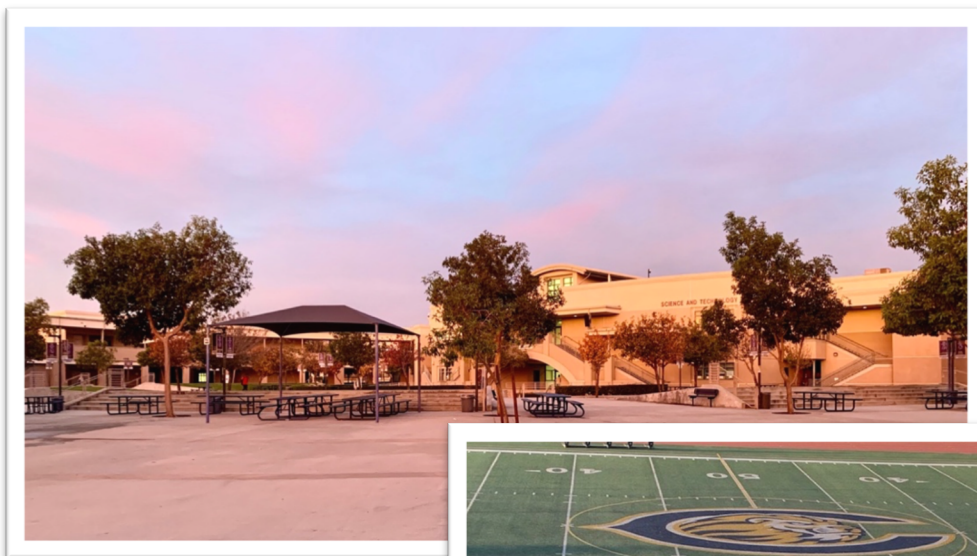


CHAPTER IV

SUMMARY FROM ANALYSIS OF IDENTIFIED CRITICAL STUDENT LEARNING NEEDS



Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

Critical Student Learning Needs

Carter High School has taken the Visiting Committee's (VC) recommendations to heart and since 2014 has focused improvement efforts towards the key challenges outlined in the original visiting committee report. The school has made targeted improvements towards implementing the recommendations and subsequent action plan included in the self-study report. The following Action Steps were identified during our last full self-study and our mid-cycle progress report visit.

Goal 1

2017 Recommendation: CHS will set a college-going culture and have students develop 21st century skills through increasing the academic rigor in all courses and raise the number of graduates meeting the UC A-G requirements to match the state average.

Goal 2

2017 Recommendation: CHS will focus on best instructional practices promoting high levels of student achievement and engagement and the reinforcement of positive student behaviors.

Goal 3

2017 Recommendation: CHS will focus on staff development for the implementation of Common Core State Standards through the use of Professional Learning Communities, district trainings and on site teacher expertise as well as off-site professional development.

Goal 4

2017 Recommendation: CHS will develop frequent common formative assessments (benchmarks, formal and informal assessments) for all core areas and detailed analysis, the results of which will drive instruction, intervention, and the curricular program.



As part of our ongoing WASC process and in order to monitor our ongoing efforts toward school improvement, in the Fall of 2019, all departments met and collaborated to address the following Areas of Improvement as outlined by the 2017 WASC Visiting Team.

The departments met as part of collaboration Tuesdays, and significant time was spent addressing each Area of Improvement and how each department was collectively working to achieve these goals. What follows is the report of each of the Home Groups (departments) and how these Home Groups have endeavored to meet these goals.

English Language Arts Department:

Goal 1: As part of the ongoing WASC process, the English Department reflected on our progress and areas of improvement for keeping a college-going culture, developing 21st century skills, increasing rigor and meeting UC A-G requirements.

The English department at CHS has a 1-1 technology ratio in the classroom; students have access to either a Chromebook or laptop. English teachers are encouraged to utilize the various tools in GSuite--GoogleClassroom, GoogleForms, etc.--to present students with the opportunity to become more technologically literate.

In order to address the gaps in students' skills, we offer ELA tutoring after school in individual classrooms, in the Learning Center two days a week, and on Saturdays during StepUp. Four years ago, we adopted a school-wide focus on WICOR (Writing, Inquiry, Collaboration, Organization, and Reading), which the English department supports easily with our lesson plans on a daily basis to deepen the expectations and rigor for our students, and which encourages ELA teachers to challenge students to meet more rigorous objectives by using higher Depth of Knowledge activities.

CHS has participated in the PSAT school-day exam for over 10 years, and the SAT school-day exam for the past three years to ensure that all students have free access to these important college-going assessments. For many years, we administered the tests in isolation (without any preparation before or analysis afterward). About six years ago,



we started offering PSAT prep sessions on Saturdays in the fall to support student success. We added Spring prep sessions when the SAT school-day was introduced, so giving students two opportunities to prepare for math, reading, writing, and essay expectations. Attendance at these sessions was not strong until fall 2019. After the PSAT administration in 2018, we developed a presentation to accompany the test results released in December. During this presentation, ELA 10 and 11 teachers handed out the hard copies of student results and helped students understand what the test reports meant (strengths, weaknesses and next steps). We used this same presentation the first day of school for all 11th grade students to look again at their PSAT results from the previous year, and we created a similar presentation for all 12th grade students to analyze their success on the SAT exam they took in the spring of their junior year. Once students understood what the results meant and how colleges use this information, they were more interested in improving their scores. Our average attendance has increased from 15 to 40 students at each session. We hope to offer more sessions in the future to accommodate more students if participation continues to grow.

EL teachers analyze previous CELDT, (now ELPAC) scores in order to share the scores with their students, conduct individual conversations with ELL students and set goals in the appropriate domains to improve their ELPAC levels. Our goal is that each student will move up at least one level per year and soon exit the program.

ELA addresses the needs of our English language learners by strategically placing them in an English 9P with specialized instruction (SAS) class for long term English Learners, and EL 1/2 sections for 9th, 10th and 11th grades. These are double-blocked classes where students receive instruction in the same curriculum as other 9th and 10th ELA classes, and an extra period for support with the curriculum to ensure A-G readiness.

Two years ago, to support our 11th and 12th grade college-ready population, 11th and 12th ELA decided to participate in a study to incorporate college level rigor in the high school classroom by adopting the ERWC curriculum. This curriculum was designed by California State University professors and high school teachers to bridge the gap



between high school and college-level English. This increases the academic rigor to a collegiate level. For the past two years, all 12th grade students take the ERWC-curriculum-based course. ELA 11 is split for the purpose of the study into ERWC 11 and English 11P, but once the study is complete, ELA 11 hopes to adopt the ERWC curriculum exclusively. ERWC 11 and 12 teachers meet weekly outside of collaboration time to discuss student achievement and share best practices.

10th, 11th, and 12th grade ELA classes contribute to the necessary documents for college and career transition. 10th ELA requires students to complete an academic resume that they can update each year. 11th ELA focuses on completing two personal insight responses for the UC application. ELA 12 completes either the other two insight questions and gives students the opportunity to refine these for submission or a cover letter to take to job interviews. All of these responsibilities used to fall on ELA 12, but in 2019, we decided to divide the responsibilities so that students would develop a vision for what comes next after high school earlier in their academic career.

Four years ago, ELA Honors and AP teachers met several times a year after school to articulate expectations and align vertically. We discussed expectations at each level and where we saw deficits. Two years ago, we had the opportunity during the school day to present lessons and strategies for success in AP English. We did not meet as a vertical team last year, but as AP English sections have grown in number and we have added two more AP Language teachers, these teachers have met on several Saturdays to collaborate on and calibrate our essay scoring for consistency and improved student performance. AP English Language meets weekly outside of collaboration time to discuss student achievement and share best practices. AP teachers also support student success by participating as chaperones to the AP Readiness workshops at UCR throughout the year, and offering AP test prep sessions in the spring.



Goal 2: As part of the ongoing WASC process, the English department reflected on our department's progress toward goal #2, focusing on best instructional practices, promoting high levels of student achievement and engagement, and reinforcing positive student behaviors.

All ELA classrooms support Carter's Positive Behavior Intervention Support (PBIS) initiative with posters outlining the PBIS classroom expectations to reinforce positive behavior and build community. All ELA classrooms also post the positive reward opportunities on campus through The HERO program. Over the past three years, many of our teachers have participated in the Capturing Kids' Hearts workshop and have adopted the practice of creating classroom contracts with each of their classes to build consensus and reinforce positive student behavior.

All ELA teachers post daily agendas, content objectives, language objectives, Common Core standards, WICOR strategies and ESLO domains in their classrooms to help increase student awareness of their educational goals.

The ELA curriculum StudySync (adopted 5 years ago for ELA 9-12), Springboard (adopted two years ago for Honors 10 and this year for Honors 9) and The Language of Composition (adopted ten years ago for AP Literature and Language) utilize and enforce high academic rigor for students.

Teachers collaborate during PLC times to share best practices, materials and lessons, and to create common formative assessments. Prior to PLC meetings, teachers will administer common assessments and bring the data acquired to the PLC meeting in order to identify targets that have been mastered by students and those still in need of growth.

Last year, we began administering IABs at 9th, 10th and 11th grade levels ELA to prepare our students for the CAASPP assessment. After administering in class, we had release time to calibrate and score the written sections, and then develop common lessons to address gaps in learning/success. Last summer, we met to strategically divide



all of the IAB assessments available between 9th, 10th and 11th ELA classes. We decided which grade would administer which assessment, when they would be administered and PLC days/release days when we would look at the data and plan RtI. Since then (July), there have been more IABs added to what is available, so we are currently looking for ways to integrate these. Of particular note are the performance tasks and ICAs that have been added specifically for 9th and 10th grade students. These will be much more useful since they are designed for the appropriate grade level.

