, Act template.	Math teachers, Dept. Chair/ By 6-4-2013	Teacher stipend	$20,000	QEIA
3. Extended learning time **EPC 2, EPC 3** 1. Work with counselors & administrators to ensure that any student failing either semester of Algebra I or Geometry be re-enrolled in that semester while also maintaining enrollment in appropriate parallel, standards-based course.	Counselors, Math teachers, Administration/ By 1-7-2013	Teacher salary	$100,000	Site

4. Increased educational opportunity
EPC 2
  1. Identify those students in grades 11 and 12 who have not passed the CAHSEE and place them in a Diploma Math intervention class and/or an after-school academy.
  2. Increase the number of students enrolled in AP and Honors mathematics classes.
  3. Increase the number of students taking four years of math in high school.
  4. Identify incoming ninth graders who are in need of additional assistance in mathematics and place them in an Algebra Essentials class.
	Counselors, Math teachers, Administration/ By 6-4-2013	Teacher salary	$45,000	Site

5. Staff development and professional collaboration **EPC 4, EPC 5, EPC 6, EPC 8**				

Description of Specific Actions to Improve Educational Practice covering the nine Essential Program Components (EPC) supporting academic student achievement.	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. All math teachers will participate in PLC's which will analyze Chapter Test, Benchmark, CST and CAHSEE sub-cluster results and will collaboratively plan effective teaching strategies and interventions. Utilize PLC collaboration time to refine and share "best practices" to be incorporated within individual classroom routines, with emphasis on the three-step model (I do, We do, You do). 2. In order to improve the effectiveness of PLCs, teachers will receive additional training in PLC implementation. 3. Training will be provided to all teachers to prepare for successful implementation of the Common Core.	Math teachers, Administration/ By 6-4-2013 Admin./Math Teachers By 6-4-2013	As above in Improvement of instruction Off site facilities and related expenses for multi-day training	$25,000	QEIA
6. Involvement of staff, parents and community 1. Presentations to staff, SSC, ELAC, LINK Crew parents, and other community forums. 2. Provide after school activities through partnerships with community based organization	LINK Crew Staff, Administration, Math teachers/ By 6-4-13 HTH/ By 6-4-2013	HTH Tutor salary	Unknown	HTH Grant
7. Auxiliary services for students and parents 1. Offer CAHSEE tutorials to support students in passing the CAHSEE. 2. Provide opportunities and encourage participation in extra-curricular and co-curricular activities that promote the use of mathematics in real world applications. 3. AVID tutors will be utilized to assist students.	Administration/ By 6-4-2013 Club Sponsors/ By 6-4-2013 AVID Teachers	Teacher salary Registration & related staff expenses Hourly cost of AVID tutors	$4,000 $2,000 $5,000	District funds QEIA QEIA
8. Monitoring program implementation and results **EPC 7, EPC 8, EPC 9** 1. Using Illuminate, the Mathematics PLCs will collect, disseminate and perform direct analysis of deficiencies in CST and CAHSEE scores. Teachers will access and create reports for CST, Benchmark and Unit Test results and analyze student progress on each standard.	Math teachers/ By 6-4-2013		Unknown	QEIA

GOAL 3 - Improving Student Achievement in Science

Students will demonstrate improved academic achievement by May 25, 2013

A minimum of **30%**, **32%**, **56%** of the students will score proficient or above on CST Science (Earth Science-ES, Biology-B, Chemistry-C).
        ES   B   C

Student groups participating in this goal:

School Wide: **25%**, **27%**, **51%** are currently scoring proficient or above.
             ES B   C

African American: **22%**, **26%**, **47%** are currently scoring proficient or above.
             ES B   C

Hispanic students: **23%**, **27%**, **51%** are currently scoring proficient or above.
             ES B   C

English Learners: **13%**, **9%**, **24%** are currently scoring proficient or above.
             ES B   C

Special Education students: **9%**, **0%**, **0%** are currently scoring proficient or above.
                     ES B C

Socio-Economically Disadvantaged students: **25%**, **27%**, **51%** are currently scoring proficient or above.
                                    ES B   C

(Note… The figures above are projecting a minimum gain of 5% across the student population.)

Means of evaluating progress toward this goal: CST Science scores, plus district standards-based benchmarks and formative assessments will be used to monitor reading progress for all individual students, classes and grade levels for academic gains in science.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source

1. Alignment of instruction with content standards
EPC 1
  1. All teachers will follow RUSD adapted framework & time line
  2. AP teachers will develop and submit AP curriculum and syllabi
	Dept. Chairs AP Teachers 8/2012-4/2013	0	$650.00	QEIA

2. Improvement of instructional strategies and materials **EPC 2, EPC 3** 1. PLC-Teacher w/share ideas	PLC Leads 8/2012-4/2013	0	Lab Supplies	0

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source

3. Extended learning time
EPC 2, EPC 3
  1. Tutoring & Step Up
  2. Chemistry, Bio AP-Thurs.-Laws for general science
	Anderson & Hamel 8/2012-4/2013 Karpow-EL 8/2012-4/2013			QEIA

