

# CHAPTER II

## STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS



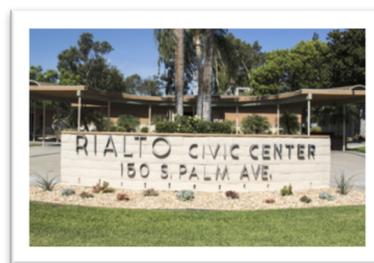
## Chapter II: Student/Community Profile and Supporting Data and Findings

**Tell the story of your school through the use of data and information. This thorough examination of the school includes:**

- The history and background of the school
- A description of the school programs
- California School Dashboard performance indicators and other local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
  - Implications of the data
  - Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)
  - Important questions to be discussed in the Focus Groups.
- Include related profile materials in the appendices at the end of the report

### **COMMUNITY PROFILE: RIALTO**

The city of Rialto, also known as “Bridge City”, is located 55 miles east of Los Angeles. Rialto has seen growth in the warehouse industry and through the addition of multiple distribution centers which has created hundreds of needed jobs within the city. The increase in employment



opportunities and affordable housing has led to an increase in population, number of businesses, and home building over the last ten years. Based on the last official US census estimates in 2017, Rialto had a population of 103,440 with an estimated median household income of \$54,962 per year. Rialto is home to four major distribution centers: Staples, Under Armour, Amazon and Target. One of the largest fireworks companies, Pyro Spectaculars, is also located in Rialto. A large number of Rialto city residents continue to commute daily to Los Angeles County and Orange County.



## **DISTRICT PROFILE: RIALTO UNIFIED SCHOOL DISTRICT**

Rialto Unified School District is located in the heart of the Inland Empire, with approximately 26,481 students, 3,800 staff members, and an operating budget of about \$200 million. The district also serves a long rectangular section of unincorporated county land located west of the 15-freeway called Lytle Creek. The district currently operates 19 elementary schools, 5 middle schools, 3 comprehensive high schools, and 2 continuation high schools. In September 2016, Rialto Unified School District celebrated its 120<sup>th</sup> birthday. There were only two teachers in the district when it opened in 1896 with the first schoolhouse serving students in grades one through eight. The Rialto Unified School District has a history of high mobility and that trend is evident at Carter High School. Furthermore, over the past thirty years, Rialto has transitioned from primarily a small business community/agricultural area to a more industrial community. The 210 freeway was completed in July 2007 in the northern part of the city and has brought in more business and industry to the community. Carter High School is surrounded by unincorporated residential property and has a public park directly in front of the school.



## **SCHOOL PROFILE: WILMER AMINA CARTER HIGH SCHOOL**

Wilmer Amina Carter High School opened its doors to students and the community of Rialto in the fall of 2004. The faculty and staff of Carter High School have and continue to be passionate in our commitment to creating a safe and caring learning environment to support the achievement and success of every learner who comes to us. Since our mid-term review visit in 2017, we have benefited from the insights provided by our Visiting Committee and have found the Focus on Learning Self-Study process extremely useful as we re-examine our purpose, align our goals, gauge our progress, remedy our critical areas of need, and plan our future.

Carter High School is the newest and third comprehensive high school in the Rialto Unified School District and is currently serving approximately 2,400

students. The school opened to students on August 31, 2004 and is located across the street from Birdsall Park. The two-story facility has eighteen buildings and includes a football stadium that seats over 2,500, a performing arts theatre that accommodates over 800, a multipurpose room (MPR) that accommodates over 600, and a three full-court gymnasium with the capacity for 2,400 spectators. Campus groups and community organizations use both the theatre and the MPR throughout the year. Carter High School also has a joint-use County Public Library on its campus that is open for students to use throughout the school day with additional county library hours Monday through Thursday from 3:00 p.m. to 8:00 p.m. and on Saturdays from 9:00 a.m. to 5:00 p.m. In addition, CHS has a dedicated science building that includes four full science labs for hands-on lessons. The school has three full computer labs and a mobile computer lab cart in each classroom. Each classroom on campus is equipped with a ceiling mounted LCD projector that interfaces with the teacher's computer to display PowerPoint presentations, student work, videos, and the internet.



Carter High School currently has a population of approximately 2,400 students. The student population racial subgroups are Hispanic/Latino (77%), African American (13%), Caucasian (4%), and Asian and other ethnic groups (6%). In order for the district to balance out the school's student numbers among the three high schools, Carter High School boundaries draw students from the southern portion of the city, as well as from the central and northwestern sections of the city.

Carter High School is on a 180 traditional school day schedule with instruction beginning at 7:25 a.m. and ending at 2:16 p.m. The daily schedule includes six regular periods for a total of 65,774 minutes of instruction a year. Zero and seventh periods are also available to students as well as dual enrollment classes in partnership with San Bernardino Valley College. Carter High School serves students with a variety of needs including special education students, English Learners, and Gifted and Talented students with Honors and Advanced Placement classes. Our special education department serves students with Multiple Handicap needs (MH) in a self-contained class. Students in the MH classroom may have multiple disabilities such as visual impairment, orthopedic impairment, autism, or seizures. Other students with disabilities may qualify for services in a Special Day Class (SDC) which provides self-contained special education for students with intense academic needs that cannot be served in the general education program. Resource Specialist Program (RSP) is designed to provide instructional support for learning disabilities in regular education classrooms, and an Emotionally Disturbed (ED) class is a self-contained setting for students with emotional conditions that require additional support in building interpersonal relationships with peers and teachers.

In the 2018-2019 school year, Carter High School implemented 20 collaboration days into the schedule for extended staff development on Tuesdays after school from 1:20 p.m. to 2:20 p.m. This after school collaboration does not interfere with daily instructional time. During collaboration days, teachers work within their Professional Learning Communities (PLCs) to plan and share academic instruction, create common formative assessments, and analyze departmental data.



### **School Mission, Vision and Expected Schoolwide Learner Outcomes:**

Schoolwide Learner Outcomes (SLOs) were last revised starting in the 2017-2018 school year. The Rialto Unified School District developed the district's Strategic Plan team in 2016 in which it was agreed upon that all of the schools in the district will not be having a vision. Every school in the district will follow the district's Strategic Plan mission. Each site was tasked with developing their own Strategic Plan in alignment with the district strategic plan. Carter's Strategic plan was developed in 2016 and was in alignment with the WASC midterm Review. As part of the strategic plan Carter created their new mission statement

### **Rialto USD Mission:**

The mission of the Rialto Unified School District, the bridge that connects students to their aspirations for the future, is to ensure each student achieves personal and career fulfillment within a global society, through a vital system distinguished by:

- High expectations for school achievement
- Safe and engaging learning environments
- Effective family and community involvement
- Learning opportunities beyond the traditional school setting
- Appreciation of universal diversity
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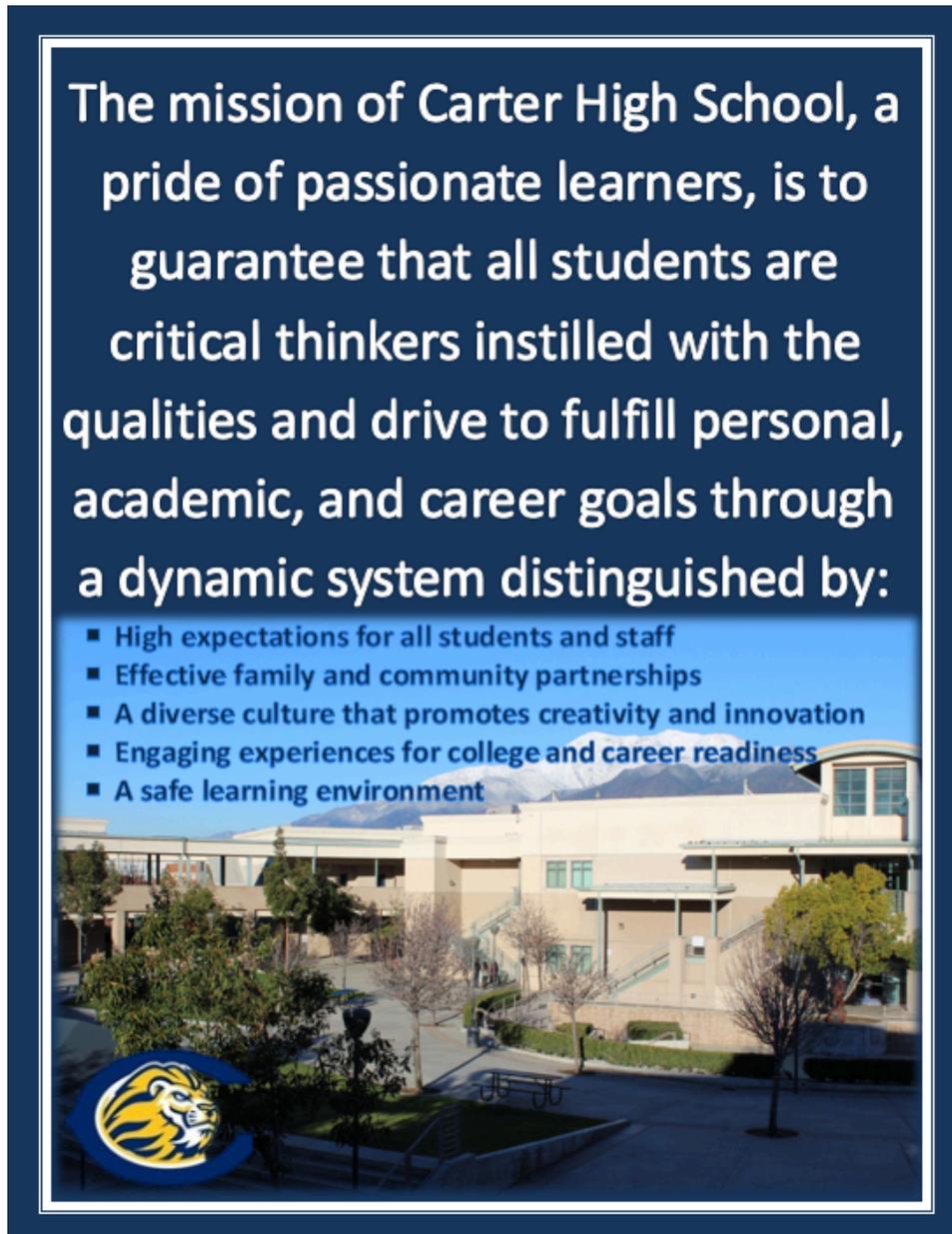
- High expectation for student achievement
- Safe and engaging learning environments
- Effective family and community involvement
- Learning opportunities beyond the traditional school setting
- Appreciation of universal diversity