Over the past five years, ELA teachers have utilized a variety of strategies that focus on technology to support student success, including Vocabulary.com (which we no longer subscribe to for budget reasons). Last year, we also purchased a subscription to Turnitin.com to support student responsibility and understanding of academic expectations, but this access runs out in January, and because it is a very expensive product, we don't expect to have this tool after that. Some of the free tools many of us use such as Peardeck, Kahoots, and PollEverywhere, encourage student engagement because students must participate online and can see immediate results and feedback. Furthermore, teachers use the online products and tools provided by GSuite and StudySync to support student engagement because of the quality visual and auditory components.

The improvement that ELA is most proud of is the development of a common language for writing short constructed responses. Two years ago, we participated in a semester-long series of trainings on how to write strong claims, cite (appropriate) evidence and discuss/analyze the connection between claims and evidence: "The Three Cs-- Claim/Cite/Cement". All ELA teachers delivered common lessons and assessments to gauge student mastery of these skills for the entire year. The following year, this training started to spread out to other disciplines, becoming more campus-wide. Because "Claim/Cite/Cement" didn't really translate to the writing demands in other disciplines, our site shifted to "CER" -- claim/evidence/reasoning. ELA has made this shift and now every student continues to build and deepen their understanding of how to effectively respond to any short-constructed writing prompt in any discipline and definitely on the CAASPP assessment.



Goal 3: As part of the ongoing WASC process, the English department reflected on the department's progress toward improvement for goal #3 and found that they are taking the necessary steps to focus on staff development and training for the implementation of Common Core State Standards.

The English department has taken multiple steps to increase its access to professional development through site opportunities, district trainings, and off-site professional development.

The English department received training for our Common Core-aligned StudySync curriculum when it was first adopted five years ago and each year, new teachers as well as any returning teachers have continued access to training. Some members of ELA 11 and all ELA 12 teachers have attended ERWC training to implement the curriculum and set goals. The district also offered GAFE training, a professional development opportunity that assists teachers to address the research and presentation components of the Common Core State Standards.(I'm not sure what is meant here...)

Most ELA teachers have participated in SIOP training offered at the district to address the instructional needs of English language learners in our classrooms. Some teachers have also participated in the EL shadowing program facilitated by the district to observe best practices in SIOP methods and EL standards.

As mentioned in Goal #2, The ELA department attended the Claim it! Cite it! Cement it! training with Alan Sitomer in the Fall of 2017 to strengthen student success in the writing domain of the State Standards.

Over the past four years, all AP English teachers have attended the AP Summer Institutes at least once to learn new practices and become familiar with new College Board materials. One teacher was not able to attend, so she attended training during the year. This year, one AP English Teacher was not able to attend, so we are looking for weekend workshop trainings and mentorship opportunities to support her.



Throughout the school year, each ELA PLC is given two release days with substitute coverage to score common writing assessments, look at data, develop Rtl methods and create common lessons.

Four years ago, we had an ELA and EL instructional Coach who supported teachers in the classroom and provided professional development for our department. Two years ago, the district eliminated this position, but this year has renewed both of these positions so that (especially) our newer teachers have instructional and EL support with lesson planning, and delivery strategies to support student learning.

Goal 4: As part of the ongoing WASC process, the English department reflected on our department's progress and identified strengths and weaknesses of our improvement for goal #4 to develop frequent common formative assessments (benchmarks, formal and informal assessments) for all core areas and detailed analysis, the results of which will drive instruction, intervention, and the curricular program.

We conduct regular PLC and department meetings to review best practices and set goals for student achievement. After inputting common formative assessment data into Illuminate, we meet again to review data and develop Rtl plans. We have created new common formative assessments that are aligned to the new curriculum. We have improved goal-setting by creating "Smart Goals" during PLCs, but analyzing data needs more consistency. We feel that one important something that will help our consistency is the protection of our PLC dates, which sometimes get preempted by site/administrative decisions so that we don't always have the time to follow up. This year, our PLC calendar was set before the beginning of the school year, and is not being tampered with.

The ELA 9, 10 and 11 teams began administering IAB and ICA practice assessments in the Spring of 2018 and then developing common lesson plans to address student needs and growth. Teachers have release time to hand score and analyze student written responses. Last Spring, we administered only one IAB at each grade level; this year, we



have divided up all of the available IABs and scheduled the scoring/Rtl release days as well as the PLC dates we will discuss/analyze results for any of the assessments that don't require hand-scoring.

Further collaboration took place across disciplines in 2017-18 to work together and analyze from their assessments. 12th grade ELA teachers collaborated with 12th grade social science on a unit called "Life After High School." English 12th students read and discussed articles about college vs. career options and then wrote responses to the UC Personal Insight questions. Social science teachers took students to computer labs to research college costs and options. 11th grade English and social science collaborated on a cross-curricular lesson and common formative assessment on Patrick Henry's "Speech to the Virginia Convention." The alignment of curriculum between the two disciplines was challenging, and it did not continue after that year. However, the CER program that began in 2017 is now being used campus-wide by most teachers.

During the summer of 2019, several English teachers at each grade level met to create a pacing guide for the school year. Common assessments and common formative assessments were planned and placed on the calendar.

Mathematics Department:

The Wilmer Amina Carter High School Mathematics department is composed of thirteen math teachers and one math instructional coach. The department has undergone several major changes including the opening of the Learning Center that supports tutoring after school twice a week with a credentialed math teacher, school wide instructional focus of CER (claim, evidence, reasoning) which correlates to our school SLO's (student learner outcomes) focus of communication, implementation of performance tasks which correlates to ESLO's focus on critical thinking, implementation of CAASPP (California assessment of student performance and progress) IABs (Interim Assessment Benchmarks) given at least three times a year in the core math classes (Integrated Math 1, Integrated Math 2, Integrated Math 3 and Integrated Math 4), SAT math preparation on Step-Up Saturday school, AP (Advanced Placement) Readiness field trips for AP



Statistics, AP Calculus, and AP CSP (Computer Science Principles) on Step-Up Saturday school and the class creation of MRWC (Mathematics Reasoning with Connections) and implementation to prepare students to enter college at college level mathematics. The CHS (Carter High School) Math department has recently become 1 to 1 with computers for each student. Also, each Integrated Math 3+ math teacher has access to graphing calculators. These resources have significantly impacted the successful use of technology in all math courses.

As part of the ongoing WASC (Western Association of Schools and Colleges) process, the CHS Mathematics department has reflected on their progress in each of the four areas of improvement over the past three years.

Goal 1: Improve the college-going culture, developing 21st century skills, increasing rigor and meeting UC (University of California) A-G requirements.

The CHS Mathematics department is moving towards this goal by defining rigor unilaterally but with flexibility for each class depending on the level and nature of the course. The CHS Math department is using DOK (Depth of Knowledge) to support rigor inside the classroom with implementation of level two, three and four question types. In order for students to increase their 21st century skills and prepare more students for the A-G requirements of the UC system, the CHS Math department is focusing on: APEX courses which provide digital curriculum throughout the day, on Saturdays, and in summer school to support students that need to retake a class for credit recovery or to meet A-G requirements; ALEKS, which is a web-based learning system that instructs students on math topics based on student learning targets; and AP Classroom, which is an online support platform for AP Calculus, AP Statistics, AP Computer Science A and AP CSP. Honors classes have been reworked to accelerate students to reach AP classes before senior year. Intro to College Math was implemented to provide students access to be A-G eligible. Math 1A and Math 1B were eliminated from the master schedule during the 2018-2019 school year to increase the number of students meeting the A-G requirements in math.



Additionally, the CHS math department supports rigor by providing tutoring before school, after school and during lunches, as well as in the Learning Center twice a week for mathematics. Desmos is used as an additional tool that promotes student inquiry to understand and discover a variety of concepts and standards. It encourages critical thinking, innovation and communication with independent and collaborative lessons. Rigor is achieved through the use of accountable talk strategies within the classroom. Interactive classrooms and blended and flipped classroom models are also used at in the CHS Math department to support rigor and 21st century skill sets.

To better prepare students for real life situations, the CHS Math department is also using performance tasks that require students to both solve a problem and provide a written justification using the schoolwide adopted CER model. These performance tasks focus on DOK level three and four question types. This is to prepare students for CAASPP and develop 21st century skills focused on critical thinking.

Goal 2 focuses on best instructional practices promoting high levels of student achievement and engagements and the reinforcement of positive student behaviors

The CHS Mathematics department promotes best instructional practices with high functioning PLCs (professional learning community). Each PLC has created common assessments, common performance tasks and common CERs with a lense of promoting rigor with level two, three and four DOK questions types with real world context. Each math PLCs is focusing on providing student samples of CERs, common assessments, and CAASPP IAB data to drive instruction and promote conversation of best instructional practices centered around increasing rigor.

The CHS Math department has taken multiple steps to promote engagement inside each class. This is evidenced with structured student interactions using relevant real world math examples, chunking material, SDAIE (specially designed academic instruction in English) strategies, and think-pair-share instructional strategies embedded into lesson plans. The Math department is helping promote positive student behaviors at Carter High



School through the implementation of PBIS (positive behavior intervention support) in each math classroom. The CHS Math department has taken multiple steps to promote high levels of student achievement, and this is evidenced by the following: implementation of PBIS/Hero/MTSS (multi-tiered system of support), implementation of CAASPP IABs, implementation of performance tasks, implementation of CER, bell to bell engagement, differentiated instruction, scaffolding, chunking material, SDAIE strategies, Saturday Step-Up, math lab, AP Readiness at UCR, peer tutoring/ think-pair-share, plus the use of AVID tutors when feasible. The CHS Math department is using DOK levels two and three question types inside their classroom to promote rigor for student achievement. Most CHS math teachers have also attended Kagan training, WICOR (AVID) training, AP training, Capturing Kids' Hearts training, and SIOP (sheltered instruction observation protocol) trainings. These strategies and instructional practices learned in these trainings have been implemented within their classrooms. All CHS math teachers are using WICOR instructional practices in the classroom.

