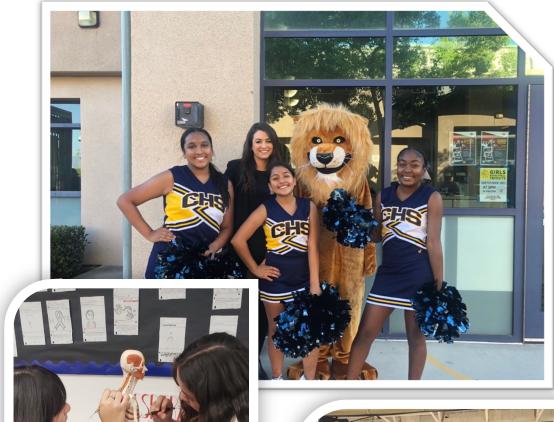# CHAPTER III

## SELF-STUDY FINDINGS

Chapter III:  Self-Study Findings

**For each category of criteria include:**

**1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the critical student learning needs**

**2. A list of strengths**

**3. A list of prioritized growth areas.**

**Note: The five criteria categories are:**

  A.  **Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**
  B.  **Standards-based Student Learning: Curriculum**
  C.  **Standards-based Student Learning: Instruction**
  D.  **Standards-based Student Learning: Assessment and Accountability**
  E.  **School Culture and Support for Student Personal and Academic Growth Culture.**

**Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.**

# Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

## A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

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**Online Programs: iNACOL Standard A: Mission Statement**: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

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**Indicators with Prompts**

## Vision – Mission – Schoolwide Learner Outcomes – Profile

**A1.1. Indicator**: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

**A1.1. Prompt**: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

| Findings | Supporting Evidence |
|---|---|
| Carter stakeholders participated in the updating of the mission statements during the 2016-17 school year. The school site worked on the mission as part of our site strategic plan.  School staff members, certificated and classified, looked at the previous version, new developments, and data that were relevant to our students, and current expectations for student performance to develop a list of outcomes for our students to be successful in their future college or career journey.  Staff worked collaboratively to mesh the ideas into a single mission statement. The draft was sent to staff, parents, and community members for input and/or suggestions. From this data, the current mission statement was formed. The new mission statement was shared with all stakeholders at staff meetings, SSC, ELAC parent groups, and students through Link Crew and ASB classes.  Posters of the updated mission statements were created and posted in classrooms, in campus offices, and on the school's website.<br><br>In the 2018-19 school year, the entire staff participated in the creation of new Schoolwide Learning Outcomes (SLOs) to replace the previous ESLR's. Upon reflection and analysis of | • Carter Mission Statement poster<br>• 2017 ESLR posters<br>• School Website<br>• Classrooms<br>• Offices<br>• 2018 Revised SLOs magnets and posters<br>• Staff surveys<br>• Student surveys<br>• Focus group meeting notes<br>• SSC, ELAC & AAPAC meeting notes<br>• Carter website |

| | |
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| data, the newly created SLOs reflect the essential areas of focus to support a college and career ready culture: civic responsibility, effective communication, collaboration, critical thinking, and innovation.<br><br>All updates to the mission statements and SLOs were shared with stakeholders via SSC, ELAC, AAPAC, and student stakeholder groups of Link Crew and ASB. | |

## Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

**A1.2. Indicator**: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt***: Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| Monthly parent meetings of School Site Council (SSC), African American Parent Advisory Committee (AAPAC), and bimonthly English Learners Parent Advisory Committee (ELPAC) are scheduled and the yearly calendar of meetings is published and shared at the beginning of each new school year.  Calendar dates of all meetings are available on the school website. | • School website<br>• Meeting agendas |
| Parent Link is used to send out reminders using the contact lists. Agendas for parent groups are posted in the front office prior to all meetings are posted 36 hours prior to meetings | • Parent Link logs |
| We worked on the mission and vision statements at the PDC in the Bistro with teachers, parents, and students, right? District personnel were involved as well.<br><br>Student input is gathered using ASB, Link Crew, and students that serve on SSC. Discussions about updating the mission and SLOs were discussed at length and used in the current version of the documents. Data about students' future plans and expectations was also used to frame the new SLOs and mission statements. | • Student feedback<br>• Senior survey<br>• Departmental ESLO feedback survey<br>• Class Lesson Plans |

## Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

**A1.3. Indicator**: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1.3. Prompt**: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

| Findings | Supporting Evidence |
| --- | --- |
| All stakeholder groups had the opportunity to review and discuss the new mission statement and the updating of the SLOs. Students had the opportunity to discuss these documents in certain classes and meetings that they could attend. Carter High School holds an annual Parent Summit and invites parents via flyers, phone calls, and the Carter High School Internet home page. Carter High School also offers the Parent Institute, Coffee with the Principal, and Back to School Night to encourage and facilitate parental involvement. Parents and staff are encouraged to become members of the School Site Council, ELAC, Parent Volunteer Principal Advisory Committee, and African-American Parent Advisory Council. Monthly staff meetings and PLCs are used to incorporate the values of the mission statement of Carter High School. Student handbooks include the mission statement of Carter High School.<br><br>District LCAP review, Town-Hall meetings, are held by the district office and allow stakeholders opportunities to provide input and participate in the revision (if necessary) of the LCAP. | <ul><li>IEPs minutes/ agendas/ sign-in sheets</li><li>Parent summit sign-in sheets</li><li>PLC minutes</li><li>Monthly staff meeting minutes/ agendas</li></ul> |

# A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

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**Online Programs: iNACOL Standard B: Governance Statement**: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

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**Indicators with Prompts**

## Governing Board and District Administration

**A2.1. Indicator**: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

**A2.1. Prompt**: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

| Findings | Supporting Evidence |
|---|---|
| School board meetings are held bi-monthly (second and fourth Wednesday of each month) and are held at the Rialto Unified School District's Board Room.  Meetings are open to the public, except for personnel closed sessions; parents/guardians and community members are welcomed and encouraged to attend.  Board policy, agenda, minutes and other pertinent information is on the district website at: https://rialto-ca.schoolloop.com/board | • RUSD website |
| One of the most important goals of the RUSD is to keep our community informed of all the latest news and discussions occurring at the board meetings.  In addition to being able to attend the bi-monthly board meetings, the community can also watch a LiveStream of a meeting in real time or watch it later by accessing the district website. | • RUSD website |
| The RUSD Affirmative Action Office handles complaint procedures.  Affirmative Action Programs include complaints alleging violation of district, federal, state laws or regulations. This would include allegations of discrimination in programs and activities funded directly by the state or receiving any financial assistance from the state; Title IX complaints, including sexual | • RUSD website<br>• SSC, ELAC, AAPAC, PVPAC agendas and minutes |

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|---|---|
| harassment complaints; Sexual Harassment Training; parent complaints; employee complaints; ADA support services, including reasonable accommodations; Williams compliant site support; technical support regarding FMLA; FEHA (Fair Employment and Housing Act), and other civil rights laws and regulations. Stakeholders are informed of the district complaint procedures annually via Annual Notice to Employees/Students/and Parents or Guardians. All parents are given written copies of the complaint procedures at the beginning of each school year.  Parents, students, and community members are advised of these procedures as issues or complaints arise.<br><br>All school board policies and administrative regulations are contained in public documents. School Site Council (SSC) meetings, District Advisory Council (DAC) meetings, English Language Advisory Council (ELAC), African American Parent Advisory Committee (AAPAC), Parent Volunteer Principal Advisory Committee (PVPAC) meetings provide opportunities for Carter staff, community members, and parents to receive updates on relevant school board policies and changes to board policy as they occur. | • GAMUT online<br>• RUSD Board minutes<br>• SSC, ELAC, AAPAC, PVPAC minutes |
| The school community and parents are informed as to how they can participate in the school's governance and district LCAP through several methods such as Back to School Night, SSC, ELAC and AAPAC monthly meetings, Coffee with the Principal, and the district LCAP review nights.  Stakeholders are made aware of the complaint policies and procedures, and the site safety plan during ELAC, SSC, PVPAC, and AAPAC meetings at the site. | • Back to School Night agenda and flyers<br>• Parent Involvement Policy |
| Stakeholders are usually members of more than one council, and therefore, the school's mission and SLOs are shared by all councils during meetings.  This provides an opportunity for continuity between all councils' items funded by Title I and LCAP. Schoolwide data is presented to parent groups annually and input concerning spending priorities of Title I funds is used to update the Single Plan for Student Achievement (SPSA); afterward, it is sent to the school board for approval. | • RUSD board minutes<br>• ELAC, SSC, AAPAC, PVPAC minutes |