4. Increased educational opportunity **EPC 2** 1. PLC, RUSD Trainings, Teacher Shared Standards	PLC Leads, Admin., Dept. Chairs 8/2012-4/2013	0	0	Site, QEIA

5. Staff development and professional collaboration
EPC 4, EPC 5, EPC 6, EPC 8
 	
  1. In order to improve the effectiveness of PLCs, teachers will receive additional training in PLC implementation.
  2. Training will be provided to all teachers to prepare for successful implementation of the Common Core.
	Admin./Science Teachers May 2013	Off site facilities and related expenses for multi-day training	$25,000	QEIA

6. Involvement of staff, parents and community 1. PTA, Teacher, Parent contact log. eChalk, Back to School Night, PTC, IEP's, SST's	All teachers 8/2012-4/2013			
7. Auxiliary services for students and parents 1. Tutoring, Dept. Tutoring, Step Up, IEP's, RSP	Designated teachers 8/2012-4/2013			QEIA, General Fund

8. Monitoring program implementation and results
EPC 7, EPC 8, EPC 9
  1. PLC & Department Minutes
  2. Parent Contact Logs, Grades, PP Notices, Positive Reinforcement Cards, eChalk Websites
	Admin., teachers 8/2012-4/2013			QEIA, General Fund

GOAL 4 - Improving Student Achievement in History/Social Studies

Students will demonstrate improved academic achievement by May 25, 2013.

A minimum of **47%, 55%** of the students will score proficient on CST in World History and U.S. History.
       W   US

Student groups participating in this goal:

School Wide: **32%, 45%**   are currently scoring proficient or above.
       W   US

African American: **28%, 36%** are currently scoring proficient or above.
        W   US

Hispanic students: **31%, 40%** are currently scoring proficient or above.
        W   US

English Learners: **29%, 23%** are currently scoring proficient or above.
        W   US

Special Education students: **2%, 6%** are currently scoring proficient or above.
          W   US

Socio-Economically Disadvantaged students: **33%, 41%** are currently scoring proficient or above.
          W   US

(Note… The figures above are projecting a minimum gain of 5% across the student population.)

Means of evaluating progress toward this goal: CST World History and U.S. History scores, plus district standards-based benchmarks and formative assessments will be used to monitor reading progress for all individual students, classes and grade levels for academic gains in social science.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards **EPC 1** 1. Identify and implement power standards monitored in the PLC's	PLC's / May 25, 2013	none	none	
2. Improvement of instructional strategies and materials **EPC 2, EPC 3** 1. PLC implemented best practices, inter-department collaboration w/English Department	Aug. 2012-May 2013	none	none	
3. Extended learning time **EPC 2, EPC 3** 1. 2011-2012 After school tutorials/ Saturday STEP UP program	Aug. 2012-May 2013	Instructors salary		STEP–UP, QEIA, HTH grant
4. Increased educational opportunity **EPC 2**	Aug 2012-May	Instructors		QEIA, HTH

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Participate in STEP-UP program/ AP tutorials 2. Pilot 9th grade Geography course in order to increase educational opportunities in Social Science	2013	salary Supplementary materials		grant. General funds, QEIA
5. Staff development and professional collaboration **EPC 4, EPC 5, EPC 6, EPC 8** 1. All staff is CLAD and SDAIE trained, we will continue to use Marzano, Kinsella, and Schaffer as instructional models 2. In order to improve the effectiveness of PLCs, teachers will receive additional training in PLC implementation. 3. Training will be provided to all teachers to prepare for successful implementation of the Common Core.	Aug. 2012-May 2013 Admin./Social Studies Teachers May 2013	PDC	$25,000	QEIA, Site funds QEIA
6. Involvement of staff, parents and community 1. Increased staff participation in PTSA, parent conferences, phone communication as verified by parent contact logs	Aug 2012-May 2013			
7. Auxiliary services for students and parents 1. e-Chalk, STEP-UP, Hope Through Housing	Aug.2012-May2013			Site and district funds, QEIA, HTH grant
8. Monitoring program implementation and results **EPC 7, EPC 8, EPC 9** 1. Progress will be communicated through progress reports, email, report cards, phone calls, and weekly progress reports. Instructional progress will be monitored by PLC's utilizing data director to analyze the results of formative and summative testing	Aug.2012-May 2013			Site and district funds, QEIA.

GOAL 5 - Improving Student Achievement in English Language Development

AMAO 1 The percent of English Learner students gaining one CELDT level per year will increase to 56% in 2013.

AMAO 2 The percent of English Learner students in the US less than 5 years attaining proficiency in English will increase to 20.1% in 2013.

AMAO 2 The percent of English Learner students in the US 5 years or more attaining proficiency in English will increase to 45.1% in 2013.

AMAO 3 ELA The percent of English Learners making proficiency or above on 10th grade CAHSEE (ELA) will increase to 77.8% in 2013.