Goal 3 CHS will focus on staff development for the implementation of Common Core State Standards through the use of Professional Learning Communities, district trainings and on site teacher expertise as well as off-site professional development.

CHS math department focuses heavily on PLCs as they relate to the CCSS (common core state standards). The target for current 2019-2020 math professional development is centered around implementation of performance tasks and engagement instructional strategies with Kagan structured interactions. These professional development targets emphasize the math departments ESLO's focus on critical thinking and communication to promote rigor with higher DOK in each classroom.

In the past, the CHS math has benefited from lesson plan study and SIOP trainings. The department is also working towards the full implementation of the WICOR model with an increase in engagement strategies. The CHS math department had a professional development day that covered the Standards for Mathematical Practices. Each PLC was



given release days to analyze CCSS tasks/questions so that test questions and class discussions can be representative of the claims and targets. Each PLC created a Performance Task for each semester and CER questions for each unit. There are Google classroom, PBIS, ALEKS, and WICOR experts within the math department.

Goal 4: CHS will develop frequent common formative assessments (benchmarks, formal and informal assessments) for all core areas and detailed analysis, the results of which will drive instruction, intervention, and the curricular program.

CHS will develop frequent common formative assessments, yet Rialto Unified School District office has provided materials for Integrated Math 1, Integrated Math 2 and Integrated Math 3. To achieve this goal the CHS math department has since recreated/modified these assessments for all math courses. The CHS math department has created these items in the lens of promoting critical thinking and communication. This includes creation of all unit assessments, common CERs and common performance tasks. This was created in summer 2019 for implementation of the 2019-2020 school year. Each PLC has also scheduled CAASPP Interim Assessments that are scheduled throughout the school year. This was implemented in the 2018-2019 school year. The CHS math department has scheduled when they will also debrief about these common assessments/CERs/Performance tasks in individual PLCs to analyze student work samples and drive future instruction based upon student learning targets from this data. The CHS math department is incorporating performance tasks to introduce real world applications and models the performance tasks the students will be required to complete on CAASPP. The CHS math department created these assessments to reflect the nature of summative exams the students will take such as the SAT (scholastic aptitude test) and CAASPP by promoting higher DOK levels inside these assessments. This will provide the students with the necessary skills to show mathematical mastery in order to meet/exceed the standards as set by the state.

For all honors/AP courses, Math 4, MRWC and Intro to College Math, the materials are modified by the math teachers to accommodate the necessary standards, concepts and



content/frameworks. Teachers modify lessons and strategies in order to address all areas of student learning goals based upon assessment data of student learning targets.

Science Department:

Goal 1: CHS will set a college-going culture and have students develop 21st century skills through increasing the academic rigor in all courses and raise the number of graduates meeting the UC A-G requirements to match the state average.

The science department has taken multiple steps to improve the number of graduating seniors meeting the A-G requirements. This is done by placing all students in UC-approved A-G NGSS three-course model of Earth science embedded classes, which include living earth, chemistry in earth systems and physics in the universe. We also offer integrated science pathways courses, which include environmental science, marine environments, energy and worlds of the future, as well as global health 1-3 classes. Students now have a greater choice of science classes to match their personal interests. Our campus is in the process of developing an outstanding MESA program that is challenging students to collaborate and innovate on larger scales. Additionally, Carter has increased the number of AP science classes offered, which includes AP physics, AP biology and AP chemistry. Carter encourages student placement in AP classes and pays the AP test fees for all students.

All science classes are implementing schoolwide learner outcomes that focus on 21st century skills with the availability of 1-1 student laptops in each classroom. Teachers are encouraged to make use of Google Classroom to increase students' engagement through assignment portals allowing students to research information, innovate in terms of choosing the way they want to create their own deliverables and opportunities for peer collaboration on assignments and projects. Science teachers frequently plan instruction around online simulations, and hands-on labs to increase student engagement and mastery of content standards.



Students are also supported and encouraged to bring their grades up through our campus Step-Up Saturday school program. Some of our science teachers have made the commitment to teach on Saturdays to help these students make-up work to improve their grades. Teachers are also available during the week for tutoring as their schedule allows to further support our students in mastering the standards.

Goal 2: CHS will focus on best instructional practices promoting high levels of student achievement and engagement and the reinforcement of positive student behaviors.

The science team is encouraged to support the school's PBIS efforts in setting classroom expectations for behavior that aligns with the schoolwide expectations. Training in Capturing Kids' Hearts is required for teachers, however, not all within the department have received this training as this is a long process involving all teachers on campus. Teachers are encouraged to use the HERO program to support the schoolwide PBIS behavior expectations to be safe, be responsible and to be respectful. Through the HERO program, students receive points for good behavior that can then be redeemed for special considerations and prizes throughout. Carter has also provided all students with a planner in book form to help them become organized and keep track of expectations in each class.

Carter's focus is on writing throughout the curriculum through the process of CER - Claim, Evidence, Reasoning. This is a framework for students to make explanations in class and to develop as a skill to improve grades in lab reports, essays, and exams as well as improving the collaborative process.

In support of the CER process many members of the science team met over the summer to plan instruction and to develop CFAs throughout the year. Many of these CFAs are centered on the CER process. With this head-start the intention is that we maximize our effectiveness in our PLCs throughout the year by freeing up planning time to allow more focus on developing effective teaching strategies to help students master the standards.



Goal 3: CHS will focus on staff development for the implementation of Common Core State Standards through the use of Professional Learning Communities, district trainings and on site teacher expertise as well as off-site professional development.

The science department has made progress on staff development for the implementation of Next Generation Science Standards and Common Core State Standards. Science teachers met over the summer of 2019 to begin planning our PLCs for 2019-2020 school year. Teams worked on developing CFAs that often incorporated CER - Claim, Evidence, writing prompts to help students develop their analytical thinking and develop their skills in argumentative writing.

The science department has been working to conduct effective PLCs by sharing best practices, reading comprehension strategies, vocabulary in Key Concepts, and the literacy Common Core standards that pertain to science. These standards include key ideas and details, craft and structure, integration of knowledge and ideas, range of reading, and level of text complexity. The science department has implemented the core CCSS for mathematics that includes numbers and number systems, quantities in real world problems through investigations and experiments.

District trainings include the SIOP model, GAFE training, and NGSS training. An ELD coach has worked with the team in developing language objectives, writing objectives, and reading/writing strategies.

Goal 4: CHS will develop frequent common formative assessments (benchmarks, formal and informal assessments) for all core areas and detailed analysis, the results of which will drive instruction, intervention, and the curricular program.

The science department spent three days during the summer of 2019 to review pacing guides and develop CFAs based on labs, data analysis and CER writing. The team identified due dates for our calendar of PLCs with the requirement that we have at least two CFAs per semester for the review of student work and data. The commitment was made to have all materials ready for review with the purpose of evaluating student



mastery of standards and to refine teaching strategies and develop interventions as necessary to ensure student success.

Some of the science teachers are available for Step-up Saturday school to support student interventions to provide opportunities for mastery of standards, as well as provide tutoring before and after school.

Social Science Department:

Goal 1: CHS will set a college-going culture and have students develop 21st century skills through increasing the academic rigor in all courses and raise the number of graduates meeting the UC A-G requirements to match the state average.

For the goal of increasing academic rigor and developing 21st century skills, the Social Science department has increased recruitment for AP classes all around. Primary source documents are being used to increase the depth of knowledge levels and many teachers administer group quizzes to bolster 21st century skills such as communication and collaboration. For the goal of continuing to improve the college-going climate, all of the current coursework meets A-G requirements, either as an “A” course or as a “G” elective, the department has increased access to AP level courses by writing the curriculum for a section of AP Human Geography. In addition to AP Human Geography we have also added 5 sections of AP World History, and 4 sections of AP Psychology. We have increased the number of teachers trained and teaching the various sections of AP courses. Technology integration has allowed for increased rigor in every room going 1-1 in terms of Chromebooks to students. Teachers are also using G-Suite (Google Classroom) extensively. We also have added credit recovery classes to students who are not A-G in a social science class.

The social science department has taken multiple steps to improve/increase rigor in our classrooms. This has been done by agreeing to meet as a whole department to share best teaching practices. The department met multiple times over the summer leading



into the 2019-20 school year both as a department and as individual PLCs in order to sharpen our focus in the PLCs as well as establishing common curricular maps which have led to the development of Common Formative Assessments in all of the PLCs. Timelines have been established during which these assessments are entered into the IlluminateEd system in order to facilitate common analysis of data within the PLCs and department in general. We have set higher expectations for our students to challenge them. The department emphasizes critical writing skills by teaching structure and organization within the writing assignments. Furthermore, the Social Science department, in conjunction with the principal and counselors at both high school and middle school levels, is implementing an AP class directed exclusively for incoming freshmen in order to strengthen the college going and AP “culture” of the school. Carter High School is building a scholars pathway and social science is a component of this pathway. We have added WICOR components to our strategies that are utilized on a daily basis. Our department is using argumentative essays and writing strategies as a way to increase rigor in the classroom. We are also developing an AP boot camp to strengthen our students’ skills prior to taking an AP exam. The AP classes are also using the College Board-provided resources for our students to receive additional support in social science. The Social Science department is embracing the Claim, Evidence, Reasoning (CER) writing strategies as developed through Innovate Ed and employing them in every classroom on a weekly basis. AP teachers have read “All 4s and 5s” (Andrew Sharos) in order to develop a AP/PLC addressing the need for a college-going culture.