**BRIDGING  
futures  
THROUGH  
INNOVATION**

**Carter High School Mission:**

The mission of Carter High School, a pride of passionate learners, is to guarantee that all students are critical thinkers instilled with the qualities and drive to fulfill personal, academic, and career goals through a dynamic system distinguished by:

- High expectations for all students and staff
- Effective family and community partnerships
- A diverse culture that promotes creativity and innovation
- Engaging experiences for college and career readiness
- A safe learning environment



## **DEVELOPMENT PROCESS OF EXPECTED SCHOOLWIDE LEARNER OUTCOMES**

Our SLOs poster and icons are posted in all classrooms, with the icons being a part of the white board configuration mandated for all classrooms.

### **Our SLOs Development Process:**

- During the first leadership meeting of 2018, the administration determined that it was time to revisit our Expected Schoolwide Learner Results (ESLRs) which have been in place for five years.
- Mrs. Cuevas gave a presentation on the school's current ESLRs and tasked Homegroups with evaluating the current ESLRs. The staff was asked to change or update the ESLRs by reflecting on the new focus of College and Career Readiness. Department leads documented the discussion within their departments.
- Site leadership leads met after school. This meeting resulted in a synthesis of all input provided by the stakeholders which included certificated staff, classified staff, and student body leadership. The synthesis resulted in a draft of the new Schoolwide Learner Outcomes (SLOs).
- The staff was presented with the ESLO draft and offered a chance to edit.
- A final draft was sent out to staff who voted to adopt the new SLOs.



## Schoolwide Learner Outcomes (SLOs):

### CRITICAL THINKING

- Students collect, assess and analyze relevant information.
- Reason effectively and use systems thinking.
- Make sound judgments and decisions by solving theoretical and real-life problems.
- Reflect critically on learning experiences, processes and solutions



### CIVIC RESPONSIBILITY

- Students adapt to varied roles, jobs responsibilities, schedules and contexts.
- Work effectively in a climate of ambiguity and changing priorities.
- Incorporate feedback effectively. Deal positively with praise, setbacks and criticism.
- Model positive and productive citizenship by exhibiting self-esteem, self-discipline and acceptance.
- Achieve excellence in both formal and informal education which extends into lifelong learning.



### COMMUNICATION

- Students articulate thoughts and ideas effectively using **written**, oral and nonverbal communication skills in a variety of forms and contexts.
- Listen effectively to decipher meaning, including: knowledge, values, attitudes and intentions.
- Utilize multiple media and technologies reasonably to communicate.



## INNOVATION

- Students view failure as an opportunity to learn; understand innovate is a long-term, cyclical process of small success and frequent mistakes.
- Use a wide range of idea creation techniques (such as brainstorming, divergent and convergent thinking).
- Elaborate on, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.
- Demonstrate originality, inventiveness and understand real world limits to adopting new ideas.
- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.



## COLLABORATION

- Students demonstrate ability to work effectively and respectfully with diverse teams.
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.





# WILMER AMINA CARTER HIGH SCHOOL SCHOOLWIDE LEARNER OUTCOMES



 <p><b>CRITICAL THINKING</b></p> <ul style="list-style-type: none"> <li>• Students collect, assess and analyze relevant information.</li> <li>• Reason effectively and use systems thinking.</li> <li>• Make sound judgments and decisions by solving theoretical and real-life problems.</li> <li>• Reflect critically on learning experiences, processes and solutions</li> </ul>	<p><b>CIVIC RESPONSIBILITY</b></p> <ul style="list-style-type: none"> <li>• Students adapt to varied roles, jobs responsibilities, schedules and contexts.</li> <li>• Work effectively in a climate of ambiguity and changing priorities.</li> <li>• Incorporate feedback effectively. Deal positively with praise, setbacks and criticism.</li> <li>• Model positive and productive citizenship by exhibiting self-esteem, self-discipline and acceptance.</li> <li>• Achieve excellence in both formal and informal education which extends into lifelong learning.</li> </ul>
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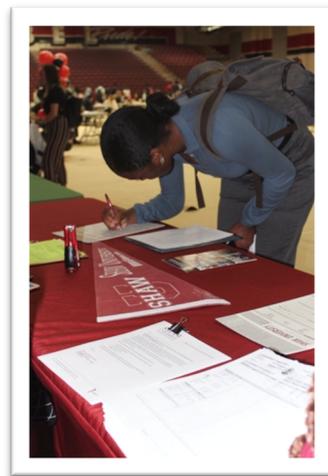
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## Carter High School's College Culture



Carter High School has had significant success with promoting a college-going culture and awareness amongst our students through Advancement Via Individual Determination (AVID). AVID classes have college focus walls and all Carter High School classrooms have A-G posters. Staff participates in College Shirt Wednesdays to promote college decisions and to bring awareness to the various



college and university options. Our counselors visit classrooms throughout the school year to make college presentations and inform students regarding the Free Application for Federal Student Aid (FAFSA). Carter High School's College and Career Center provides ongoing FAFSA presentations as well as workshops to help students and parents fill out their FAFSA application. The College and Career Center also provides college and university workshops to reinforce the importance of going to college. We offer college information presentations to Carter High School parents



through our Parent Resource Center and we use social media, ParentLink and the school website to inform parents and students regarding scholarships and post-secondary options. Every year our students have participated in the regional College and Career Fair sponsored by the Rialto and Fontana School districts as well as the U-CAN Historically Black College Recruitment Fair. Carter High School staff schedule field trips to colleges within the Inland Empire, Los Angeles County, and into northern California to universities such as CSU Fresno, UC Merced, and Norte Dame de Namur University, among others. Counselors and AVID teachers attend College Board workshops to stay abreast of admissions practices.

### Parent Institute Quality Education, PIQE

PIQE at Carter since the 2016-17 school year. We have run two sessions a year for the last two years and one session this fall.

- Our 2018 fall graduating class had 80 graduates.
- The total graduating number of parents over the five session is 506.

## PARENTS' TESTIMONIES

Parents are the Leaders of their Children's Future



*"I'm happily married with five children, and I have taken PIQE's program twice. The first time was when my eldest children were in elementary school. My eldest children are now in community college. Thanks to PIQE, we are more focused and prepared to help our children go directly into a university. Last year was very difficult for us as a family. Our children were attending different schools from pre-k, elementary, middle school, high school, and college. We made ten trips to the different schools in a single day. But, when you have a set goal in mind, the obstacles and sacrifices don't matter. As a family, we have always concentrated on our children's education and PIQE is an excellent resource that has helped us. To my children: as your parents, we promise to help and support you reach your goals at your maximum potential, and soon, be university graduates. I know you will be! Thank you so much, PIQE!"*

Cristina Avalos Alfaro, Parent Graduate, Carter High School,  
Rialto Unified School District

## Demographic Data

**Table 1: Enrollment by Grade Level**

Grade Level	2016 - 2017	2017 - 2018	2018 - 2019	2019 – 2020***
Grade 9	646 (26.5%)	620 (26%)	580 (25%)	674 (28.6%)
Grade 10	618 (25.4%)	607 (25.5%)	593 (25.5%)	585 (24.8%)
Grade 11	625 (25.6%)	579 (24.3%)	566 (24.4%)	552 (23.4%)
Grade 12	545 (22.4%)	579 (24.3%)	583 (25.1%)	545 (23.2%)
<b>Total Enrollment</b>	<b>2,434</b>	<b>2,385</b>	<b>2,322</b>	<b>2,356</b>

\*Source: California Department of Education (CDE)

\*\*\*Source SYNERGY (Contracted district management system)

- Student enrollment has been slightly decreasing over the years but we had an increase of 9<sup>th</sup> graders enrolling at Carter this school year (19-20).
- Carter High School has consistently retained a balanced student population over the last several years.