AMAO 3 Math The percentage of English Learners making proficiency or above on 10th grade CAHSEE (math) will increase to 77.4% in 2013.
Student groups participating in this goal: All English Language Learners.

Means of evaluating progress toward this goal: CST, CMA, CAPA plus CELDT plus district standards-based benchmarks and formative assessments will be used to monitor reading progress for all individual students, classes and grade levels for academic gains in reading language arts and mathematics.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards **EPC 1** 1. All teachers will follow respective scope and sequence for the course they teach.	All Teachers, Dept. Chairs, Admin, LDS/ Dec. 2012 and May 2013	0	0	General Fund
2. **Improvement of instructional strategies and materials** **EPC 2, EPC 3** 1. Discuss, identify, and implement specific SDAIE strategies in EL PLC. 2. Purchase materials to assist implementation of identified strategies.	Content teachers, Dept. Chairs, Admin, LDS/May 25, 2013	Extra duty pay for teachers to participate in PLC meetings outside of normal school day and to purchase materials	$44,000	General Fund, EIA-LEP, QEIA
3. Extended learning time **EPC 2, EPC 3** 1. Each content teacher provides informal tutorials.	Content teachers/ May 25, 2013		0	General Fund
4. Increased educational opportunity **EPC 2** 1. EL Tutorials offered in all content areas. 2. EPC 2: Increased educational opportunity: After School, STEP-UP, etc	Approved EL tutors/December 18, 2012, and May 25, 2013	0	$14,000 per semester	EIA-LEP
5. Staff development and professional collaboration **EPC 4, EPC 5, EPC 6, EPC 8** 1. EL PLC collaborates on strategies and each member to take back to respective PLCs to train them. 2. The EL PLC meets regularly to analyze EL student CELDT data, CAHSEE data, and CST data. They also study/practice/observe/discuss appropriate SDAIE strategies for use with ELs to address student test data. 3. EL test data (CELDT, CST, CAHSEE) is disseminated to the entire staff. 4. Core departments and PLCs are asked to analyze accordingly for adjusting strategies to address	EL PLC members, LDS/May 25, 2013		$6,930 for year	EIA-LEP

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
shortcomings. 5. Appropriate strategies for ELs are shared with staff via staff meetings, email communiqués, and individual meetings with core teachers. 6. Occasional meetings with core departments and PLCs also take place. 7. In order to improve the effectiveness of PLCs, teachers will receive additional training in PLC implementation. 8. Training will be provided to all teachers to prepare for successful implementation of the Common Core.	Admin./ELD Teachers May 2013	Off site facilities and related expenses for multi-day training	$10,000	QEIA
6. Involvement of staff, parents and community 1. All teachers encourage ELAC meetings, send positive notes quarterly, phone calls quarterly for underperformers. 2. Extra hours to facilitate communication with parents during parent-teacher conferences, parent meetings and IEPs 3. Light refreshments at ELAC and parent meetings	All teachers of ELs, Inst. Assts., by end of each quarter	0	0 $400	General Fund EIA/LEP
7. Auxiliary services for students and parents 1. All teachers to encourage ELs to attend Step-Up Saturdays as needed 2. Personnel salaries for the following positions to provide direct support to English learners and their families: bilingual instructional aides, project clerks, language development strategists	All content teachers of ELs Admin.		$167,503	EIA-LEP, QEIA
8. Monitoring program implementation and results EPC 7, EPC 8, EPC 9 1. All Content PLCs will review EL test data-Benchmarks, Unit exams, etc.- for instructional modification. 2. Administer annual CELDT.	Core teachers, Admin., LDS Quarterly 7/12-10/12	Extra duty	$5,000	EIA-LEP

GOAL 6 - Improving Student Achievement for all Special Education Students in Reading Language Arts and Math

A minimum of 66.7% of the students will score at proficient or advanced on 2013 CST ELA.

A minimum of 66.1% of the students will score at proficient or advanced on 2013 CST Math.

Currently __13.1%__ of special education students are scoring proficient or above on the CST in English Language Arts.

Currently __3.0 %__ of special education students are scoring proficient or above on the CST in Mathematics.

Student groups participating in this goal: All students with disabilities.

Means of evaluating progress toward this goal: CST, CMA, CAPA, and CELDT plus district standards-based benchmarks and formative assessments will be used to monitor reading progress for all individual students, classes and grade levels for academic gains in reading language arts and mathematics.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards **EPC 1** 1. All special education teachers will align IEP's with state standards in the general education curriculum to ensure all special education students have access to grade level content standards.	Special Education teachers/ 8/12 – 5/13			
2. SDC and SED teachers will collaborate with both math and language arts departments to learn different strategies to ensure alignment of instruction with the content standards.	Special Ed. teachers/ 8/12 – 5/13			
2. Improvement of instructional strategies and materials **EPC 2, EPC 3** 1. Special education teachers will take strategies learned from math and language arts departments and create strategic plans for implementing steps to address instructional strategies to align with content standards.	Special Ed. teachers/ 8/12 – 5/13			
3. Extended learning time **EPC 2, EPC 3** 1. Special Education students will be offered before and after school tutoring, Saturday school and A+. ICL lab,	Special Ed. teachers/			