Goal 2: CHS will focus on best instructional practices promoting high levels of student achievement and engagement and the reinforcement of positive student behaviors.

The Social Science department has addressed the concepts of best instructional practices and reinforcement of positive student behaviors in a variety of ways. In the 2015-16 school year, the staff and students were trained in the PBIS strategies and continue to utilize the ideas. The staff was also trained in accountable talk, in class through the use of class discussions and group projects. Several teachers utilize student-



led instruction to cover both new material and to review. The PLCs have created quarterly common assessments and lesson plans. Multicultural education has been addressed in all of the classes, but realistically, through the use of “teachable moments,” Ethnic Studies classes have been implemented in the department and being made available to freshmen classes. Finally, Project Based Learning (PBL) is used by the vast majority of teachers in forms of posters, videos, and other collaborative projects. With the adoption of our new Pearson textbook multicultural education has been addressed in the career courses offered through Social Science, these include civic responsibilities and community service as well as identifying minority issues and addressing them through the text. Teachers are also being trained in Capturing Kids’ Hearts (CKH), and restorative practices Although not all teachers have been trained in CKH, the members who still have not will have been trained by the end of the 2019-20 school year. Hero rewards are also being used in the classroom to reinforce positive behaviors.

In order to improve in this area, the Social Science department has decided to use PLC time to discover new opportunities to integrate more culturally relevant content to reach all students at Carter High School. The department also decided to use PLC time to discuss how to incorporate an integrated and free-flowing multicultural education into the curriculum across all subject areas. In doing so, the department will improve student achievement, student engagement and reinforce positive student behaviors.

Goal 3: CHS will focus on staff development for the implementation of Common Core State Standards through the use of Professional Learning Communities, district trainings and on site teacher expertise as well as off-site professional development.

For Area of Improvement #3 and as part of the ongoing WASC process, the Social Science department reflected on the department’s progress and determined that we are continuing to pursue staff development. For the good of continuing staff development, the Social Science department has received PLC training, EL training, SIOP training, and Google Docs training. For future staff development, the Social Science department is determined to adhere to best teaching practices.



We have attended Claim it, Cite it, Cement it (now renamed and implemented as CER). Innovate Ed training, and Grading Practices training. Many teachers in the department have also attended AP Conferences and trained to increase and improve student output. We received textbook training for our new textbook Pearson.

The Social Science department has also taken steps to improve curriculum-based instruction to meet the demands of our diverse student population, specifically curriculum-based PLCs to discuss, improve, and share best teaching practices. We have also decided to utilize district trainings more efficiently. During PLC and department meetings, the Social Science department will begin sharing strategies and best teaching practices (including a common writing rubric) and sharing data gathered from our Common Assessments. This will improve the department's ability to teach productively with the latest strategies to meet the needs of today's students.

Goal 4: 2017 Recommendation: CHS will develop frequent common formative assessments (benchmarks, formal and informal assessments) for all core areas and detailed analysis, the results of which will drive instruction, intervention, and the curricular program.

In the Area of Improvement #4 and as part of the ongoing WASC process, the Social Studies department reflected on their department's progress and decided to update pacing guides, create common formative assessments, and gather and analyze data during PLC meetings.

We have further updated department pacing guides to include common core literacy standards as well as address our school expected learning objectives that will help to increase rigor in each social science content area and encourage collaboration with the ELA teachers. We have also implemented steps to analyze formative assessments that can measure the skills of our students across all subjects. The use of common writing (CER) rubrics will give us a more objective grading system to more accurately measure students' progress. The department will also use formative assessments that can measure the ability of our students to write argumentatively and evaluate our students'



knowledge of structure. For example, the department will be looking for students' ability to create a claim and utilize evidence to support their claim through consistent reasoning. Lastly, we will meet in our PLCs to analyze data on Illuminate and then compare and contrast scores. It will prompt our need to create more up-to-date common formative and summative assessments. This will drive our instruction and our teachers will adjust instruction as needed.

Illuminate will be used for formal and informal assessments, this will be used to discuss PLC data and results.

Social Science teachers also have taken multiple steps to improve communication with all stakeholders. Teachers have used school wide communication such as Synergy, email and phone calls to connect with parents. Social Science teachers seek to reinforce the value of these tools to the students. Not only for the students to maintain progress within their classes but also to act as self-advocates and to take ownership of their role at CHS.

Special Education Department:

Goal 1: CHS will set a college-going culture and have students develop 21st century skills through increasing the academic rigor in all courses and raise the number of graduates meeting the UC A-G requirements to match the state average.

As part of the ongoing WASC process, the special education department reflected on our progress towards Area of Improvement #1, and determined that the department has made progress towards this goal; however, it has not been met. We looked at areas of strength and areas that need improvement in terms of this goal

In terms of setting a college-going culture, the counselors have improved the communication of the A-G requirements with staff, students and parents. The A-G requirements are being shared at assemblies. Under the consult model, case carriers



support students in the four core academic classes. The students are being held to a higher standard and the rigor in classes has been increased. Students will now have increased opportunities to utilize learned strategies, be given higher expectations and receive rigorous instruction. We have also made a push as a school to move towards adopting more WICOR strategies. We are also increasing the level of recognition for students who achieve Honor Roll, and we have had students attend the UCAN Go To College Fairs. Some seniors with IEPs (no Ds or Fs) qualify for the Transition Partnership Program that follows students with IEPs after graduation and assists them in entering college or attaining their first work experience.

There are some areas we have made progress towards, but could use additional improvement. We have issued accountable talk posters to all classrooms and provided training on how to implement it in the classroom; however, they are not being utilized across the curriculum. Another area where we need to improve is the course offerings during summer school. This may be more of a district issue, but it still affects our students. The course offerings are being limited and RSP support is not provided during summer school. Some special education students may receive instruction during summer, but it is provided via the Extended Learning program. In addition to this, data driven instruction is not being utilized properly across the board since some teachers are focused more on the pacing guides rather than what content the students are able to retain. For the CAASPP, we have adopted curriculums that offer computer programs to assist with technology skills that are necessary for the CAASPP, however, we do not have the technology required to fully implement these programs. We have a dynamic Workability program and options to expand our transition program that need to be considered. We have attempted cross-content collaboration between the English and Social Studies departments, but the buy-in was not present. We need to have everyone on board in order for this type of collaboration to work.



Goal 2 CHS will focus on best instructional practices promoting high levels of student achievement and engagement and the reinforcement of positive student behaviors.

The special education department also reflected on our department's progress for the Area of Improvement #2. In the area of PBIS, we feel that last year we were off to a good start with a Bronze achievement of recognition. We had weekly announcements, discussions, and as a campus there was a big push for schoolwide implementation and involvement. Although we are still a PBIS school, this year we have observed an inconsistency of PBIS awareness and information. StudySync was piloted last school year, and this year teachers were sent to StudySync training for implementation. We feel this is a move in a positive direction. We also believe that the EL strategies are focused on students' instructional needs. At Carter High School, we are also using more teaching strategies: peer learning, visual information, modeling, group projects and collaboration to introduce material in multiple ways.

During our PLC meetings, we are having more conversations about best practices such as WICOR. As a department, we have decided to adopt WICOR as our instructional strategy. Additionally, our department feels that in addition to attending PLCs we are improving our communication between special and general education through sharing IEP summaries and the implementation of collaboration Tuesdays. Many teachers have received classroom management training to reduce high-level referrals. Training and communication in this area is on-going. Through more interventions, coaching, training and the use of accountable talk strategies and PBIS, we feel that high-level referrals are down and interventions are reinforcing positive behaviors. However, setting clear expectations at the start of class is a good way to keep students engaged and focused on positive actions. We teach bell-to-bell, post and refer to our agendas daily, and make our language and learning objectives clear. On Campus Intervention (OCI) is an area that still needs development and consistency. However, we believe that lunchtime detentions have decreased the number of first period tardies immensely. As a team we believe that positive calls to parents are another area of on-going development. As for Parent/StudentVue, we have implemented the program and we offer training at the



Parent Summit and throughout the school year. We would like to see data that shows the percentages of parents and students using the system.

Goal 3: 2017 Recommendation: CHS will focus on staff development for the implementation of Common Core State Standards through the use of Professional Learning Communities, district trainings and on site teacher expertise as well as off-site professional development.

As for Area of Improvement #3 and as part of the ongoing WASC process, the special education department reflected on their department's progress and determined through the use of PLC, district trainings, and on-site teacher expertise, the following:

- District office has offered GAFE trainings, but not all staff have been able to attend. District needs to offer more training dates.
- District office offered Goalbook training during the 2015-2016 school year, and several training sessions were offered to new teachers during the 2016-2017 school year.
- In this first year implementing training for aides (site and district), and Special Education teachers (site and district), some aides have had training, but not all.
 - Aides received behavior management training and were trained on their job responsibilities as it relates to working with teachers and students.
 - All new special education teachers have attended IEP and behavior management trainings.
- Some departments have utilized the concepts of cross-curricular planning for 11th grade ELA and U.S. history, but it has been inconsistent and is not mandatory for teachers.
- Instructional coaches are in place for math, English Learners and the English department. There is a need for a special education coach.
 - Vocab.com is utilized by some of the English department and other departments are joining in and it is helping to improve the vocabulary of our students.
 - ALEKS is utilized in the math department but not all teachers have had current training. The special education department has not been given codes to access



the system. Training should be offered annually, or during the summer for all of these programs.