**Table 2: Student Enrollment by Critical Subgroups**

	2016 - 2017	2017 - 2018	2018 - 2019	2019 – 2020***
# Special Education Students Enrolled	279	293	277	299
# EL Students Enrolled	265	222	228	258
<b>Total Enrollment</b>	<b>544</b>	<b>515</b>	<b>505</b>	<b>557</b>

\*Source: CDE

\*\*\*Source SYNERGY as of Oct.

- Carter High School saw a decrease in EL student enrollment for the 2017-2018 school year, but has since seen increasing enrollment.
- Carter High School has seen a slight increase in Special Education population, and we are currently capped in SDC classes.



Table 3: Enrollment by Student Ethnicity

<b>Ethnicity</b>	<b>2016 - 2017</b>	<b>2017 - 2018</b>	<b>2018 - 2019</b>	<b>2019 – 2020***</b>
<b>African-American</b>	<b>408</b> <b>(16.8%)</b>	<b>391</b> <b>(16.4%)</b>	<b>346</b> <b>(14.9%)</b>	<b>326</b> <b>(13.9%)</b>
<b>American Indian or Alaskan Native</b>	<b>9</b> <b>(.4%)</b>	<b>10</b> <b>(.4%)</b>	<b>8</b> <b>(.3%)</b>	<b>3</b> <b>(.1%)</b>
<b>Asian</b>	<b>27</b> <b>(1.1%)</b>	<b>30</b> <b>(1.3%)</b>	<b>27</b> <b>(1.2%)</b>	<b>23</b> <b>(.9%)</b>
<b>Filipino</b>	<b>19</b> <b>(.8%)</b>	<b>18</b> <b>(.8%)</b>	<b>15</b> <b>(.6%)</b>	<b>13</b> <b>(.5%)</b>
<b>Hawaiian or Pacific Islander</b>	<b>15</b> <b>(.6%)</b>	<b>16</b> <b>(.7%)</b>	<b>14</b> <b>(.6%)</b>	<b>9</b> <b>(.3%)</b>
<b>Hispanic or Latino</b>	<b>1,763</b> <b>(72.4%)</b>	<b>1,731</b> <b>(72.6%)</b>	<b>1,750</b> <b>(75.4%)</b>	<b>1,823</b> <b>(77.6%)</b>
<b>White</b>	<b>160</b> <b>(6.6%)</b>	<b>149</b> <b>(6.2%)</b>	<b>120</b> <b>(5.2%)</b>	<b>104</b> <b>(4.4%)</b>
<b>Two or More Races</b>	<b>33</b> <b>(1.4%)</b>	<b>40</b> <b>(1.7%)</b>	<b>42</b> <b>(1.8%)</b>	<b>55</b> <b>(2.3%)</b>
<b>Total Enrollment</b>	<b>2,434</b>	<b>2,385</b>	<b>2,322</b>	<b>2,356</b>

\*Source: California Dashboard

\*\*\*Source SYNERGY

- Over the last four years, Carter High School has seen a slight increase in our Hispanic or Latino student population.
- Our White, African American, and Filipino population has seen a slight decrease
- All other identified groups have seen slight variance from year to year.



**Table 4: Student Free & Reduced Lunch Qualification**

	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
# Free and Reduced Lunch	1,624	1,543	1,913	DATA NOT AVAILABLE
Total # School Enrollment	2,434	2,385	2,322	2,356
Percent of Students Receiving Free and Reduced Lunch	66%	64%	82%	DATA NOT AVAILABLE

*\*Source: District Food Services Records*

- Since the last full accreditation visit, Carter High School has seen a 10% percent increase in the number of students qualifying for free or reduced lunch.

**Table 5: Average Daily Attendance**

	2016-2017	2017 - 2018	2018 - 2019	2019 - 2020
CHS Enrollment	97.7%	96.07%	96.19%	DATA NOT AVAILABLE
Rialto USD Enrollment	97.4%	96.10%	96.01%	DATA NOT AVAILABLE

*\*Source: Rialto Unified School District*

Administrators and Attendance Technicians work in conjunction with staff to increase Average Daily Attendance (ADA) with the following implementations:

- The site has three Attendance Clerks and one Attendance Specialist.
- Administrators in charge of discipline made it common practice to discuss students' attendance while in the discipline office.
- Administrators contact parents to discuss attendance concerns and to implement attendance contracts that would assist in decreasing absences.
- Attendance Specialist conducts Student Attendance Review Teams (SART) with those students with high numbers of tardies and/or absences, and includes parent, counselor, and administrator in charge of attendance in the process.
- Hero tracking software was acquired two years ago and has been used, amongst other methods, to track tardies and implement a uniform tardy policy.



**Table 6: Chronic Absenteeism Rate**

<b>Academic Year</b>	<b>2016-2017</b>	<b>2017 - 2018</b>	<b>2018 - 2019</b>	<b>2019 - 2020</b>
<b>Carter High School</b>				
Chronic Absenteeism Count	161	208	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Chronic Absenteeism Eligible Enrollment	2,543	2,491	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Chronic Absenteeism Rate	6.3%	8.4%	DATA NOT AVAILABLE	DATA NOT AVAILABLE
<b>Rialto Unified School District</b>				
Chronic Absenteeism Count	2,623	2,876	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Chronic Absenteeism Eligible Enrollment	27,151	26,828	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Chronic Absenteeism Rate	9.7%	10.7%	DATA NOT AVAILABLE	DATA NOT AVAILABLE
<b>San Bernardino County</b>				
Chronic Absenteeism Count	51,261	53,059	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Chronic Absenteeism Eligible Enrollment	424,868	420,150	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Chronic Absenteeism Rate	12.1%	12.6%	DATA NOT AVAILABLE	DATA NOT AVAILABLE

*\*Source: CDE*



- Truancy rates for 2018-2019 as well as 2019-2020 are not yet available.
- Carter High School truancy rates have increased in the two school years previous to the 2018-2019 school year.
- To address habitually truant students, the Attendance Specialist and Assistant Principals have employed attendance contracts which require students to sign in at the Attendance Office before Period 1.
- Administration also works closely with the Child Welfare and Attendance (CWA) office to arrange conferences with students and parents as a part of the SARB process.
- Carter's high school Chronic Absenteeism rate has been lower than the District and the State for the last 3 years.

**Table 7: Overall Suspension Rates**

<b>Academic Year</b>	<b>2016-2017</b>	<b>2017 - 2018</b>	<b>2018 - 2019</b>	<b>2019 - 2020</b>
<b>Carter High School</b>				
<b># Students Suspended</b>	228	153	165	DATA NOT AVAILABLE
<b>Total Enrollment</b>	2,634	2,579	2,561	DATA NOT AVAILABLE
<b>Suspension Rate</b>	8.6%	5.9%	6.4%	DATA NOT AVAILABLE
<b>Rialto Unified School District</b>				
<b># Students Suspended</b>	2,099	1,464	1,520	DATA NOT AVAILABLE
<b>Total Enrollment</b>	27,905	27,651	27,835	DATA NOT AVAILABLE
<b>Suspension Rate</b>	7.5%	5.2%	5.4%	DATA NOT AVAILABLE

*\*Source: District's Child and Welfare and Attendance (CWA) - Rates include inactive students*

- Carter High School has seen an overall decrease since 2016-2017 in suspension rates, but a slight increase since the 2017-2018 school year. This can be attributed to the changes in handling of 48900 (K) violations, the shift to a PBIS model of discipline, and more frequent use of other means of correction.
- Currently, each student incident is treated on an individual basis as administration requires that staff log previous interventions prior to suspensions taking place.
- Restorative conversations as well as "no contact contracts" take place between students in order to prevent future conflict.



**Table 8: RUSD School Summary Report**

<b>Academic Year</b>	<b>2017 - 2018</b>	<b>2018 - 2019</b>	<b>Difference</b>
<b>Carter High School</b>			
<b>D/F Rate</b>	<b>19.40%</b>	<b>19.23%</b>	<b>-0.17%</b>
<b>Attendance Rate</b>	<b>96.07%</b>	<b>96.19%</b>	<b>+0.12%</b>
<b>Suspension Rate</b>	<b>5.9%</b>	<b>6.4%</b>	<b>+0.5%</b>
<b>Rialto Unified School District</b>			
<b>D/F Rate</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Attendance Rate</b>	<b>96.10%</b>	<b>96.01%</b>	<b>-0.09%</b>
<b>Suspension Rate</b>	<b>5.2%</b>	<b>5.4%</b>	<b>+0.2%</b>

*\*Source: District's Child and Welfare and Attendance (CWA)*

- The information above is a report provided by our central office on current district rates.
- This report shows suspension data not available through the CDE.
- The chart also displays a decrease in the school's overall D/F rate, an increase in overall attendance as well as an increase in the suspension rate.