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Read 180, 6th of a day classes, System 44, Study Island and any other appropriate extended programs offered.	8/12 – 5/13			
4. Increased educational opportunity **EPC 2** 1. Special education teachers will continue to collaborate with general education teachers. Special education students will have access to summer school, enrichment programs, read 180, system 44, ICL lab, study skills, gear-up, upward bound, math support, diploma math and math and English.	Special Ed. teachers/ 8/12 – 5/13			
5. Staff development and professional collaboration **EPC 4, EPC 5, EPC 6, EPC 8** 1. Training will be provided to all teachers to prepare for successful implementation of the Common Core. 2. In order to improve the effectiveness of PLCs, teachers will receive additional training in PLC implementation. 3. Training will be provided in the responsibilities of Case Carriers, and IEP preparation.	Administrators/ 8/12 – 5/13 Principal/ 8/12 – 5/13 Dist. Special Ed./ 8/12 – 5/13		QEIA	$5,000
6. Involvement of staff, parents and community 1. Special education teachers will continue to communicate with parents through IEP'S, transition classes, workability, Vocational Rehabilitation, Department of Rehabilitation, business in the community and churches. 2. Special education teachers will create a parent summit in which, parents, community leaders, policy makers, universities and business can communicate ways that can help special education students. 3. Foster relationships with families, school colleagues and agencies to support student learning.	Special Ed. teachers/ 8/12 – 5/13			
7. Auxiliary services for students and parents 1. Staff development, referrals to Inland Regional Center, Department of Rehabilitation and MAA.	Special Ed. teachers/ 8/12 – 5/13			
8. Monitoring program implementation and results **EPC 7, EPC 8, EPC 9**				

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Will continue to monitor progress through link crew, accelerate math, study skills, Woodcock Johnson Testing Protocols, benchmarks, criterion reference assessment, formative assessment, transition services, CST Data, Data Director, Annual and Tri-annual IEP's.	Special Ed. teachers/ 8/12 – 5/13			

GOAL 7 - Improving Student Achievement in Foreign Language, Visual & Performing Arts, PE, and College Preparatory Electives (E, F & G)

Students will demonstrate improved academic achievement by May 31, 2013.

Student groups participating in this goal: All students enrolled in Foreign Language, Visual and Performing Arts, and College Preparatory Electives (E, F & G)

Means of evaluating progress toward this goal: District standards-based benchmarks and formative assessments will be used to monitor progress for all individual students, classes and grade levels for academic gains in Foreign Language, Visual and Performing Arts, and College Preparatory Electives (E, F & G).

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards **EPC 1** 1. Teachers will revise appropriate courses to meet E-G requirements, if applicable.	E, F & G Teachers May 2013	None	None	None
2. Improvement of instructional strategies and materials **EPC 2, EPC 3** 1. Teachers will share effective teaching strategies and materials within their PLCs. These items will be reflected in the minutes of PLC meetings.	E, F & G Teachers May 2013	None	None	None
3. Extended learning time **EPC 2, EPC 3** 1. Increase in seat time for students by modifying the bell schedule and attending assemblies outside of normal class times.	Administrators May 2013			
4. Increased educational opportunity **EPC 2**				

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Teachers will integrate appropriate technology, through the use of ELMOs, LCD projectors, Smartboards, computers, and other technology to support student technology skill development and communication skills through lessons and student activities.	E, F & G Teachers May 2013	Technology purchases	$25,000	QEIA
2. Technology will be maintained in order to allow teachers to deliver lessons that are assisted using ELMOs, LCD projectors, Smartboards, computers and other technology.	AV tech May 2013	Tools and replacement materials	$2,000	QEIA
5. Staff development and professional collaboration **EPC 4, EPC 5, EPC 6, EPC 8** 1. Teachers who attend professional development activities will return and present what they have learned to other teachers during department meeting and/or within their PLCs. These items will be reflected in the minutes of the department and/or PLC meetings.	E, F & G Teachers May 2013	Materials	$1,000	QEIA
2. In order to improve the effectiveness of PLCs, teachers will receive additional training in PLC implementation. 3. Training will be provided to all teachers to prepare for successful implementation of the Common Core.	Admin./ E, F & G Teachers May 2013	Off site facilities and related expenses for multi-day training	$25,000	QEIA
6. Involvement of staff, parents and community 1. Teachers will keep parents/guardians abreast of students' progress through phone calls, conferences, emails, and Good Job postcards. Logs will be available for Administrators.	Teachers May 2013	None	$25	General
2. Presentations to staff, SSC, ELAC, and other community forums.	Visual and performing arts 5-25-13		Unknown	
7. Auxiliary services for students and parents 1. Teachers will make extra credit or recovery assignments available for students.	E, F & G Teachers May 2013	None	None	None
8. Monitoring program implementation and results **EPC 7, EPC 8, EPC 9** 1. Teachers will print individual quarterly data from Illuminate about their students and bring this data to their PLCs for discussion.	E, F & G Teachers May 2013	None	None	None

GOAL 8 Improving Student Achievement in Technology

Students will demonstrate improved academic achievement by May 31, 2013.