- Collaboration needs to be expanded to all staff members – the general education partner teachers and the instructional assistants.
- Observations/walk-throughs looking for objectives need to be done more often and consistently in all departments.
- Release time needs to be allocated to allow observation of collaborative teams and discussion on best practices.

Goal 4: CHS will develop frequent common formative assessments (benchmarks, formal and informal assessments) for all core areas and detailed analysis, the results of which will drive instruction, intervention, and the curricular program.

As for Area of Improvement #4 and the ongoing WASC process, the special education department reflected on its progress toward developing frequent common formative assessments for all core areas and detailed analysis of assessments.

- We have developed PLC teams in core subjects that use analysis of the common formative assessments to determine the future scope and sequence of instruction. PLCs have used this information to create benchmarks and informal assessments that determine where interventions are needed. Some of our team have been able to supply interventions based on weekly quizzes. These Common Formative Assessments are based on the adopted ELA and math curriculum material provided by the district.
- 10th grade is using an essay as a Common Formative Assessment, common rubric, and calibration for proper use.
- Illuminate training is needed for the SPED team.
- Science is using weekly quizzes to gauge student knowledge. If students aren't doing well, the chapter/content is re-taught using a different method/approach.



Visual and Performing Arts Department:

Goal 1: CHS will set a college-going culture and have students develop 21st century skills through increasing the academic rigor in all courses and raise the number of graduates meeting the UC A-G requirements to match the state average.

Carter High School's Visual and Performing Arts Department set a college-going culture by having students develop 21st century skills through increasing academic rigor in all courses and helping raise the number of graduates meeting the UC A-G requirements to match the state average. Currently all courses offered by the VAPA Department meet A-G requirements. This goal was set by the district and the VAPA Department. As a result, there were multiple courses revised and rewritten by the VAPA instructors to insure that all classes were A-G compliant: Advanced Animation, Animation, Advanced Ceramics, Ceramics, Guitar, Music Appreciation, and Stage/Play Production. Additionally, several new courses were crafted to add to our list of course offerings: Advanced Digital Photography, Digital Photography, Digital Design and Printmaking, and Film and Literature. Other 21st century skills consistently cultivated in our VAPA classes include critical thinking, creativity, collaboration, and communication - all of which are inherent to the arts. Information literacy, media literacy, technology literacy, and flexibility are also infused into our lessons in all VAPA courses. The department uses WICOR and Carter's SLOs in everyday teaching. We want to have a high level of rigor and believe that by sharing the same language and common strategies, we will create consistency within our classes and department which will ultimately benefit students.

The VAPA Department has continued to grow our Advanced Placement enrollment in the AP Art History and AP Studio Art classes, with a high percentage of students passing the AP exams.

The VAPA Department has aligned our courses to create a cohesive structure where students start in beginning courses and work their way up to advanced performance levels. This structure makes learning more coordinated in order for all students to have a solid foundation when entering advanced classes. It also aids in instruction where teachers don't



have to start from the beginning and can quickly refresh prior knowledge in intermediate and advanced courses. Students are able to audition or have an individual portfolio review so that they can demonstrate a higher understanding of concepts and skills and be placed in higher level classes.

Students have access to use technology as a form of artistic media and as a resource in all of the VAPA classrooms. Students are able to self-assess their work and revise assignments. Students use these resources to research in order to problem-solve. In Google Classroom students are able to collaborate, create, and communicate within their subject areas.

The VAPA Department has specific and rigorous guidelines for students to earn prestigious recognition at Carter High School. Art students are able to earn an art sash that they wear at graduation, music students can earn a letter in music, thespian students can earn a letter in theater arts and can be inducted into the International Thespian Society.

VAPA teachers encourage students to apply and participate in district, county, and state opportunities that are beyond Carter High School. Music teachers help students apply for the San Bernardino County Music Program, and art teachers help students apply to a college program where students have dual enrollment in a college-level art course at Ryman University. Art teachers also take advanced students to a portfolio review day at Otis College.

Goal 2: CHS will focus on best instructional practices promoting high levels of student achievement and engagement and the reinforcement of positive student behaviors.

Carter High School's VAPA Department has taken multiple steps to improve high levels of student achievement. VAPA teachers share lessons and assessments to discover ways to improve student learning through utilizing best practices, scaffolding information, tapping into prior knowledge, and ensuring that as students progress to the next level they have a new set of criteria to engage a higher level of thinking. Moreover, the VAPA Department read *Rigor Is Not a Four Letter Word* by Barbara R. Blackburn and employs strategies outlined in the book to improve standards-based instruction and assessment. The VAPA Department



also implements WICOR strategies into core lessons by focusing on one strand per month. We also research and synthesize relevant information into lessons and activities DOK levels specific to visual and performing arts. Additionally, the VAPA Department researched and revised grading practices to make certain that standards-based instruction and assessments remained central and paramount within all VAPA courses. Both informal and formal rubrics are consistently used to frontload lessons, clarify specific requirements and parameters, define proficiency, and outline the requirements of mastery of standards and achievement. These rubrics also allow students to evaluate their success level in addition to that of their peers. Skills gained throughout the aforementioned rigorous educational practices prepare students to be more equipped to explore real-life experiences in the arts, such as classroom projects and performances, portfolios, art shows, concerts, plays, and other theatrical performances. Lastly, the VAPA Department analyzed, studied, and implemented the new California Arts Standards that were adopted in early 2019.

To reinforce positive behavior for individual students, VAPA teachers set daily, weekly, monthly, or yearly goals to help promote student achievement. Students are given direct feedback in a timely manner. VAPA teachers also create lessons where students are actively engaged in the creative process. Additionally, positive phone calls and videos of teachers praising student success are also sent to parents and guardians. VAPA teachers use the Hero Program to reward positive student behaviors. Moreover, the VAPA Department teaches PBIS lessons to reinforce engagement and positive student behavior. Lastly, the VAPA Department hosts annual awards ceremonies where significant achievement in the arts is recognized: The Visual Arts Fine Art Night and the Performing Arts Awards Ceremony.

Goal 3: CHS will focus on staff development for the implementation of Common Core State Standards through the use of Professional Learning Communities, district trainings and on site teacher expertise as well as off-site professional development.

The Carter High School VAPA Department has taken multiple steps to improve the implementation of Common Core State Standards. PLC collaboration time is used to develop common lesson plans, write rubrics, compose assessments, and share best practices. Lessons



are written and implemented to align with CCSS. Most of the VAPA Department teachers have attended professional development training through The California Arts Project, which includes training on Common Core State Standards, college and career readiness, and ELD standards.

Other professional development trainings in arts education are attended when we are afforded the opportunity and funds made available. Additionally, members of the VAPA Department have attended professional development trainings in Capturing Kids Hearts, PBIS, WICOR, HERO, ELD/ELL, Claim Evidence Reasoning (CER), Depth of Knowledge (DOK) implementation, and teaching with rigor. These trainings, while not specific to Common Core or VAPA standards, also help to make the content taught more engaging, meaningful, and accessible to all of our students.

Goal 4: CHS will develop frequent common formative assessments (benchmarks, formal and informal assessments) for all core areas and detailed analysis, the results of which will drive instruction, intervention, and the curricular program.

The VAPA Department develops similar assessments for classes that are taught multiple times during the day by different teachers within the various subject matters of visual art, music, and theatre. Additionally, there are many singleton courses offered through the VAPA Department as well as courses that are only taught by one teacher. Within our PLC process, visual arts teachers share best practices in formative assessments, music teachers do the same, and the theatre arts teacher collaborates with the other two theatre teachers in the district. Our main focus is to ensure that students are using the appropriate, discipline-specific vocabulary and thinking critically for each specific course. Teachers monitor their own class progress individually and determine next steps (response to intervention - RTI) for student learning. We provide tutoring after school and other intervention as needed for students, as a group and individually. Moreover, teachers provide rubrics, both formal and informal, for summative assignments, and facilitate writing lessons using the CER (Claim, Evidence, Reasoning) model. With the aforementioned, VAPA Department teachers use the artistic process, the creative cycle, and the rehearsal process to gain paramount



information through formative assessments that drive instruction and intervention within our disciplines.

Physical Education Department:

The Physical Education Department at Carter High School consists of six teachers. One of our teachers has a health credential and a physical education credential which allows for the state mandated health curriculum to be taught through physical education. Each ninth grade student is required to take a five-week course of health during physical education. We are currently in our third year of implementing health through the Physical Education Department. Our department follows the California State Physical Education Standards; therefore, we have our classes separated into freshman and upper-class students. The freshmen perform a dance/rhythm routine, understand aquatic safety, individual and dual activities, Healthy Students curriculum, and physical fitness training and exposure. The upper classes perform a tumbling/gymnastics routine, understand concepts of self defense (combative), apply offensive and defensive strategies in team sports, and physical fitness training and exposure.

As a department we are currently working on the quest for our students to improve cardiovascular fitness, muscular strength, and endurance through rigorous activities. We begin each year with a pre-fitness test to give our students a baseline of their fitness level. This helps students identify strengths and weaknesses for them to work on throughout the year. Rigor is demonstrated in physical education classes through students being highly engaged through fitness days, cardio tests, and participating on activity days. Students may choose their activity every five weeks. This helps drive student participation and engagement throughout the department.

As part of the WASC process, the Physical Education Department reflected on their progress in meeting the last two visiting committees' recommendations. For the goal of increasing four-year college attendance, the P.E. department believes in informing students that physical education is a federally-mandated program in high school and college. It is



necessary to complete the physical education courses in high school in order to earn a high school diploma and to continue on to higher education.

Goal 1: CHS will set a college-going culture and have students develop 21st century skills through increasing the academic rigor in all courses and raise the number of graduates meeting the UC A-G requirements to match the state average.