**Table 9: Suspensions by Subgroup**

<b>Academic Year</b>	<b>2016-2017</b>	<b>2017 - 2018</b>	<b>2018 - 2019</b>	<b>2019 - 2020</b>
<b>Total Enrollment</b>	<b>2,634</b>	<b>2,579</b>	<b>2,561</b>	<b>DATA NOT AVAILABLE</b>
<b># African-American Student Suspensions</b>	<b>51</b>	<b>46</b>	<b>33</b>	<b>DATA NOT AVAILABLE</b>
<b>% of Student Population</b>	<b>17.6%</b>	<b>16.6%</b>	<b>15.8%</b>	<b>DATA NOT AVAILABLE</b>
<b># Hispanic Student Suspensions</b>	<b>120</b>	<b>69</b>	<b>91</b>	<b>DATA NOT AVAILABLE</b>
<b>% of Student Population</b>	<b>71.2%</b>	<b>72.8%</b>	<b>74.1%</b>	<b>DATA NOT AVAILABLE</b>
<b>Other</b> (all other subgroups combined, Special Ed Included)	<b>57</b>	<b>38</b>	<b>41</b>	<b>DATA NOT AVAILABLE</b>
<b>Total</b>	<b>228</b>	<b>153</b>	<b>165</b>	<b>DATA NOT AVAILABLE</b>

*\*Source: District's Child and Welfare and Attendance (CWA)*

*\*\* Rates include inactive students*

- Carter High School has seen an overall reduction in suspension rates over the last three years with a slight increase in the 2018-2019 school year.
- CHS suspension of African-American students has steadily decreased over the last three years. We attribute this reduction to the use of alternative modes of correction with a PBIS focus, SMAART mentoring for African American males as well as Clay counseling access.



Table 10: Expulsion Rates

Academic Year	2016-2017	2017-2018	2018 - 2019
<b>Carter High School</b>			
# Students Expelled	0	1	DATA NOT AVAILABLE
Total Enrollment	2,631	2,579	DATA NOT AVAILABLE
Expulsion Rate	.00%	.04%	DATA NOT AVAILABLE
<b>Rialto Unified School District</b>			
# Students Expelled	2	4	DATA NOT AVAILABLE
Total Enrollment	27,890	27,646	DATA NOT AVAILABLE
Expulsion Rate	.01%	.01%	DATA NOT AVAILABLE
<b>San Bernardino County</b>			
# Students Expelled	610	570	DATA NOT AVAILABLE
Total Enrollment	434,151	429,373	DATA NOT AVAILABLE
Expulsion Rate	.14%	.13%	DATA NOT AVAILABLE

\* Source: CDE

- Overall, Carter High School expulsion rates have increased slightly over last three years.
- As it stands, Carter High School expulsion rate remains under the county average.



## **STAFFING**

### **Administration**

Dr. Greg Anderson became principal of Carter High School in October 2019. He previously served as Assistant Principal in Corona Norco Unified. The former principal, Dr. Patricia Chavez, became principal of Carter High School in July 2016. She previously served as Assistant Principal in Val Verde Unified School District. Dr. Eric Schessler has been at Carter High as Assistant Principal since the 2016-2017 school year. He previously served as administrator in elementary and secondary positions in Rialto Unified School District. Assistant Principal Ricardo Garcia joined the Carter team in November 2018, previously serving as a program facilitator in San Bernardino City Unified School District. Mrs. Natasha Harris-Dawson is new to the administration team. She recently left the position of social studies teacher here at Carter, accepting the administrative position in July 2019. Dean of Students, Curt Walsh, joined the administrative team in November 2018. He served as the lead for the special education department as well as one of our RSP teachers here at Carter. The former administrative team was shifted around the district or was promoted to another position in or out of district.



Table 11: Carter High School Administration Responsibilities & Organization

<b>Principal Dr. Anderson /Yolanda</b>	<b>Asst. Principal – Operations Dr. Schessler / Zahra</b>	<b>Asst. Principal - Ed Services Mr. Garcia- Felix / Carmen</b>	<b>Asst. Principal - Student Services Ms. Harris- Dawson / Violet</b>	<b>Dean of Students Mr. Walsh / Violet</b>
<p><b>Strategic Plan Admin Team</b></p> <ul style="list-style-type: none"> <li>Meetings</li> <li>Focus/ duties</li> </ul> <p><b>Department Leaders</b></p> <ul style="list-style-type: none"> <li>Meetings</li> <li>Focus/ duties</li> </ul> <p><b>Athletics ASB</b></p> <ul style="list-style-type: none"> <li>Boosters Organizations</li> <li>Class Councils</li> </ul> <p><b>School budgets</b></p> <ul style="list-style-type: none"> <li>Title 1- SPSA</li> <li>Grants/ Discretionary</li> </ul> <p><b>Personnel Service Requests</b></p> <ul style="list-style-type: none"> <li>Hire Certificated &amp; Classified</li> <li>AESOP/Comp Time Forms</li> </ul> <p><b>Professional Development Plan</b></p> <ul style="list-style-type: none"> <li>B40s, B20s, TRV's</li> </ul> <p><b>Staff Meetings Staff Recognition Inventory / Supplies Instructional Minutes Bell Schedules Fieldtrips Requests Social Media Admin Walkthroughs</b></p> <ul style="list-style-type: none"> <li>Release Days for ELA</li> <li>Instructional</li> </ul>	<p><b>Master Calendar</b></p> <ul style="list-style-type: none"> <li>Facilities</li> <li>Work Orders</li> <li>Summer Projects</li> <li>Risk Management w/Site</li> </ul> <p><b>Staff &amp; Students Parking Permits Library/ Textbooks Radios – Inventory and check out Communication SP#T5P3</b></p> <ul style="list-style-type: none"> <li>Parent Link</li> <li>Weekly Newsletters</li> <li>Marquee/ TV's</li> <li>Peachjar</li> </ul> <p><b>Teacher paper supplies Transportation Teacher Adjunct Duties</b></p> <ul style="list-style-type: none"> <li>Bus Passes</li> <li>Monitoring system</li> <li>Calendar</li> <li>Meetings for duties</li> </ul> <p><b>Staff Climate Events/ Staff Club</b></p> <ul style="list-style-type: none"> <li>Holiday Party</li> <li>Teacher Appre. Day &amp; Bi- Monthly Events</li> <li>End of Yr Banquet w/Awards</li> </ul> <p><b>Special Education</b></p>	<p><b>Master Schedule Counseling</b></p> <ul style="list-style-type: none"> <li>A-G (rate and course updates)</li> <li>4yr plans SP#T4P1</li> <li>Grad Rate (student monitoring )</li> <li>Non- Grad List</li> <li>1st day of school procedures / S2</li> <li>Records/ Transcripts</li> <li>D/F Caseload monitoring and meetings</li> </ul> <p><b>Career Center WASC Grades Policy/ Reporting / Synergy Seal of Bi-Literacy Innovative Ed – CER Academic Interventions</b></p> <ul style="list-style-type: none"> <li>Alternative Ed Referrals /Milor</li> <li>Summer School Reg Process</li> <li>APEX</li> <li>CR 7<sup>th</sup> Periods ELA/ Math 50hrs</li> <li>SST Process</li> </ul> <p><b>Professional Learning Communities</b></p> <ul style="list-style-type: none"> <li>CAASPP Driven PD</li> </ul> <p><b>CTE Pathways AP Program</b></p> <ul style="list-style-type: none"> <li>Increase access/ pass rate</li> </ul> <p><b>Valley College @ Carter</b></p>	<p><b>Testing Structures Wellness Center SP#T3P2 PBIS / MTSS</b></p> <ul style="list-style-type: none"> <li>Rewards System- HERO</li> <li>Bi-monthly schoolwide lessons</li> <li>PBIS Committee</li> <li>Staff PD &amp; buy-in</li> </ul> <p><b>Dress Code Policy Attendance</b></p> <ul style="list-style-type: none"> <li>Tardies</li> <li>SART &amp; SARB</li> <li>Saturday School/Step Up</li> </ul> <p><b>Safety Officers</b></p> <ul style="list-style-type: none"> <li>Event Security coverage</li> </ul> <p><b>HS Prep Days SP# T4P3</b></p> <ul style="list-style-type: none"> <li>Breakout sessions</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>School Website</li> <li>Technology Incident Request</li> <li>COW Management</li> </ul> <p><b>Academic Interventions</b></p> <ul style="list-style-type: none"> <li>Math Tutoring Mon/Wed</li> <li>Writing Center Tues/Thur</li> <li>ELD Strategist</li> </ul> <p><b>EL Program School Site</b></p>	<p><b>PBIS / MTSS</b></p> <ul style="list-style-type: none"> <li>Staff support / mentoring</li> <li>Restorative conversations</li> <li>Student coaching mentoring</li> <li>Hero</li> </ul> <p><b>Tardies Afterschool, Lunch &amp; On campus Detention Link Crew/ Peer Mediation Program</b></p> <ul style="list-style-type: none"> <li>Unity Forum</li> <li>Interventions</li> <li>Bimonthly Events &amp; 9<sup>th</sup> gr lessons</li> <li>Link 9<sup>th</sup> gr Orientation</li> </ul> <p><b>Instructional Coaches</b></p> <p><b>Mrs. Wilson New Teacher Meetings ACT Practice Test PSAT Test Prep PSAT/ SAT Testing Professional Development EdRegWASC</b></p> <ul style="list-style-type: none"> <li>Release Days ELA</li> <li>CER</li> <li>IAB- Interim Assessment ELA</li> <li>AP Teacher Meetings</li> </ul> <p><b>Dr. Muteti 504's / IEPs Mentoring Block Grant</b></p> <ul style="list-style-type: none"> <li>Student monitoring D/F rates</li> <li>Enrollment</li> <li>Staffing</li> </ul> <p><b>AP Test Coordinator AP Program</b></p> <ul style="list-style-type: none"> <li>AP Teachers Meetings</li> </ul> <p><b>Professional Learning Communities</b></p> <ul style="list-style-type: none"> <li>Release Days for Math</li> <li>IAB- Interim</li> </ul>