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**A2.1. Additional Online Instruction Prompt**: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

| Findings | Supporting Evidence |
|---|---|
| The District Technology Committee collaboratively developed a new comprehensive technology plan for all schools in the district to be rolled out during the next 3 years.  This plan is reflected in the district LCAP. This plan will fund $9 million dollars over a 3 year period to ensure that a 1:1 student to device ratio is attained at the end of the time period.. | • RUSD Technology Plan |
| The Rialto USD "Acceptable Use Policy" is a document, which is completed by students, parents, and staff members on an annual basis, for proper use of technology and the internet. | • Acceptable Use Policies |
| Apex is a credit-recovery program offered to junior and senior students who are credit deficient.  These APEX classes are offered during the school day in three lab classes and as Independent Study during a 9th period.  The APEX program aligns with the school's mission and SLOs by providing an additional pathway for students to meet A-G requirements for post secondary education and career pathways.  In the 2018-19 school year, approximately 600 APEX courses were completed by Carter HS students. | • Apex credit recovery attendance<br>• APEX credit recovery grade sheets<br>• Juniors and seniors who are credit-deficient |
| Google Classroom is a technology-based instrument used by staff members to deliver instruction/instructional resources to students and parents through the academic year. | • Google classroom<br>• Online instruction/materials |
| Computers on wheels (COWS), equipment recently provided by the district to incorporate technology in daily instruction, are present in every classroom on campus. Computer labs are used for digital photography classes. | • Computers on wheels<br>• Computer labs |
| Student work is monitored through several different methods to improve student outcomes. Classes have upgraded technology and materials to support teaching presentation strategies and increase student | • Parent/StudentVue<br>• Weekly grade checks<br>• Counselor intervention |

| understanding. | • Teacher intervention<br>• Wellness Center<br>• LCD projectors in every class<br>• Computer laptops in each class |
| --- | --- |

## Governing Board and Stakeholder Involvement

**A2.2. Indicator**: Parents, community members, staff and students are engaged in the governance of the school.

**A2.2. Prompt**: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

| Findings | Supporting Evidence |
| --- | --- |
| Board policies are also available on GAMUT.  These policies clearly define the relationship between the governing board and the staff.<br><br>Negotiated contracts for classified and certificated staff are provided by the district via the Rialto USD website in order to provide a clear understanding regarding the relationship  between the governing board and the professional staff.<br><br>Certificated and classified staff members are invited to participate in the various opportunities offered such as: SSC, Strategic Planning Committee, School leadership team, PBIS team, and the district LCAP review nights.  Staff members are made aware of district policies at the monthly staff meetings at the site. | • GAMUT board policies<br><br><br>• Sign-in sheets<br>• Certificated and classified contracts<br><br><br>• Meeting agendas and minutes |

## Uniform Complaint Procedures

**A2.3. Indicator**: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

**A2.3. Prompt**: *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

| Findings | Supporting Evidence |
|---|---|

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|---|---|
| Carter's school goals align with the district LCAP expectations which were developed at the district level with all stakeholders involved at all levels. Town hall meetings for parents and interested parties were held at all comprehensive high schools. Based on these findings, the district directed the schools to include LCAP budgets in the school SPSA. Carter aligns its expenditures with these recommendations. | • Town Hall minutes and agenda<br><br>• Sign in sheets<br>• Flyers<br>• Parent Link logs |
| The school community and parents are informed as to how they can participate in the school's governance and district LCAP through several methods such as Back to School Night, SSC, ELAC and AAPAC monthly meetings, Coffee with the Principal, and the district LCAP review nights. Stakeholders are made aware of the complaint policies and procedures, and the site safety plan during ELAC, SSC, PVPAC, and AAPAC meetings at the site. | • SSC, ELAC, AAPAC, PVPAC agenda and minutes |
| School Site Council is a committee that meets once a month. It is composed of all stakeholders (students, staff, parents) who make the best decisions on what the campus needs and how Title I funding will be utilized throughout the academic year. Meeting calendars are on the school website, master calendar, and sent out at the beginning of the year. Additionally, auto calls are sent to all parents and stakeholders a couple days before the meeting. The agendas are posted in advance. | • SSC Meeting agenda and minutes |
| Parent Summit is a set of parent educational workshops offered annually by the RUSD on various strategies to improve students' academic progress. It is normally held on a Saturday in one of our three high schools. Vendors and all grade level schools are represented and additional entertainment is provided for the RUSD community. | • PeachJar Portal |
| Phone messages are another source the school/district has in place to communicate essential information, which can directly or indirectly affect the students on campus. | • ParentLink logs<br>• Staff calls |