Student groups participating in this goal: All students

Means of evaluating progress toward this goal: District standards-based benchmarks and formative assessments will be used to monitor progress for all individual students, classes and grade levels for academic gains in

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards **EPC 1** 1. Teachers will revise appropriate courses to meet E-G requirements if applicable.	Teachers May 2013	None	None	None
2. Improvement of instructional strategies and materials **EPC 2, EPC 3** 1. Teachers will share effective teaching strategies utilizing technology. These strategies will be reflected in the minutes of PLC meetings. 2. Teachers will use materials that	Teachers May 2013	None	None	None
3. Increased educational opportunity **EPC 2** 1. Teachers will integrate appropriate technology, through the use of ELMOs, LCD projectors, Smartboards, computers, and other technology to support student technology skill development and communication skills through lessons and student activities. 2. Acquire site licenses for appropriate software to support STEM and other academic programs.	Teachers May 2013 Administrators May 2013	Technology purchases Site licenses	$25,000 $10,000	QEIA QEIA
4. Staff development and professional collaboration **EPC 4, EPC 5, EPC 6, EPC 8** 1. Teachers who attend professional development activities will return and present what they have learned to other teachers during department meeting and/or within their PLCs. These items will be reflected in the minutes of the department and/or PLC meetings. 2. In order to improve the effectiveness of PLCs, teachers will receive additional training in PLC implementation.	Teachers May 2013 Admin. May 2013	Materials Off site facilities and related expenses for multi-day training	$1,000 $25,000	QEIA QEIA
5. Involvement of staff, parents and community 1. Staff, parents and community will be encouraged to access the school website and eChalk. 2. Presentations to staff, parents, and other community will utilize technology.	May 2013	None	$25	General

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Daily announcements and informational postings will use video monitors at various locations throughout the campus.			Unknown	

6. Auxiliary services for students and parents
   1. Computer access will be made available before and after school for student use.
   2. School website will be updated regularly to provide accurate information for students and parents.
	May 2013	None	None	None

7. Monitoring program implementation and results **EPC 7, EPC 8, EPC 9** 1. Stakeholders will review progress made through strategies in this plan and amend as needed.	Teachers/ May 2013	None	None	None

GOAL 9 QEIA

Planned Improvements in Student Performance through the Quality Education Improvement Act (QEIA)

The school site council has approved the following QEIA goal based on conclusions from the Academic Review Process including a review of student achievement data, completion of the Academic Program Survey and an analysis of the English Learner Instructional Program and an analysis of the support needed for students with disabilities.

The school site council has adopted the following QEIA school goal, related actions, and expenditure of QEIA funds to raise the academic performance of student groups not meeting state standards:

The school will exceed the school's API growth targets averaged over the first three years of the QEIA program (2008-09, 2009-10, and 2010-11) and meet the API targets each year after the third year.

Significant Student Sub-groups and grade levels to participate in this goal: African American Hispanic English Learners SED Students with Disabilities	**Anticipated annual performance growth for each group:** School wide and each significant subgroup of students will meet or exceed annual API targets. School wide and each subgroup students will meet or exceed annual AYP instructional proficiency targets in ELA and Math. English Leaner students will meet or exceed AMAO I and AMAO II annually.
Means of evaluating progress toward this goal: District Standards-Based Benchmarks and teacher-created	**Group data to be collected to measure academic gains:** API and AYP

standard-based short cycle assessments will be used to monitor reading progress for all individual students, classes and grade levels for academic gains in reading language arts and mathematics.	District Standards-Based Benchmarks in ELA and Math Teacher-created standard-based short cycle assessments

QEIA 7 Year Funding Cycle (Funds maybe carried over.)

QEIA Funding 2008-2014 full funding $ 2,411,000_ per year

Actions to be Taken to Reach This Goal Consider all appropriate dimensions	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source QEIA
1. Complete an Academic Review Process 1. Review summative data from API and AYP and CELDT to identify content areas of focus and sub-groups of students not meeting API/AYP targets.	8/2012- 5/2013			
2. Complete the Academic Program Survey (APS) with the school leadership team and identify EPCs from the APS that are not at least a score of three to specifically address in the school's Single Plan for Student Achievement (SPSA).	10/2012- 11/2012			
3. The Leadership Team will identify academic priorities, plan and develop implementation strategies for the coming year.	1/2013- 6/2014			
2. Revise the school Single Plan for Student Achievement.	8/2012- 1/2013			