Rounds	<ul style="list-style-type: none"> <li>504 Compliance</li> <li>Clerical Meetings</li> <li>Yearbook</li> <li>Safety Committee/ School Safety Plan</li> <li>Fire &amp; Disaster Drills</li> </ul>	<b>FASFA Completion</b> <b>Independent Study/ Home Hospital</b> <b>Special Education</b> <ul style="list-style-type: none"> <li>IEP Compliance</li> <li>Case loads</li> <li>Bi weekly meetings w/ case carriers</li> <li>Coaching model implementation</li> </ul>	<b>Council ELAC</b> <ul style="list-style-type: none"> <li>TITLE I-Operational</li> <li>Federal Program Monitoring</li> </ul> <b>Handbook</b> <ul style="list-style-type: none"> <li>Staff &amp; Student / Planner</li> </ul>	Assessment Math
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**PARENT INVOLVEMENT**

<ol style="list-style-type: none"> <li>Athletic Boosters</li> <li>Coffee w/Principal</li> </ol>	<ol style="list-style-type: none"> <li>PIQE</li> </ol>	<ol style="list-style-type: none"> <li>Parent Ed. Breakout Sessions in Counseling</li> <li>Freshman Parent night</li> </ol>	<ol style="list-style-type: none"> <li>African American Advisory</li> <li>School Site Council</li> <li>ELAC Committee</li> <li>Parent Volunteer Committee</li> </ol>	
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**MAJOR EVENTS**

	<ul style="list-style-type: none"> <li>Graduation</li> <li>Back to School</li> <li>Parent Summit</li> </ul>	<ul style="list-style-type: none"> <li>Registration</li> <li>Senior Awards Ceremony</li> <li>College Career Fair &amp; CTE Fair</li> <li>Freshman Orientation</li> <li>Counseling Gr. Level Assemblies</li> <li>Distinguish Scholars Banners / Banquet</li> <li>Young Women's Leadership Conference</li> <li>Elective Fair</li> <li>FASFA Events</li> </ul>	<ul style="list-style-type: none"> <li>Young men's Leadership Conference</li> <li>Club Rush w/ ASB</li> </ul>	<b>Dean</b> <ul style="list-style-type: none"> <li>Expectation Assemblies</li> </ul>
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TESTING				
		PSAT/ College Day -FALL SAT JUNIORS - SPRING	SBAC/ CAA ELPAC	<b>Mrs. Wilson/Dr. Muteti</b> Assist w/ PSAT/ SAT AP Testing
DEPARTMENTS/ PROGRAMS				
<ul style="list-style-type: none"> <li>• ELA*</li> <li>• AVID</li> <li>• VAPA*</li> <li>• Scholars</li> </ul>	<ul style="list-style-type: none"> <li>• Science*</li> <li>• PE/Health*</li> <li>• Social Science*</li> <li>• CTE*</li> </ul>	<ul style="list-style-type: none"> <li>• Math*</li> <li>• Advance Placement</li> <li>• Special Education*</li> </ul>	<ul style="list-style-type: none"> <li>• Foreign Language*</li> <li>• ELD</li> <li>• Peer Medication</li> </ul>	<b>Dean</b> <ul style="list-style-type: none"> <li>• Link Crew</li> </ul>
PERSONNEL				
Athletic Director	Receptionist	Career Center Tech	Educational Technology Technician	
ASB Director/ Clerk	Student Teachers	Counselors	Wellness Team	
Assistant Principals	Noon-Duty Aides	Registrar	Safety Officers	
Department Leaders / LEAD PLC Teams	Custodians	WASC Coordinator	PBIS Wellness Center Counselor	
AESOP Certificated/Classified Clerk	Nurse/Health Clerk	Substitute Teachers	Language Intervention Strategist	
AVID Coordinator	Librarian	Special Ed. Instructional Asst.	Bilingual Instructional Assts	
Finance Clerk		PBIS Intervention Counselor	Attendance Specialist/Clerks	
ELA/ MATH Instructional Coaches		Counseling Clerk (TAs)		
		APEX Coordinator		
Pupil Personnel/Discipline/Intakes				
Last name: All	Last name: All	Last Name: All	Last name: All	Last name: All



Alpha	Alpha IEP	Alpha IEP	Alpha IEP	Alpha IEP
Inter/Intra District Transfers	IEP, 504s <b>Discipline A-F =684</b>	SST, IEP, 504s,	IEP <b>Discipline G-L=529</b>	IEP <b>Discipline M-Z=1094</b>
<b>YOLANDA</b>	<b>ZAHRA</b>	<b>CARMEN</b>	<b>VIOLET</b>	<b>Dean/ VIOLET</b>



## Certificated Staff

**Table 12: Certificated Employment by Status**

	2016-2017	2017 - 2018	2018 - 2019	2019 - 2020
Management	4	4	4	4
Tenured	98	99	92	85
Probationary	9	19	18	23
Intern	0	1	1	2

*\*Source: District HR Personnel*

**Table 13: Certificated Staff by Ethnicity**

	2016-2017	2017 - 2018	2018 - 2019	2019 - 2020
Hispanic/Latino	32	34	35	DATA NOT AVAILABLE
American Indian or Alaska Native	0	0	0	DATA NOT AVAILABLE
Asian	2	4	4	DATA NOT AVAILABLE
Pacific Islander	1	1	1	DATA NOT AVAILABLE
Filipino	1	1	1	DATA NOT AVAILABLE
African American	19	23	18	DATA NOT AVAILABLE
White	52	53	50	DATA NOT AVAILABLE
Two or More Races	0	1	1	DATA NOT AVAILABLE

*\*Source: CDE*



**Table 14: Certificated Staff by Education Level**

	<b>2016-2017</b>	<b>2017 - 2018</b>	<b>2018 - 2019</b>	<b>2019 - 2020</b>
<b>Doctorate</b>	6	5	4	DATA NOT AVAILABLE
<b>MA +30</b>	4	5	6	DATA NOT AVAILABLE
<b>MA</b>	66	56	55	DATA NOT AVAILABLE
<b>BA/BS +30</b>	37	35	26	DATA NOT AVAILABLE
<b>BA/BS</b>	7	14	16	DATA NOT AVAILABLE

*\*Source: CDE*

- The majority of staff members at Carter High School possess a Master’s degree. Four of our certificated staff members possess a Doctorate degree.

**Table 15: Certificated Staff by Gender**

	<b>2016-2017</b>	<b>2017 - 2018</b>	<b>2018 - 2019</b>	<b>2019 - 2020</b>
<b>Male</b>	50	52	46	49
<b>Female</b>	57	71	69	65

*\*Source: District HR Personnel*



## Classified Support Staff

**Table 16: Classified Staff**

<b>Office Support Staff</b>	<ul style="list-style-type: none"> <li>• 1 Bilingual Front Office Receptionist</li> <li>• 1 Bilingual Clerk in counseling office</li> <li>• 3 Attendance Clerks</li> <li>• 1 Bilingual Attendance Supervisor</li> <li>• 1 Health Clerk</li> <li>• 1 School Nurse</li> </ul>
<ul style="list-style-type: none"> <li>• Prompt greeting of all visitors</li> <li>• Provide support to certificated staff members</li> <li>• Provide accurate information to school community</li> </ul>	
<b>Administrative Support Staff</b>	<ul style="list-style-type: none"> <li>• 1 Principal's Secretary</li> <li>• 2 Bilingual Assistant Principal's Secretaries</li> <li>• 1 Assistant Principal's Secretary</li> </ul>
<ul style="list-style-type: none"> <li>• Assisting students in discipline offices and counseling center</li> <li>• Greeting parents and members of community promptly, offering assistance and information</li> <li>• Accurately communicating pertinent information to staff of behalf of administrators</li> <li>• Compiling and maintaining student data</li> </ul>	
<b>Campus Safety</b>	<ul style="list-style-type: none"> <li>• 1 School Resource Officer (SRO)</li> <li>• 6 Campus Safety Officers (CSOs)</li> </ul>
<ul style="list-style-type: none"> <li>• Monitoring school entrance and providing information to visitors.</li> <li>• Proactively patrolling school grounds before, during, after school.</li> <li>• Encouraging students to get to class on time.</li> <li>• Performing tardy sweeps.</li> <li>• Conduct NCTI (drug and alcohol prevention) classes and social emotional support sessions.</li> <li>• Support administration.</li> </ul>	
<b>Academic Support Staff</b>	<ul style="list-style-type: none"> <li>• 1 College &amp; Career Center Technician</li> <li>• 1 Educational Technology Technician</li> <li>• 41 Instructional Aides/ Paraprofessionals</li> <li>• 8 College AVID Tutors</li> <li>• 2 Library Technicians</li> <li>• 2 ELD Bilingual Instructional Assistants</li> </ul>
<ul style="list-style-type: none"> <li>• Assist in providing A-G guidance, college and career awareness of all our students.</li> <li>• Works in conjunction with teachers and administrators to provide academic support interventions and remediation.</li> </ul>	
<b>Campus Maintenance Staff</b>	<ul style="list-style-type: none"> <li>• 1 Campus Maintenance Supervisor</li> <li>• 8 Custodians</li> <li>• 10 Food Service Providers</li> <li>• 3 Grounds Maintenance Workers</li> </ul>
<ul style="list-style-type: none"> <li>• Maintain a clean and safe environment for students, staff, and the community.</li> </ul>	



## Counseling Department

Carter High School Counseling and Guidance Department provides comprehensive counseling to address the academic, career, emotional and personal/social development of all students. The counseling department consists of seven Counselors (5 academic, 1 PBIS/Intervention and 1 PBIS Wellness Center), one Counseling Clerk, one Registrar and one Career Center Technician. School Counselors are advocates who provide support to maximize student potential and academic achievement. In partnership with educators, parents, and community members, school counselors facilitate the support system to ensure all students at Carter High School have access to, and are prepared with, the knowledge and skills to be productive members of society.