Currently, the physical education department is focusing on the following 21st century skills such as cardiovascular fitness, muscular strength and endurance, and participating in lifetime fitness/recreation activities. On a daily basis, our students engage in strengthening exercises to include: muscular strength and endurance by doing push-ups, sit-ups, and stretching. We have a weekly routine to support our commitment to our students' success. We have also designated days for our students to actively participate in cardiovascular fitness. On Mondays, students participate in different types of cardiovascular fitness activities. On Tuesdays, they are expected to participate in a stadium tempo run. On Fridays, students run the mile for time. The mile run works as an assessment tool to measure student cardiovascular fitness improvements and assist them in meeting their fitness goals. On Wednesdays and Thursdays, students are engaged in lifetime recreation activities such as tennis, power walking, dance, water safety instruction, team sports, and other games that are played on activity days. These activities are physically rigorous and are in place to offset the sedentary lifestyle of the 21st century. Lastly, our students are using our school wide writing strategy of CER (Claim, Evidence, and Reasoning). The CER process is being implemented during our health, water safety and self defense units.

Goal 2: CHS will focus on best instructional practices promoting high levels of student achievement and engagement and the reinforcement of positive student behaviors.

Our physical education department is focusing on the following:

- Student achievement and engagement:
 - Bell to bell instruction and participation



- Cardiovascular fitness (Monday - fitness activities, Tuesday - stadium run and Friday - mile run)
- Choice of activity on Tuesday after stadium run
- Choice of grade level standard based activity for Wednesday/Thursday instruction
- Student achievement and reinforcing positive behaviors:
 - In-class make ups offered twice quarterly
 - Long term loaner uniforms provided for students with financial hardship
 - Daily loaners provided for students who forget uniform
 - Schoolwide and department implementation of PBIS
 - Hero program implementation in PE
 - We give out reward points for following the 3 B's (Be Respectful, Be Responsible, and Be Safe)
 - We also support the Hero program by honoring mile run reward tickets in class.

The physical education department has taken multiple steps to improve student achievement and engagement. Physical education students are actively engaged from the time they exit the locker room until the dress bell rings to return to the locker room. We are creating rigor through our daily routines of engagement. Class starts with a warm-up walk, as the locker rooms are cleared, then our students' muscular strength routine takes place. Monday is a focus on fitness so that students receive a personal cardiovascular workout that ultimately improves their overall fitness level. Tuesday (usually a collaboration short day), students will do a stadium run and then get to choose a different activity each week after the run. This choice day improves engagement of students because they are given the power to make choices about their activity. Wednesday and Thursday are activity days. Again, to empower students in their activity choice, which improves engagement, they get to choose the standards/grade level-based activity. Two days a week they learn skills, play games, and are assessed on their acquisition of skills and participation level. Friday is an ongoing formative assessment of the state standard mile. Both students and teachers are able to track cardiovascular improvement over time by the weekly completion of this test.



There are other strategies that the PE Department uses that focuses on student achievement and positive behavior. The first is offering the class make-ups for missed activity in class twice every quarter. Long-term loaners are provided for students with financial hardship and daily loaners are provided for students who forget their uniform. PBIS has been implemented schoolwide, and the social skills have been taught in PE as well as the rules by location. The Hero program is part of our practices; that helps promote positive behavior.

Goal 3: CHS will focus on staff development for the implementation of Common Core State Standards through the use of Professional Learning Communities, district trainings and on site teacher expertise as well as off-site professional development.

The physical education department uses PLCs (professional learning communities) to address state standards as they apply to the whole department, as well as individual grades 9-12. Best practices and teacher expertise are shared, and all common fitness assessments are developed through the PLC. However, most training sessions are offered through the district and do not address specific topics in our discipline. Therefore, we are in the process of finding staff development for the Physical Education Department in order for us to fully meet our goal.

Goal 4: CHS will develop frequent common formative assessments (benchmarks, formal and informal assessments) for all core areas and detailed analysis, the results of which will drive instruction, intervention, and the curricular program.

We have reflected on our progress by developing and using common assessments to drive instruction and intervention. We have developed the following common/department assessments: pre-fitness testing at the beginning of the school year; post-fitness (formal) testing fourth quarter (scores also used for state fitness test); formative weekly assessments of the mile run for aerobic capacity; ongoing observational assessment of daily push-ups and sit-ups; and skills assessment during each activity unit.



Our department does a pre-fitness test on all students at the beginning of the year to assess students' fitness levels and to guide instruction. Areas tested include abdominal strength, trunk strength, upper body strength, flexibility, and aerobic capacity. Ongoing assessments are part of our daily routine. Students work on push-ups, sit-ups, and stretching for flexibility daily. Students are also tested on skill assessments on activity days. The dance unit is an example. Students also have formative aerobic capacity assessments weekly through the mile run. In addition, we have a designated fitness day once a week that allows us to focus and monitor students' fitness levels in the five focus areas. Fourth quarter, we conduct our formal assessment in the same areas, and ninth grade scores are sent in to the state as part of our yearly physical fitness state testing.

Therefore, the Physical Education Department is working diligently on our four improvement areas and continues to engage students in life-long fitness.

Advancement Via Individual Determination (AVID):

Goal 1: CHS will set a college-going culture and have students develop 21st century skills through increasing the academic rigor in all courses and raise the number of graduates meeting the UC A-G requirements to match the state average.

As part of the ongoing WASC process, AVID teachers reflected on their progress and areas of improvement for the college-going culture, developing 21st century skills, increasing rigor, and meeting CSU/UC A-G requirements. For this first goal, the AVID teachers found that we have made many positive gains in the number of students who have met the A-G requirements while taking the most rigorous courses as a result of being in the AVID program at CHS. All AVID students have four-year plans. AVID has contributed to the college-going culture by bringing in guest speakers, going on field trips to universities, and having 100% of the ninth and tenth grade AVID students signing up for the PSAT. Additionally, 100% of the juniors and over 80% of seniors have been taking the SAT. Each year we bring in representatives from several universities, former students who are current college students, and have brought in a United States senator



to promote a college-going culture. To increase college exposure, ninth and tenth grade students visit private and public universities while 11th grade students visit colleges in northern California on a three day two night college trip where they visit public and private universities ranging from 800 to 25,000 students. The AVID program at CHS requires all AVID students to complete community service as well. All AVID students will have completed 100 hours by the end of the senior year. As part of the senior AVID curriculum, the senior AVID teacher assists students in filling out college applications as well as applying for financial aid. Every senior is required to apply to at least one four-year university and complete either the FAFSA or the Dream Act FAFSA. They also create scholarship portfolios every winter. We require all the AVID students to take at least one honors or AP class. In order to help them succeed we also provide tutoring from college students twice a week in class, and those tutors also serve as mentors to the students. We also have an after-school tutoring program to help CHS students achieve in all courses. At the end of year we hold a Senior Award Night, where we celebrate college acceptances, scholarships and the top two AVID students at each grade level. All of the AVID classes promote a college-going culture through the display of college pennants and student created projects about college. Our principal is an active AVID site team member who supports all aspects of AVID Program, both fiscally and through advocating use of WICOR Strategies and rigorous instruction in all classes. AVID is a school department with the AVID Coordinator designated a department chair who attends core area leadership meetings.

Goal 2: CHS will focus on best instructional practices promoting high levels of student achievement and engagement and the reinforcement of positive student behaviors.

AVID teachers found that AVID's curriculum is designed to promote best instructional practices through the WICOR model: Writing, Inquiry, Collaboration, Organization and Reading. The curriculum includes AVID tutorials where we use collaboration and inquiry, Costa's higher levels questioning, Cornell Notes and focused note taking in all classes, Socratic Seminars, Philosophical Chairs, and Marking the Text. All AVID classes



participate in the AVID write-off. A school day SAT and PSAT day was/is offered to all CHS sophomores and juniors. These tests are funded by the district.

Goal 3: CHS will focus on staff development for the implementation of Common Core State Standards through the use of Professional Learning Communities, district trainings and on site teacher expertise as well as off-site professional development.

AVID teachers found that AVID has provided a significant amount of professional development at Carter High School through staff attendance at the AVID summer institutes, pathways, and site hosted professional development. The AVID coordinator is working with the professional development committee to create additional professional development in WICOR strategies to be implemented throughout the school year. The school site has provided funding for teachers at CHS to be trained in AVID WICOR strategies at the AVID summer institutes. Over the past three years, we have trained three science teachers, three math teachers, two counselors, two history teachers, five English teachers and two administrators at the summer institutes. We also sent a small group of teachers to content tutorials and pathway trainings.

Goal 4: CHS will develop frequent common formative assessments (benchmarks, formal and informal assessments) for all core areas and detailed analysis, the results of which will drive instruction, intervention, and the curricular program.

AVID teachers found that AVID has implemented a complete intervention program. We monitor grades every other week, mandate tutoring for poor grades, and provide bi-weekly tutorials by paid college students. All grade levels do quarterly grade evaluations to ensure that all AVID students are maintaining the necessary grades for graduation and college admission.



Career Technical Education (CTE):

The Career Technical Education (CTE) department is comprised of a series of six pathways. The pathways include Multi-Media Production, Residential and Commercial Construction, Child Development, Nursing Services, Pharmacy Technology and Junior Reserve Officer Training Corps (JROTC). The teachers have a wide variety of professional trade experience and each holds a CTE teaching credential which is based upon their designated subject matter.

Goal 1: CHS will set a college-going culture and have students develop 21st century skills through increasing the academic rigor in all courses and raise the number of graduates meeting the UC-A-G requirements to match the state average.