3. Provide Professional Development
  1. Develop a 7 year professional development plan collaboratively with all interested parties that includes lesson study, co-teaching and external learning opportunities that are related to the academic area taught (ELA, math, science, social studies, and ELD instruction).
  2. Provide 40 hours per year of professional development to all staff (certificated and paraprofessional) equal to the rigor of SB 472 related to the instructional learning
	8/2012-
	5/2013			

needs of students identified for additional support. 3. Implementation in 2010-2011 includes 100% of staff being provided with 40 hours of professional development and continuing throughout the length of the QEIA funded program. 4. Provide opportunities for Advance Placement (AP) teachers to attend trainings to receive information, tools, and strategies to build a successful AP program.		$10,000	$1,550	QEIA
4. Improve Attendance Rates of Students (Required: Student attendance will increase on or before the first three years of the QEIA program.) 1. Students will be able to make up absences through attendance in the Saturday STEP-UP program. 2. Develop programs and activities designed to improve student interest and participation in school.	8/2012-5/2013 8/2012-5/2013			
5. Maintain 100% or Increase Highly Qualified Teachers Current HQT Status **97%** 1. Under the direction of the District's Personnel Department, teachers are completing the appropriate course work needed to gain HQT status.	8/2012-5/2013			
6. Maintain Teacher Experience Index 1. Current TEI Status 7.9 years, which is higher than the District's average of 6.6.	8/2012 5/2013			
7. Williams Requirements 1. Eisenhower High School is fully compliant with Williams requirements.	8/2012 5/2013			
8. Promote optimal setting to support student achievement 1. Schedule students to take CST's with their	2/2013 4/2013	Staff member to sort CST's by 2nd period teacher		

31

own teacher.				
9. Reduce student-staff ratio to improve student performance and learning	8/2013	15 teachers, 3 counselors, 1 assistant principal		
10. Increase reading skills of students who are performing below grade level 1. Select, purchase, and implement the Edge program.	8/2013	Edge materials	$44,000	QEIA
11. Increase student achievement in Science and math using STEM activities 1. materials needed in the Engineering program	8/2013	Engineering materials	$10,000	QEIA

Section Five: School Wide Components

Learning Environment/Safe Schools

Eisenhower High School will provide a safe and secure learning environment.

Description of Specific Actions to Improve Educational Practice	Implementers/ Completion Date	Related Expenditures	Estimated Cost	Funding Source
1. Eisenhower High School's Comprehensive School Safety plan will be reviewed and approved annually by the SSC.	J. Sturmer 3/2013	Copies, signs, posters	$2,000	General Fund
2. Eisenhower High School shall develop and maintain an emergency action plan, in compliance with NIMS/SEMS guidelines.	J. Sturmer 8/2012	Handbooks, safety equipment and supplies	$2,000	General Fund
3. Eisenhower High School's school rules shall be established by staff, modified and implemented in accordance with approved district policy, regulations and guidelines.	Admin. 8/2012	Handbooks	$500	General Fund
4. Eisenhower High School will increase the level of safety provided for our athletic programs.	A. Sanchez/ 8/2012	Various safety equipment	$20,000	QEIA
5. Counselors will develop graduation plans for active students who are credit deficient.	Counselors/ 8/2012	Extra Duty Compensation	$4,000	QEIA

Parent Involvement/Community Involvement

Eisenhower High supports and encourages parental and community involvement in support of our educational program.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. LINK Crew – Freshman parent orientation	N. Sehsah & S. Sparks/ 10-2012		$1,000	HTH grant, QEIA
2. Back to School Night – Parents are invited to follow their children's class schedule, meet their teachers, and learn about the school's programs.	EHS Staff 8/23/12			General Fund
3. Parent Summit – Parents and community members are invited to learn about the various programs for them at the school and district levels. School booth and two workshops conducted.	Admin./ 10/13/12		$600	General Fund
4. Parents as Partners – Educate parents on successfully	Admin./		$1,000	QEIA

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
supporting their students in all aspects of education.	5/27/2013			

Section 6: Budget Pages

School Budget

Eisenhower High School

	Grades	9	10	11	12	Total
Total School Enrollment		**637**	**652**	**600**	**506**	**2,395**
	School Budget					
EIA/LEP	**$189,169**					**478**
QEIA	**$2,411,000**					
Total Funds	**$2,600,169**					

Capital Outlay and Equipment

RIALTO UNIFIED SCHOOL DISTRICT
SCHOOL PLAN FOR CONSOLIDATED PROGRAMS

CAPITAL OUTLAY AND EQUIPMENT

School Name:_____

Description of item of expenditure (A)	Funding Source (B)	Justification in terms of student or program need (C)	Number of units (D)	Total cost (E)

Contracts and Consultants

RIALTO UNIFIED SCHOOL DISTRICT
SCHOOL PLAN FOR CONSOLIDATED PROGRAMS

CONTRACTS/CONSULTANTS

_____School

Description of item contract services (A)	Funding Source (B)	Justification in terms of student or program need (C)	Total cost (D)

36

Centralized Services Expenditures: $27,711

Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL				
# 1 All students in significant subgroups will improve their reading and math achievement for 2012-2013. # 2 All English Learners will meet or exceed the Annual Measurable Achievement Objectives (AMAOs) for 2012-2013.				