The counseling department addresses the American School Counseling Association standards through three domains: personal/social, academic, and career. The personal/social domain addresses the emotional needs of students. The academic domain is addressed through teaching and counseling students on the A-G requirements, college information, and high school graduation requirements. The career domain is addressed through ASVAB testing and analysis, CTE, and career and college exploration workshops. Workshops are offered to students on a variety of topics including but not limited to: a 4-year plan for graduation, college applications, A-G requirements, information for parents, and financial aid.

## SCHOOL CLIMATE

### Associated Student Body

<b>Ms. Selena Sanchez</b> <b>Activities Director</b>	<b>Responsibilities</b>	
	ASB Financial Agenda	Master Calendar
	ASB Clubs & Organizations	Prom/ Sr. Activities/ Assemblies
	Student/Parent Recognition	BTSN & Open House
	Homecoming parade and dance	Winter Formal



### ASB Structure

Carter High School ASB helps promote, educate, guide, and encourage other clubs to serve and to grow. Carter High Schools' ASB operates with co-officers who cross-train each other during the summer leadership camp. During the ASB class period, ASB officers and members take on a planned number of committees, having autonomy to add activities with which they are passionate. Each committee is responsible for establishing a budget, calendar, theme, and a clear plan of how to successfully complete each event. ASB builds future leaders who are equipped with real life problem-solving skills,

effective communication skills, and management skills. Every September ASB coordinates a club rush week and creates the different club sings for those clubs that participate. Club news and events are also advertised on our Carter High School website, announcements and social media.

**Table 17: Clubs & Organizations**

Art Club	Cross Country	Keyclub
ASB	FCCLA- Family, Career and Community Leaders of America	Lion Battalion AJROTC
AVID	Fitted Threads	MEChA
Band	Football	Media C.A.T.S
Baseball	French Club	National Honor Society
Beyond the Lens	GEMS	Paranormal Investigators Club
Bible Club	German Club	Right Club
BSLA- Black Student Leadership Alliance	Girls Basketball	Safe Club
Boys Basketball	Girls Soccer	Skills Club USA
Boys Soccer	Girls Volleyball	Softball
Boys Volleyball	Girls Wrestling	Sound Club
Boys Wrestling	Hiking Club	Splat Squad
Chess Club	HOSA	STEM Club
Club Literati		The Lion Kings of Comedy
Competitive Speech and Debate Team		Thespians
		Track & Field
		Yearbook

- Carter High School students participate in over 40 interest-based clubs and organizations.
- Students participate in clubs and organizations to learn leadership skills and gain volunteer experience in the community.



## Link Crew



Link Crew is a high school transition program that welcomes freshmen and provides support throughout the first year of high school. The Link Crew program is in its fourth year at Carter High School. The program is currently under the direction of Mr. David Miller, Ms. Jessica Buckle and Mr. Curt Walsh, all certificated Link Crew

Coordinators. Mr. Miller trains mentors from our junior and senior classes to be Link Crew Leaders during a week over the summer. The Link Crew Leaders and freshmen meet during summer orientation for school-wide transition events, and during Link Crew lessons delivered through their science classes. Link Crew Leaders are positive role models, mentors, and student leaders who guide the freshmen to discover how to be successful during the transition to high school. Throughout the year, the Link Crew Leaders create a positive experience for freshmen. Link Crew Leaders provide the structure for freshmen to receive support and guidance through their specifically structured Link Lessons focusing on social and emotional learning. The junior and senior Link Crew Leaders use their past experiences to teach the freshmen how to cope and persevere through challenges.



### Current Program Status

- 80 trained Link Crew Leaders
- 16 trained Link Lesson Student Leaders
- All currently enrolled Freshmen are being supported
- All Link Crew lessons are rehearsed, and training meetings are in room E-116 during both lunches once per week and lessons given during 9<sup>th</sup> grade Science classes once per semester.

## Athletics

Table 18: Athletic Participation

<b>Mr. Joseph Paluba</b> <b>Athletic Director</b>	Athletic Site Scheduling	Scholar Athlete Recognition	
	Athletic Eligibility	CIF League Representative	
	Home Game Management	Coach Evaluations	
	Athletic Event Supervision	Athletic Transportation	
	Coach Certification	Equipment Care, Budget & Inventory	
<b>Male Sports 2018-2019</b>			
	<b>Sport</b>	<b>Teams</b>	<b>Participants</b>
	Football	V, JV, F	122
	Cross Country	V, JV	24
	Basketball	V, JV, F	42
	Soccer	V, JV	63
	Wrestling	V, JV	57
	Track	V, JV	46
	Baseball	V, JV, F	46
	Tennis	V, JV	6
	Golf	V	2
	Swim	V, JV	2
	Water Polo	V, JV	7
<b>Totals</b>	<b>11 Sports</b>	<b>24 Teams</b>	<b>417 Male Participants</b>



<b>Female Sports 2018-2019</b>			
	<b>Sport</b>	<b>Teams</b>	<b>Participants</b>
	<b>Volleyball</b>	<b>V, JV, F</b>	<b>51</b>
	<b>Cross Country</b>	<b>V, JV</b>	<b>26</b>
	<b>Golf</b>	<b>V</b>	<b>4</b>
	<b>Tennis</b>	<b>V, JV</b>	<b>27</b>
	<b>Basketball</b>	<b>V, JV, F</b>	<b>36</b>
	<b>Soccer</b>	<b>V, JV</b>	<b>45</b>
	<b>Wrestling</b>	<b>V, JV</b>	<b>21</b>
	<b>Track</b>	<b>V, JV</b>	<b>43</b>
	<b>Softball</b>	<b>V, JV, F</b>	<b>48</b>
	<b>Swim</b>	<b>V, JV</b>	<b>12</b>
	<b>Water Polo</b>	<b>V, JV</b>	<b>12</b>
	<b>Cheer</b>	<b>V, JV</b>	<b>89</b>
<b>Totals</b>	<b>12 Sports</b>	<b>26 Teams</b>	<b>414 Female Participants</b>



## SPECIALIZED PROGRAMS

### Advanced Placement

**Table 19: Advanced Placement Enrollment**

	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b># of Sections Offered</b>	<b>36</b>	<b>41</b>	<b>53</b>
<b># of AP Students</b>	<b>541</b>	<b>660</b>	<b>710</b>
<b># of Exams</b>	<b>856</b>	<b>1,061</b>	<b>1,211</b>
<b># of AP Students Scored 4 or 5</b>	<b>58</b>	<b>75</b>	<b>84</b>

*\*Source: College Board*

Data shows an increase in the number of students taking AP courses and AP exams. We also have had an increase in the number of students who have taken the AP exam and passed. Strategic efforts have been made to increase access to AP courses through the following measures:

- Expansion of course offerings and sections
- AP presentations for parents and students at end of school year by all AP teachers at our AP Summit.
- During 4<sup>th</sup> quarter, AP teachers and AP students create a video of students discussing the advantages they feel they had through the AP courses. Video is showcased to our incoming freshman on our freshman preview day.
- We take students to AP Readiness Workshops at UCR.
- We offer AP preparation sessions in the spring on the Carter campus.
- During registration students that have AP potential based on PSAT, are notified in order for them to discuss next year's classes.