Members of the CTE department attended a workshop taught by a California Department of Education (CDE) representative from Sacramento to provide assistance and resources for curriculum writing. The CTE department has adjusted curricula, revised courses which were once considered basic electives, and created new courses to successfully implement the six completed pathways that are now all UC A-G approved. This includes one class that has been approved as an honors class. All pathways have been sequenced according to CALPADS and include a concentrate and a capstone class which allows students to meet their G requirement for college preparation.

Along with the updating of curriculum, three new classroom labs have been built to support the Multi-Media Production, Nursing Services and Pharmacy Technology pathways. These labs include new technological and lab equipment in order to provide our students with a 21st century hands-on experience. The new equipment has allowed students in the Multi-Media Production pathway to create a weekly news broadcast called Carter News which includes daily announcements, sports and club news, and current events on the CHS campus. Students that are enrolled in the Nursing Services pathway are able to check vitals, monitor their vision, and provide patient care with simulated patients. Finally, the Pharmacy Technology students are able to transcribe and create patient labels from their pharmacy software and count and pour mock pharmacy



medications to complete a prescription. These three pathways have also added special certifications to showcase their 21st century skills which include CPR & First Aid, Adobe Software Certification, HIPAA Certification and National Pharmacy Technician Licensure.

The CTE department understands that partnerships among school, parents, and community members help drive students to set and achieve high goals. This increases graduation rates. The CTE department is examining articulation agreements with community colleges to provide opportunities for college credit for our students. Additionally, the CTE department is building advisory partnerships with local businesses and organizations to provide work-based learning and job shadowing experiences.

Goal 2: CHS will focus on best instructional practices promoting high levels of student achievement and engagement and the reinforcement of positive student behaviors.

The CTE department has added Career Technical Student Organizations (CTSOs). The purpose of the CTSOs is to increase the student knowledge and achievement in their perspective pathways as well as reinforce professional and desired behavior for positive student behavior and for career readiness. Although the CTSOs are open to all students of CHS, the majority of the student population in each CTSO is that of the individual pathway. Each CTSO is student-led which increases student engagement and student leadership and provides opportunities for community partnerships, college preparation, and career exploration opportunities.

The CTE department has also included Positive Behavioral Intervention and Supports (PBIS) strategies into their daily lesson plans as well as classroom expectations which make them applicable to CHS, college, and workplace environments. HERO points are being given out as a reward for positive behavior and they are being exchanged to reward and reinforce positive student behaviors.

Goal 3: CHS will focus on staff development for the implementation of Common Core State Standards through the use of Professional Learning Communities,



district trainings and on site teacher expertise as well as off-site professional development.

The CTE department has actively participated in summer conferences, specialized workshops, and coaching with an on-site strategist to support successful implementation of Common Core State Standards. Many of the CTE department members have completed Capturing Kids' Hearts training; AVID Note Taking Strategies, and Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) professional development sessions in order to further embed cutting-edge strategies into their lesson plans. They have also been trained in Depth of Knowledge (DOK) questions with the implementation of Common Core. Teachers all have content and language goals written on their boards for students to understand the relevance of the lesson or lesson series.

The CTE Professional Learning Communities (PLCs) have included training in areas such as technology, scaffolding strategies, and English Learner support strategies. Google Classroom instruction was provided by the school site technology expert and Common Core Standards for evaluating resources were taught in multiple CTE classrooms in collaboration with their site subject matter expert. The department has also completed a book study on rigor for implementing these strategies in the classroom.

Goal 4: CHS will develop frequent common formative assessments (benchmarks, formal and informal assessments) for all core areas and detailed analysis, the results of which will drive instruction, intervention, and the curricular program.

The CTE department regularly collaborates on teaching strategies to improve formal and informal assessments. They use techniques such as checking for DOK levels, analyzing data, and adjusting lesson plans in order to identify necessary interventions such as tutoring and scaffolding to improve student understanding. The CTE Department PLC's target key principle is the use of a differentiated classroom. They have used short-response writing strategies such as Claim It, Cite It, Cement It and Claim, Evidence, and Reasoning (CER) to improve students' writing abilities across all classes. The CTE department continues to incorporate rubrics for assessments, share a common grade



book platform, and adopt common grade book practices to ensure consistent grading practices within the CTE department. They continue to use common lesson plan templates which include objective, DOK levels, language objective, WICOR, and agenda. They have also incorporated the use of visual icons which support our campus Student Learning Objectives (SLOs).

Counseling Department:

Goal 1: CHS will set a college-going culture and have students develop 21st century skills through increasing the academic rigor in all courses and raise the number of graduates meeting the UC A-G requirements to match the state average.

For the goal of establishing a college-going culture, the counseling department has implemented several strategies. Of note, we have communicated with students via individual meetings and classroom presentations regarding A-G and honors/AP offerings, especially as our site has increased classes in both of these categories. We have also offered multiple college application workshops during the school week and on some Saturdays. We have increased the number of sophomore and junior students whom we take to various college fairs (Inland Empire National Association for College Admission Counseling [NACAC] and United College Action Network [UCAN]). We have also brought in a number of college representatives to present to students in our College and Career Center. At this point, all of our tenth and eleventh grade students participate in the PSAT and SAT. We have also communicated with students and families about test prep opportunities and discussed their individual results. Every year, the district pays for all juniors to take the SAT through College Board's SAT School Day Program. Our district pays for all sophomores every year to take the PSAT, and Carter pays for all of our juniors to take the PSAT as well. On this school PSAT day (or "College Day"), freshmen watch the First Generation documentary about going to college and then participate in classroom discussion about this while our seniors complete college applications and/or the FAFSA.



During the months of October and November, we assist students with applications for college through our College and Career Center. We also assist students with FAFSA completion and scholarship opportunities throughout the school year through our College and Career Center.

In regard to increasing academic rigor in all courses, the counseling department has been involved in this ongoing discussion (through curriculum meetings at the district level) but is not directly involved in subject curriculum. We have, however, promoted our A-G and HP/AP offerings and have established a contract to increase student accountability in those courses.

We have successfully tackled the biggest hurdle in increasing the number of graduates meeting the UC A-G requirements through improving our internal record keeping and not depending on our student information system (Synergy). We have seen the number of students meeting the A-G requirements increase over the last few years. In fact, for the Class of 2019, we had 60% of our graduates who were A-G eligible, which was a 17% increase from the previous year. The increased availability of EAOP, Upward Bound, Talent Search, and BLU (off campus support groups) on campus has also helped tremendously as they are frequently on campus doing individual meetings and group presentations. Student grades are continually monitored by counselors and communicated effectively to parents and students via ParentVUE and StudentVUE, as well as through parent/teacher conferences, student study teams, Individual Education Plans, and 504 plans.

To assist with increasing knowledge of A-G requirements, we have added them to the counseling department web page and placed an A-G section on the four-year plan that each student completes. We have also had student academic success nights wherein parents and students are educated not only on the importance of high school credits for graduation but were also educated on A-G.



Goal 2: CHS will focus on best instructional practices promoting high levels of student achievement and engagement and the reinforcement of positive student behaviors.

Carter High School's counseling department is committed to improving instruction for all students, staff, and the Rialto USD community at large. We recognize the value of utilizing formative assessments to evaluate student performance and comprehension. This is demonstrated in our master schedule.

We have structured interventions specifically to assist students in matriculating through core courses including, but not limited to: Student Academic Success (blocked course for academically underperforming English Learners), opportunities for credit recovery and remediation of math, English, and social studies courses, Link Crew, and equipping students with resources to work in the community and learn various career responsibilities.

In response to attendance, behavior, and various challenges that interfere with instruction, staff members (teachers) advise counselors of concerns for individual students based on their test scores, grades, and classroom conduct. The counseling department works collaboratively with the Positive Behavior Intervention and Support (PBIS) team to provide additional counseling support by licensed staff to address issues of grief, familial relations, discouragement, and overall life challenges. Carter now has a fully developed Wellness Center with a full-time counselor and a PBIS counselor who specifically serves the needs of our foster youth and McKinney Vento students.

Goal 3: CHS will focus on staff development for the implementation of Common Core State Standards through the use of Professional Learning Communities, district trainings and on site teacher expertise as well as off-site professional development.

Also, as part of the on-going WASC process, the counseling department reflected on their department's progress and implementation of the State Common Core Standards as



addressed through the school site's master schedule, district-wide assessment, state assessments, teacher assessments, and parent feedback. The counseling department utilizes parent/teacher conferences, student success plan meetings, Individual Educational Plans, and 504 plan meetings to address student needs.

For the goal of properly identifying and addressing the academic needs of the students at Carter High School, the counseling department will continue to review student academic assessments, have continuous discussions with instructional professionals, and attend current trainings relevant to meeting the needs of the students. As a department we attend workshops and professional development seminars to gain further access to academically successful programs. Currently our department attends the CSU and UC counselor conferences, the American School of Counselors training, the California Association of School Counselors conference, the Riverside County Office of Education Counseling Network, and the San Bernardino County Counseling Network, as well as California Student Aid Commission trainings and Collegeboard trainings.

The counseling department will take the necessary multiple steps to improve students' access to rigorous academic courses in order to enhance each student's abilities to reach higher education goals. This will be reinforced both through the use of media such as ParentVue and the Carter High School website. The counseling department will also continue to look at data to improve student placement within our classes covering the Common Core State Standards.

Goal 4: CHS will develop frequent common formative assessments (benchmarks, formal and informal assessments) for all core areas and detailed analysis, the results of which will drive instruction, intervention, and the curricular program.