Groups participating in this goal (e.g., students, parents, teachers, administrators): All students and in particular sub-groups of students including English Learners and special education students at risk of not meeting proficiency. Teachers through staff development and support and site administrators through staff development and support.	**Anticipated annual growth for each group** A minimum of 66.7% of students will score at proficient or advanced on 2013 CAHSEE ELA. A minimum of 66.1% of students will score at proficient or advanced on 2013 CAHSEE Math. All AMAO targets will be met or exceeded.
Means of evaluating progress toward this goal: On-going 6-8 week curriculum assessments in ELA and Math and CELDT tests, and AMAO analysis.	**Group data to be collected to measure gains**: Annual STAR CST assessments and AYP data school wide and all significant subgroups

Actions to be Taken to Reach This Goal[1] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date[2] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Teachers will identify SDAIE strategies that are important in helping EL students' achievement.	11/2012 12/2012			
Administrators will conduct differentiated classroom observations, documenting the use of SDAIE strategies.	1/2013 5/2013			
CAHSEE academies will be held after school and on Saturdays	9/2012 1/2013	Teacher after hours duty	$4,000	QEIA
After school and Saturday tutoring for EL and Special Education students	9/2012 4/2013	Teacher after hours duty	$9,500	EIA/LEP QEIA

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[1]   See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

[2]   List the date an action will be taken or will begin, and the date it will be completed.

School Budget Worksheet
PRELIMINARY BUDGET WORKSHEET 2012-2013   SCHOOL: Eisenhower   H. S.

OBJECT OF EXPENDITURE		SI	Title I	EIA/SCE	EIA/LEP	GATE	QEIA	QEIA-SIG
1000	Certificated (Contracted) Salaries				60,000		100,000	
2000	Classified (Contracted) Salaries				55,468		5000	
3000	Benefits (Contracted Salaries)				17,476			
	Subtotal (Contracted Salaries) 1000-3000				**132,944**			
1000 & 3000	Certificated Extra Duty (including benefits)				30,202			
2000 & 3000	Classified Extra Hourly (including benefits)				3,075		115,000	
	SUBTOTAL (1000-3000)				**166,221**		**2,100,000**	
4210	Other Books				5,000			
4310	Instructional Mat./Other Supplies - (In)				8,448		34,595	
4311	Subscriptions							
4312	Testing (ALS)							
4330	Staff/Inservice Supplies						70,050	
4340	Computer Software & Related Expenses						25,000	
4350	Office Supplies/Other Supplies (Out)						25.00	
4401	Non-capital Inventory Equipment							
4440	Computer Tech. Equipment							
5200	Travel and Conference						1,000	

Code	Description							
5210	Mileage							
5300	Dues & Membership							
5640	Computer Repairs							
5641	Maintenance Contracts/Computer							
5712	Print Charges							
5716	Xerox Copier Contract				2,000			
5717	Work Orders							
5720	Study Trips (Bus Transp.)							
5810	Renaissance Learning Contract							
5840	Computer Related Services							
5850	Professional/Consulting Services							
5880	Other Services				2,000			
5881	Study Trips (Entry/Admission Fees/students)							
6400	Equip $5,000+ (Poster machine & Laminator)							
	SUBTOTAL (4000-6000)				48,000		311,000	
	TOTAL:				189,169		2,411,000	

Page 9.1

—————————————————
SSC Approval Date
May 22, 2012

————————————
Date Submitted

————————————————
Principal's original Signature (Blue Ink)

RIALTO UNIFIED SCHOOL DISTRICT
SCHOOL BASED COORDINATED PLAN FOR CONSOLIDATED PROGRAMS

Project Personnel Percentages

2012-2013

Eisenhower High **School**

May 22, 2012 **Date**

Certificated		EIA/SCE	SI	EIA/ LEP	Title III	Hrs/Day	Track
Name	**Position**	**%**	**%**	**%**	**%**		
Eric Schessler	Language Development Specialist			100%		8/179	

Classified							
Name	**Position**						
Nancy Pivac	Categorical Project Clerk			50%		6/195	
Instructional Assistants							
1. Carmen Jacques	Bilingual Instructional Assistant			100%		3/180	
2. Wendy Gavini*	Bilingual Instructional Assistant			100%		3/180	
3. Maria Arellano*	Bilingual Instructional Assistant			100%		3/180	
4. Raquel Valenzuela*	Bilingual Instructional Assistant			100%		3/180	
5.							

*Bilingual Position

Section Seven: Additional Compliance Items

School Site Council

RIALTO UNIFIED SCHOOL DISTRICT
SCHOOL PLAN FOR CONSOLIDATED PROGRAMS
ESTABLISHMENT OF THE SCHOOL SITE COUNCIL

Describe each of the following steps in the establishment of the School Site Council (Education Code Section 52012). Note that replacement of School Site Council members must be through peer selection, not appointment.