**Table 20: AP Courses Offered 2019-2020**

AP English Lit/Composition	AP Physics	AP Art History
AP English Lang/ Composition	AP European History	AP Spanish Language
AP Calculus	AP Macroeconomics	AP Spanish Literature
AP Statistics	AP German Language	AP French Language
AP Biology	AP Government	AP U.S. History
AP World History	AP Studio Art	AP Computer Science
	AP Human Geog.	AP Computer Science Principles
	AP Psychology	

*\*Source: Master Schedule*



Table 21: A-G Completion for The Last Three Academic Years:

<b>Academic Year</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019**</b>
<b>Carter High School</b>			
<b># of Carter HS Students A-G Eligible</b>	<b>224</b>	<b>250</b>	<b>332</b>
<b>% of Carter HS Students A-G Eligible</b>	<b>44%</b>	<b>49%</b>	<b>60%</b>
<b>Rialto Unified School District</b>			
<b># of RUSD Students A-G Eligible</b>	<b>629</b>	<b>720</b>	<b>Data Not Available</b>
<b>% of RUSD Students A-G Eligible</b>	<b>34%</b>	<b>37%</b>	<b>Data Not Available</b>
<b>San Bernardino County</b>			
<b># of SBDO County Students A-G Eligible</b>	<b>10,968</b>	<b>11,559</b>	<b>Data Not Available</b>
<b>% of SBDO County Students A-G Eligible</b>	<b>33%</b>	<b>35%</b>	<b>Data Not Available</b>
<b>State of CA</b>			
<b># of Students in California A-G Eligible</b>	<b>203,648</b>	<b>208,769</b>	<b>Data Not Available</b>



<b>% of Students in California A-G Eligible</b>	<b>41%</b>	<b>41%</b>	<b>Data Not Available</b>
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\* Source: CDE

\*\*Source SYNERGY

- The total possible score in each subject is 36.
- The average score is calculated based on the sum of the students' ACT scores divided by the number of students tested.
- The number of students that took the ACT from 2016-2017 to 2017-2018 decreased by 29 students.

**22: ACT Average Scores by Subject**

<b>Academic Year</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b>Mathematics</b>	<b>20</b>	<b>18</b>	<b>Data Not Available</b>
<b>English</b>	<b>18</b>	<b>16</b>	<b>Data Not Available</b>
<b>Reading</b>	<b>19</b>	<b>17</b>	<b>Data Not Available</b>
<b>Science</b>	<b>20</b>	<b>18</b>	<b>Data Not Available</b>
<b>Number of Students Tested</b>	<b>110</b>	<b>81</b>	<b>Data Not Available</b>

\* Source: CDE

- The total possible score in each subject is 36.
- The average score is calculated based on the sum of the students' ACT scores divided by the number of students tested.
- The number of students that took the ACT from 2016-2017 to 2017-2018 decreased by 29 students.



Table 23: SAT Results by Subject

<b>Academic Year</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019**</b>
<b>Student meeting Mathematics Benchmark</b>	92 (36.65%)	109 (19.78%)	94 (20%)
<b>Student meeting Reading Benchmark</b>	156 (62.15%)	253 (45.92%)	194 (41%)
<b>Number of Students Tested</b>	251	551	474

\* Source: CDE

\*\* Source: Rialto Unified Illuminate

- The number of students that took the SAT has increased slightly from 2016-2017 to present because all of our seniors are required to take the SAT in the spring of every school year starting with the 2017-2018 school year.



## English Learners Program

**Table 24: English Learners Enrollment**

	2016-2017	2017-2018	2018-2019	2019-2020**
<b># EL Students Enrolled</b>	265	222	228	258

\*Source: CDE

\*\* Synergy as of Oct.

The English Learner Department continuously strives to encourage and coach English Learners to qualify, apply for, and attend college. Carter High School has a part-time release English Language Development Strategist who provides support to students and teachers. Carter High School is in partnership with the State of California offering a Seal of Biliteracy to students who demonstrate proficiency in English and another language. Students demonstrate proficiency through either passing approved courses or passing exams. Upon graduation, students that take four years of Spanish, and pass the AP exam are encouraged to apply for the Seal of Biliteracy so that it can be part of their high school diploma.

English Learners are also encouraged to get reclassified to Fluent English Proficient. This is done by conducting meetings to make them aware of the criteria for reclassification via quarterly monitoring of grades, GPA, and ELPAC awareness. Students meet with the English Language Development Strategist and other school personnel to allow opportunities to take additional core/elective classes needed to meet A-G requirements. The English Language Development Strategist shares teaching strategies with certificated staff for application in their specific subject areas.

Students are identified as an English Learner using the results from the English Language Proficiency Assessment of California, formerly known as the CELDT. Students are scheduled based on their ELAPC language proficiency level. Level I and II students are placed in an Intervention ELD class, while Levels 3 and 4 students are placed in mainstream English Specially Designed Academic Instruction (SDAIE) class with a



support ELD class. Students meeting the Reclassification Criteria are reclassified, but are monitored and supported for an additional two years. ELD I & II classes use ILiT curriculum while College and Career Preparedness and SAS courses use Achieve 3000, the reading program with supplemental strategies, such as AVID. To promote college and career readiness, EL students in College and Career Preparedness Courses participate in college study trips, utilize AVID strategies (such as binder checks, grade checks, and Cornell Note taking), WICOR, and conduct presentations. ELD and EL Support courses use state-approved curriculum. Teachers are focusing on instruction based on Common Core and AVID strategies using existing materials.

## EL PROFICIENCY

**Table 25: Language Proficiency**

	2016-2017	2017-2018	2018-2019	2019-2020**
<b>English Learners (EL)</b>	265	222	228	258
<b>Fluent English Proficient (FEP)</b>	738	770	781	Data not available
<b>Redesignated FEP (RFEP) During Academic Year</b>	37	72	41	Data not available

\*Source: CDE

- EL population remains fairly stable over recent years with some noticeable fluctuations in the number of students meeting reclassification criteria.
- The Fluent English Proficient students have been consistently increasing over the last three years.



Table 26: ELPAC Annual Testing Results

ELPAC (Annual Assessment) Results										
Grade	Level 1		Level 2		Level 3		Level 4		ALL	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	9	8	20	28	33	35	17	17	79	88
10	10	9	5	14	23	28	44	19	82	70
11	4	6	9	10	14	15	8	5	35	36
12	11	14	5	12	10	13	14	5	40	44
%	14%	16%	17%	26%	34%	38%	35%	19%	236	238

\* Source: Rialto Unified Illuminate

- Numbers of students scoring in the lower levels increased from the 17-18 school year to the 18-19 school year.
- There was a slight increase in the number of students scoring at a level 3 from the 17-18 school year to the 18-19 school year.
- There were 37 less students scoring at a level 4 from the 17-18 school year to the 18-19 school year.

Table 27: 2016-2017 CELDT Annual Testing Results

2016-2017 CELDT (Annual Assessment) Results					
Grade	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
9	6%	10%	31%	49%	3%
10	4%	1%	33%	52%	9%
11	8%	7%	30%	39%	16%
12	16%	13%	13%	32%	26%

\*Source: CDE

- In the 2016-2017 school year, 49% of 9<sup>th</sup> graders were Early Advanced, 61% of 10<sup>th</sup> graders were Early Advanced/Advanced, 55% of 11<sup>th</sup> graders were Early Advanced/Advanced and 58% of 12<sup>th</sup> graders were Early Advanced/Advanced.



**Table 28: Special Education Enrollment**

<b>RSP</b>	<b>176</b>
<b>SDC</b>	<b>64</b>
<b>Emotionally Disturbed</b>	<b>4</b>
<b>SDC-MH</b>	<b>20</b>
<b>Total #</b>	<b>264</b>

Special Education teachers in the Resource Specialist Program (RSP) utilize a Specialized Academic Instruction (SAI) model where general education teachers (content area teacher) and resource specialist teachers work in conjunction to support the learning of students in the classroom setting. This model allows for in-class supports and consultation for students with IEPs. Special education instructional assistants are also available in designated classrooms to support students in their learning and offer additional accommodations/modifications as required by their IEPs. All RSP teachers plan and coordinate with general education teachers in the four core areas. RSP teachers provide daily support through academic meetings with students, collaboration with general education teachers, and support in and out of the four core content classes.

Currently, students receiving Specialized Academic Instruction in Special Day Classes (SDC) are enrolled in one to four core SDC classes, elective courses, physical education and general education classes. This model supports students who learn at a slower pace allowing them access to the general education curriculum, but at an individualized rate. This allows specialists to modify, differentiate and accommodate the delivery of instruction in their core classes. Students are provided additional support from an instructional assistant in the classes with them. Their class schedules are based on individual academic needs and IEP goals.

Students in the SDC-Multiple Handicapped (MH) and Emotionally Disturbed (ED) classes are provided academic support in a separate and smaller-class-size model. Students in SDC-MH and ED attend electives, Adapted Physical Education, general education classes and SDC classes based on student needs and IEP goals. Students in the MH program are also participating in transition lessons to develop skills that will assist them after graduation from high school.



## AVID

Mr. Velasco, the current Coordinator, is building and developing many systems that were put in place and or started by the previous Coordinator, Mrs. Stewart.



The AVID Site Coordinator, Mr. Velasco, is released from the classroom for one period in addition to his content prep period. The AVID Site Coordinator is a strong student advocate who is committed to the philosophy of AVID and to Carter High School's mission and vision. He takes the lead in building and developing an active participatory AVID Elective Team which includes interdisciplinary teachers that meet weekly.

The focus for the team is the development and refinement of the AVID curriculum and overall program. Mr. Velasco is responsible for completing the gathering of evidence and presenting an extensive report for the AVID certification renewal every school year to the



district liaison and the RIMS coach. Throughout the year, he collaborates with the AVID District Liaison and the feeder schools'

AVID Coordinators for recruitment and vertical articulation purposes. He encourages staff development by inviting core area teachers to attend Write Path training and AVID Summer Institute. He has and continues to coordinate with the Instructional Coaches and the site team to plan and present professional development to the school's staff that includes strategies for Writing, Inquiry, Collaboration, Organization, and Reading (WICOR).