For the goal of focusing on best instructional practices and engagement/reinforcement of positive behaviors, the counseling department reflected on our progress and participation in the above goal. In an effort to reinforce and promote positive student behaviors we prepare for the fall and spring honor roll assemblies. We gather the necessary data to develop the list of students who qualify as Honor Roll recipients. We order the necessary



products needed to complete the ceremony. We identify dates and periods during the school day for student recognition. We have discovered that when we recognize students in front of their peers and parents, it can motivate other students to improve their grades. During the ceremony, we allot time for pictures to be taken, and the honorees are ushered into a special section of the theater to be seated. The honorees receive a certificate, which can be saved and used for their senior portfolios.

Two of our counselors have attended master schedule training and are a part of the master schedule team. The counseling department has and will continue to make suggestions to the principal regarding master schedule issues and concerns as well as making better use of scheduling time slots.

During classroom presentations, the counseling department promotes positive student behavior by recognizing respectful and responsible behavior in the classroom. The counseling department also develops a list of students to attend various college fairs. Invitations are based upon interest, GPA, as well as positive behaviors exhibited in the classroom. We also sponsor special presentations from various college representatives for seniors with excellent GPAs.

Foreign Language Department:

Goal 1: CHS will set a college-going culture and have students develop 21st century skills through increasing the academic rigor in all courses and raise the number of graduates meeting the UC A-G requirements to match the state average.

The foreign language department utilized the ongoing WASC process and reflected on its progress. We concluded that students have been encouraged to continue taking a foreign language beyond the two-year minimum requirement for college. The number of AP students in the foreign languages has increased thanks to the Seal of Biliteracy program. This year, CHS has opened three more sections of AP Spanish and has seen a 50% increase in students taking AP French and AP German. CHS has also set a college-



going culture by increasing the academic rigor and raising the number of graduates meeting the UC A-G requirements. French and German classes have doubled the amount of students taking a second year of the same foreign language.

Goal 2: CHS will focus on best instructional practices promoting high levels of student achievement and engagement and the reinforcement of positive student behaviors.

The foreign language department reflected on their department's progress and found that they are promoting high levels of student achievement. The department uses authentic assessments in the classroom and fewer multiple choice assessments. We have also aligned our common formative assessments to the format of the AP exam, thus preparing students for the AP classes. Within the department, we have promoted the Biliteracy Seal, which encourages students to take four years of the same foreign language.

After analyzing the progress made in the last three years, we have observed growth in our advanced courses, but it continues to be a work in progress. In the area of engagement and reinforcement of students' positive behavior, the foreign language department has posters posted outlining the behavior expectations. Students are reminded on a regular basis how each positive behavior should look in the classroom and throughout campus. These strategies reinforce positive behavior and build community. Also, the HERO program has been implemented to reward positive student behavior in the areas addressed by PBIS. Students in the foreign language classes receive points for observing positive behaviors of the "3 Bs" in the classroom. These points can be exchanged for a variety of prizes at the HERO store on campus.

Goal 3: CHS will focus on staff development for the implementation of Common Core State Standards through the use of Professional Learning Communities, district trainings and on site teacher expertise as well as off-site professional development.



The foreign language department has taken multiple steps to continue the data analysis of benchmark student performance per each course level. These benchmark assessments were developed at the school site as well as in collaboration with the other high schools in the district. The data from the assessments is used to drive instruction. Examples of intervention methods utilized by the department include tutoring, remediation based on the needs of the students, Saturday Step-Up classes, and parent communication. Curriculum meetings are held quarterly at the district, plus there has also been school-wide implementation of PLCs allowing teachers time to analyze student data.

Goal 4: CHS will develop frequent common formative assessments (benchmarks, formal and informal assessments) for all core areas and detailed analysis, the results of which will drive instruction, intervention, and the curricular program.

We reflected on the department's progress during staff development and have implemented the Common Core State Standards through the use of Professional Learning Communities, RUSD training, on-site teacher expertise, as well as off-site professional development. A catalyst to improvement was the funding for foreign language teachers to collaborate on common formative assessments. Specifically for CHS, all foreign language teachers have received extensive Kagan training on engaging teaching strategies that have been implemented in classrooms. The teachers are given adequate PLC time to collaborate. The CHS staff, foreign language teachers included, have been trained on Depth of Knowledge, Close and Critical Reading, and Accountable Talk. Some foreign language teachers are currently involved in Google Classroom training. We conduct regular PLC and department meetings to review best practices and set goals for student achievement. After inputting common formative assessment data into Illuminate, we meet again to review data and develop Rtl plans.

An area of improvement can also be found in release time for revision of the curriculum/scope and sequence/pacing guides for foreign language. Not all teachers were allowed to attend due to budget constraints last spring. This included some teachers who had come in the previous summer during their time off to begin the work on



this important document. The process of revising the curriculum/scope and sequence/pacing guides is important to capture students' needs and implementation of foreign language lessons. Pacing guides give teachers the opportunity to have synchronized lessons and to follow a common time frame.

Library:

Carter High School's library is a joint-use library that shares resources and facilities with the San Bernardino County Library system. Materials are evaluated and purchased both through district/site funds and through the San Bernardino County Library system, along with all digital resources. This joint-use system allows for expanded library hours far past the standard school day and allows our students access to all materials owned by the San Bernardino County Library system through the use of Inter-Library Loan (ILL). The Carter High School library also houses the Textbook Center. Previous to the 2019-2020 school year, the Carter High School library was staffed with a credentialed library media teacher and two experienced library/media technicians. Currently, the Carter High School library is staffed by two experienced library/media technicians.

Goal 1: CHS will set a college-going culture and have students develop 21st century skills through increasing the academic rigor in all courses and raise the number of graduates meeting the UC A-G requirements to match the state average.

Library staff are supporting learning by teaching students to learn how to evaluate resources, cite them correctly using MLA format, use Google Apps for Education (GAFE), utilize information databases, accurately identify primary source materials, and utilize a plethora of other resources that can assist them in their A-G classes.

In order to be college and career ready, 21st century students must be able to seek out resources to solve problems, extract information, evaluate usefulness, and cite accurately in a comprehensive document. Through the teaching and support of these skills, Carter's library program supports information literacy skills across all curriculums. Previous to the 2019-2020 school year, Carter High School had a credentialed library



media teacher and two library technicians to serve both students and teachers in this endeavor. Currently, the Carter High School library employs two library technicians. All library staff trains students in how to use library tools and resources and collaborates with teachers to identify the best resources available in order to support classroom projects, research, and assignments. Previous to the 2019-2020 school year, a credentialed librarian also provided lessons on evaluating sources, both in print and digital formats, and supported basic bibliographic instruction in MLA format, citing sources, and academic integrity. With the credentialed library media teacher, library instruction was available in person in the library, in classrooms, and also through tutorials on the school's web page. Currently, library instruction is available in the library and through tutorials on the school's web page. Furthermore, the Textbook Center works with teachers and staff to ensure that appropriate materials are available to support curriculum across all programs. Novels are checked out and utilized in both the English and history departments consistently throughout the school year. The Textbook Center also provides materials for summer check out for all AP courses and honors English courses in order to support rigorous learning over the summer and rigorous instruction starting on day one of the school year. The library houses twenty computers that are available for student use throughout the school day, before school, and after school (including during expanded county hours). Library technicians are available during school hours to assist with the proper and effective use of computers. Students are also encouraged to utilize personal electronic devices to access OverDrive, which is an application that links to the student's library account and offers access to e-books, audio books, movies, and audio resources that are available for checkout without the risk of incurring any fees.

Goal 2: CHS will focus on best instructional practices promoting high levels of student achievement and engagement and the reinforcement of positive student behaviors.

The staff reinforces this goal with PBIS posters regarding positive behaviors which are on display and enforced in the library, health office, and other locations around campus. Library staff also utilize the school-wide acknowledgement system (Hero) to reward positive behaviors with points that can be redeemed through the Hero Store. One



member of the library staff attends all PBIS meetings, trainings, and planning committees in order to offer library support to school-wide endeavors in reinforcement of positive student behaviors. High levels of student engagement and achievement are actively supported through project-based learning, open-ended problem solving tasks, and WICOR lesson plans, which are all supported through collaboration with teachers and availability of library resources to all students. The library staff offers collaboration with teachers to assist in the creation of these types of student activities by attending English and history PLC meetings throughout the school-year. The library also works to maintain an environment that is suited for Rtl and has staff ready to support classroom teachers who need to utilize small groups, supplemental materials, or computers in order to provide interventions in the library. Furthermore, both San Bernardino County Library staff and Carter High School library staff create rotating displays of materials and programs throughout the school year in order to try and encourage literacy and engagement in school activities and culture.

Goal 3: CHS will focus on staff development for the implementation of Common Core State Standards through the use of Professional Learning Communities, district trainings and on site teacher expertise as well as off-site professional development.

Carter High School has library staff who have been trained in Synergy, SchoolLoop, Cengage Databases, Polaris Online Public Access Catalog, the GAFE suite, Hero, and Panorama Education. They are willing to train other staff on-demand. Previous to the 2019-2020 school year, the credentialed librarian participated with the ninth grade ELA and CTE PLCs on a regular basis. One of the library techs participates with the history and English PLC in an on-demand basis.

Goal 4: CHS will develop frequent common formative assessments (benchmarks, formal and informal assessments) for all core areas and detailed analysis, the results of which will drive instruction, intervention, and the curricular program.



It is important to note that the library program does not have any formative or summative assessments that are used to shape the program. Library skills are embedded within the Common Core State Standards and college readiness skills. However, library staff are heavily involved in the organization and implementation of Panorama Education surveys that are given to all students at least two times during each school year. This common survey yields valuable data about student perception of themselves and of the school in general. Once results are posted, library staff are also involved in looking for trends, referring individuals for interventions, and ensure that the library and/or library conference rooms are available to house ongoing interventions.