Peer Selection Process:
Parents, teachers, and other school personnel members are elected by their peers. Representation on, and responsibilities of the School Site Council is explained and reviewed with each group prior to a ballot election.

Members Term of Office:
All adult members of the council shall serve for a two-year term.
All student members of the council shall serve for a one-year term.

Procedure for Replacing a Member:
An alternate replaces the council position that is left vacant. If there are no alternates, an election will be held to fill the position.

RIALTO UNIFIED SCHOOL DISTRICT
SCHOOL BASED COORDINATED PLAN FOR CONSOLIDATED PROGRAMS
SCHOOL SITE COUNCIL

SSC Composition: Must have equal membership between Column A and Column B

			Position			
	SCHOOL PERSONNEL (Teachers must be in majority) A		PARENT	COMM	STUDENT	PARENTS/COMMUNITY STUDENTS (Must NOT be employed at the school site) B
POSITION	NAME					NAME
Principal	1. Art Sanchez		X			1. Nora English
Teacher	2. Sandy Alps		X			2. Jaime Ramirez
Teacher	3. Kim Biddick		X			3. Veronica Lopez
Teacher	4.Sean Hopkins		X			4. John Lopez
Teacher	5.Vincent Redman		X			5. Nora Mendoza
Teacher	6.Karensa Hutchens				X	6. Pamela Torres
Teacher	7.Deborah Scott-Toux				X	7. Erika Guillen
Other	8.Carla Ricker				X	8. Jessica Magana
Other	9.Yadira Solis				X	9. Karen Tortolero
Other	10. Nancy Sehsah				X	10. Deijhze Board
Alternates						**Alternates**
Teacher	Kelley Edwards				X	Kassandra Soto

Elementary = 10   Middle = 12   High School = 20

Left side vertical labels: HIGH SCHOOL | MIDDLE | ELEMENTARY

English Learner Advisory Committee
RIALTO UNIFIED SCHOOL DISTRICT
SCHOOL BASED COORDINATED PLAN FOR CONSOLIDATED PROGRAMS
ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

School ___Eisenhower High School_____

SCHOOL PERSONNEL	PARENTS		
NAME	**NAME**	**ADDRESS**	**PHONE #**
Scott Sparks	Ana Castillo		(909) 242-3746
Eric Schessler	Gloria Chavez		(909) 820-0283
Crystal Sanchez	Cecilia Cisneros		(909) 258-2034
Shirley Luque	Martha Duran		(909) 877-1918
	Florde Maria Galdemez		(909) 202-7839
	Teresa Esquivel		(909) 554-4389
	Irene Gallardo		(909) 421-0992
	Maria Garcia		(909) 546-2380
	Patricia Garcia		(909) 889-6562
	Rita Hernandez		(909) 875-8710
	Elisa Lara		(909) 820-7023
	Maria Limon		(909) 877-1478
	Zulma Miranda		(909) 910-1582
	Yadira Moreno		(909) 820-1337
	Maria Ramirez		(909) 421-3572
	Maria Del Carmen Solorzano		(909) 258-3389
	David Vega		(909) 421-3572
	Maria Villa		(909) 877-4515
	Martha Villa		(909) 877-6592

RIALTO UNIFIED SCHOOL DISTRICT
SCHOOL PLAN FOR CONSOLIDATED PROGRAMS
ASSURANCES

1. Councils and/or committees have been founded in accordance with the procedures established by federal or state law or regulations.

2. Adequate opportunity has been given to the members of the School Site Council and/or school advisory council or committees to consider the available information concerning the special needs of English Learner (EL) students, including instruction in a language that such students understand; gifted and talented students, educationally disadvantaged students; and students with exceptional abilities or needs.

3. A list of members of each school-level council or committee attached.

4. All pages of the school plan have been completed prior to the earliest signature date on this page.

5. The School Site Council has proposed to coordinate services identified on page 1 in a school-based coordinated program.

6. Special Education staff and parents have been informed of and have had opportunity to give input to the inclusion of special education in the school-based coordinated program.

7. The School Site Council has established the school improvement or school-based coordinated program budget and has participated in discussions with district staff on those portions of the budget that pertain to district centralized services to the school.

8. The School Site Council has developed the SI or School-Based Coordinated Program plan and has submitted it to the district board of education for approval.

9. The School Site Council or School advisory committee on which I serve has participated in the planning process and has reviewed the plan for NCLB Title I.

10. Teachers have participated in the process of planning the school's consolidated programs.

Teacher who is a member of the School Site Council: **Kim   Biddick** _____ _____
                                                                                                          Signature   Date

School Site Council Chairperson: **Juan Lopez** _____ _____
                                                                                                          Signature   Date

Parent Representative: **Jaime Ramirez** _____ _____
                                                                                                          Signature   Date

English Language Advisory Committee Representative: **Humberto Ramos** _____ _____
                                                                                                          Signature   Date

Principal: Arthur Sanchez _____   _____
                                                              Signature   Date

These signatures verify that the respective chairpersons, teacher, and principal have accepted the responsibility for the above assurances.