The AVID team has developed procedures to help identify the AVID student's needs, placement, and on-going schedule changes. The AVID team exposes students to various university options throughout California in order to create a college going culture. AVID students have visited both public and private colleges. These colleges range from small, medium, and large campuses and as well non-local California colleges. These colleges include, but are not limited to: UC Berkeley, Stanford University, UC Davis, Sacramento State University, Cal Poly San Luis Obispo and UC Santa Barbara, Cal State Fresno, UC Riverside, Cal State LA, La Verne, California Baptist University, University of Redlands, Notre Dame de Namur, UC Santa Cruz, Cal State Bakersfield, Cal State San Jose, Fresno State and Cal State Stanislaus. The AVID program has also seen consistent growth over the past five school years which has a direct effect on the school's AP program. Every AVID student is required to complete at least one AP course and A high percentage of AVID students are enrolled in multiple AP level classes. The AVID program also integrates Math and English tutoring with SAT preparation.



**Table 29: AVID Enrollment:**

<b>Academic Year</b>	<b>2014 - 2015</b>	<b>2015 - 2016</b>	<b>2016 - 2017</b>	<b>2017 - 2018</b>	<b>2018 - 2019</b>
<b>Grade 9</b>	<b>85</b>	<b>76</b>	<b>72</b>	<b>98</b>	<b>89</b>
<b>Grade 10</b>	<b>64</b>	<b>71</b>	<b>72</b>	<b>68</b>	<b>83</b>
<b>Grade 11</b>	<b>69</b>	<b>55</b>	<b>69</b>	<b>73</b>	<b>93</b>
<b>Grade 12</b>	<b>81</b>	<b>58</b>	<b>56</b>	<b>69</b>	<b>88</b>

*\* Source: Synergy (Student Attendance and Data Management System)*

- Every AVID student is required to complete at least one AP course.
- A high percentage of AVID students are enrolled in multiple AP level classes.
- The AVID program also integrates Math and English tutoring with SAT preparation.



## ALPHA Scholars

Mr. Thomas, the current coordinator, and Mr. Wilson, the Scholars counselor, are responsible for building, developing, implementing, and revising any system regarding the Scholars program. Planning for the program began four years ago and implementation with the first cohort of students started three years ago. As of the 2019-2020 school year, we have 98 students in the program (33 freshman, 30 sophomores, and 35 juniors).



The Scholars coordinator, Mr. Thomas, is released from the classroom for one period in addition to his content prep period. The Scholars team is dedicated to supporting and advocating for the approximately top 5% of students at each grade level who wish to be competitive in going to an elite college, and the team currently consists of the coordinator (Mr. Thomas), a counselor (Mr. Wilson), an administrator (Dr. Anderson or Mr. Garcia-Felix), and 8 teachers (the cohort teachers at each grade level).

The team meets about once a month and the meetings have several purposes:

refinement of current practices, student support, and college planning. Mr. Thomas is responsible for gathering any information/data that the



team needs. Currently, the team is working on what we want our students to know about college at each grade level. In addition, we are building a timeline that will enable students to have all required information and documents needed to apply to college during their senior year.

The Scholars team has developed procedures to identify prospective Scholars students. Any 8<sup>th</sup> grader who wishes to be a part of the program in 9<sup>th</sup> grade must apply. Then, the team analyzes each application in terms of classes taken, overall GPA, class rank, CAASP scores, letters of recommendation, and a writing prompt. There are similar procedures in place for 9<sup>th</sup> and 10<sup>th</sup> graders as well.

The Scholars team exposes students to various university options throughout California in order to create a college going culture. Scholar students have visited both public and



private colleges. These colleges range from small, medium, and large campuses and as well as local distant colleges. These colleges include, but are not limited to: UC Berkeley, Stanford University, UC Santa Cruz, St.

Mary's College, Cal Poly San Luis Obispo, UC Santa Barbara, UC San Diego, University of San Diego, San Diego State University, and Cal State San Marcos.

<u>Grade Level</u>	<u>Avg. overall GPA</u>	<u>AP exams passed (total)</u>
<b>Grade 9</b>	<b>None Reported</b>	<b>None Reported</b>
<b>Grade 10</b>	<b>4.25</b>	<b>7</b>
<b>Grade 11</b>	<b>4.29</b>	<b>26</b>

- Every Scholar student is required to complete classes from the Scholars path.
- All scholars students are enrolled in Honors/AP core classes at each grade level.

## SCHOOL PERFORMANCE

Table 30: CAASPP

	Standard Not Met Level 1			Standard Nearly Met Level 2			Standard Met Level 3			Standard Exceeded Level 4		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>ELA</b>												
<b>Carter H.S.</b>	23.66%	19.71%	17.74%	32.44%	24.27%	26.71%	32.44%	36.13%	31.97%	11.47%	19.89%	23.59%
<b>Rialto U.S.D.</b>	27.91%	26.96%	29.59%	28.99%	26.91%	25.69%	30.17%	29.75%	29.16%	12.93%	16.38%	15.56%
<b>San Bdo. County</b>	22.31%	24.40%	24.29%	24.94%	23.96%	23.86%	31.79%	30.88%	30.47%	20.96%	20.77%	21.38%
<b>State</b>	18.91%	21.85%	21.35%	21.34%	22.18%	21.38%	32.04%	30.37%	30.17%	27.72%	25.59%	27.10%
<b>Math</b>												
<b>Carter H.S.</b>	54.37%	47.23%	45.63%	28.52%	24.54%	24.66%	13.01%	20.30%	20.58%	4.10%	7.93%	9.13%
<b>Rialto U.S.D.</b>	58.88%	54.45%	52.27%	23.80%	22.83%	23.00%	14.09%	15.87%	18.40%	3.24%	6.85%	6.33%
<b>San Bdo. County</b>	52.06%	51.55%	51.65%	23.97%	23.38%	22.78%	16.04%	16.68%	16.81%	7.92%	8.40%	8.76%
<b>Math State</b>	44.22%	45.78%	45.48%	23.64%	22.84%	22.28%	19.22%	18.48%	18.39%	12.92%	12.89%	13.85%

\*Source: CDE

- From 2016-2017 to 2018-2019, the percent of students exceeding Math standards increased by 5%
- From 2016-2017 to 2018-2019 the percent of students exceeding ELA standards increased by 12%
- Carter High School ELA scores exceeded Rialto Unified School District percentage of students that met or exceeded standards by 8%.



- Carter High School 2018-19 Math scores exceeded Rialto Unified School District and County of San Bernardino percentage of students that met or exceeded standards.
- Carter High School 2018-19 Math scores were slightly below the State of California’s percentage of 33% of students meeting or exceeding standards.
- Carter ELA CAASPP scores have consistently decreased from 2016 to 2019 in Standard Not Met and Standard Nearly Met while steadily increasing in Standard Met and Standard Exceeded--with a large jump in Standard Exceeded from 11.47% in 16-17 to 23.59% in 2018-2019.
- Data shows a trend of improvement in our ELA and Math departments due to continual use of data to provide interventions and support for students not meeting standards.

## CAASPP Overall Growth

**Table 31: CAASPP ELA Overall Growth**

2018 ELA CAASPP Meets & Exceeds Standards	2019 ELA CAASPP Meets & Exceeds Standards	ELA CAASPP Change	2018 ELA CAASPP Distance from Standard	2019 ELA CAASPP Distance from Standard	Distance from Standard Change
56.02%	55.56%	-0.46%	5.8	11	+5.2

\*Source: CDE

**Table 32: CAASPP MATH Overall Growth**

2018 Math CAASPP Meets & Exceeds Standards	2019 Math CAASPP Meets & Exceeds Standards	Math CAASPP Change	2018 Math CAASPP Distance from Standard	2019 Math CAASPP Distance from Standard	Distance from Standard Change
28.23%	29.71%	+1.48%	-74	-74	0

\*Source: CDE

- In 2019, 55.56% of juniors met or exceeded the ELA standard and 29.7% of juniors met or exceeded math standards.
- We saw a decrease of .46% in ELA and an increase of 1.48% in Math.



**Table 33: Graduation Rates**

<b>Cohort Graduates</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b>Carter High School</b>	<b>94.0%</b>	<b>95.1%</b>	<b>96.1%</b>
<b>District</b>	<b>85.4%</b>	<b>88.6%</b>	<b>91.7%</b>
<b>County</b>	<b>82.6%</b>	<b>83.4%</b>	<b>N/A</b>
<b>State</b>	<b>82.7%</b>	<b>83%</b>	<b>85.9%</b>

*\*Source: CDE*

- Graduation rates have increased over the last three years.
- Carter High School graduation rates surpass the district, county and state rates.
- Counselors closely monitor student credit completion and mobility reports to identify those students most at risk of not earning their high school diploma.
- Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, referral to Milor Continuation, on-campus credit recovery programs, and concurrent enrollment in community college.
- As indicated by the data above, Carter High School has above state and county averages in graduation data, and has shown an overall steady increase over the past few years while the dropout rate has decreased.