## Board's Evaluation/Monitoring Procedures

**A2.4. Indicator**: Determine the degree to which there is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

**A2.4. Prompt**: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment*

*of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

| Findings | Supporting Evidence |
|---|---|
| The district uses the LCAP to oversee funding, feedback and budget guidelines to the principal.  The School Plan for Student Achievement (SPSA) goes through the School Board for approval and the School Board approves all budgets for Rialto USD. | • SPSA document<br>• School Board minutes |
| Board members are true representation of our families in our district. School Board members and district administrators frequently attend school sporting events and various cultural events.  Board members and district administrators support forward progress toward college and career readiness goals by funding CTE, AP, SAT, PSAT, AVID, APEX A-G recovery, Jr. ROTC, and the Career Center.  Rialto USD and its' governing board policies have been developed to monitor and support the student achievement for college and career readiness. | • GAMUT |

## Complaint and Conflict Resolution Procedures

**A2.5. Indicator**: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

**A2.5. Prompt**: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

| Findings | Supporting Evidence |
|---|---|
| The board approved uniform complaint procedure and statement are  available on the Rialto Unified School District Website. This document is distributed to staff, parents and students every year.<br>https://rialto-ca.schoolloop.com/file/1373438326947/1373438327055/931970477210165475.pdf | • RUSD website<br>• GAMUT<br>• Copy of procedure sent home |
| Rialto Education Association (REA) union representatives are available for teachers. The contract clearly defines the complaint and conflict resolution process.<br>http://rialto-ca.schoolloop.com/file/1373895254711/1383982082273/ | • REA contract |

| | |
|---|---|
| 5726268362630616412.pdf<br><br>The classified employees union (CSEA) is available for classified employees. The contract clearly defines the complaint and conflict resolution process.<br>https://rialto-ca.schoolloop.com/file/1516954815509/1383982082273/7082645534281903229.pdf?filename=CSEA%2BAGREEMENT%2BJuly%2B2016%2B-%2BJune%2B2019%2B-%2Bwith%2BTentative%2B2018-2019%2BContract%2BAgreement%2B-%2BSigned%2B09.28.18.pdf<br><br>Department chairs serve as leaders of their departments and relay information between staff and administration.  Concerns from the staff are given a voice monthly in department meetings and PLCs.<br><br>Site administrators have an open door policy and are available to talk to any stakeholders to try to resolve the conflict. | • CSEA contract<br><br><br><br>• Department meeting agendas<br>• PLC meeting minutes |

## A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

**Online Programs: iNACOL Standard C: Leadership**: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

**Online Programs: iNACOL Standard D: Planning**: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

**Online Programs: iNACOL Standard F: Commitment**: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

**Online Programs: iNACOL Standard I: Integrity and Accountability**: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

### Indicators with Prompts

## Broad-Based and Collaborative

**A3.1. Indicator:** The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

**A3.1. Prompt**: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

| Findings | Supporting Evidence |
|---|---|
| The CAASPP assessment results, and other assessment results are reviewed annually by administration, leadership team, departments, individual teachers and the SSC.  This review leads to departmental discussions relating to the overall strengths and weaknesses within subject areas that need to be enhanced within the curriculum. Individual teachers also evaluate student progress and can compare grades earned with performance on these assessments.  All teachers have access to this data and can make instructional changes to improve student performance. This helps teachers identify current strengths and weaknesses in instructional strategies so that they can adjust as needed.<br><br>Common formative assessments are developed and implemented in core subject areas. Teachers have been provided inservice and PD time to create these assessments and analyze data post assessment. This analysis helps teachers modify instruction and reteach | <ul><li>SPSA development process</li><li>PLC minutes</li><li>PD agendas</li><li>Illuminate data</li><li>SAT data</li><li>AP Test and course pass rate</li><li>CA Dashboard Data</li><li>Evaluations</li><li>Admin walk through</li><li>Lesson plans</li><li>Staff PD</li><li>PLC Meeting notes</li><li>SAS data - Strategies for Academic Success (English support class for long term English learners)</li></ul> |

standards as necessary for student mastery. Data from CAASPP Interim tests, Illuminate and ALEKS is analyzed to assess areas of school wide need and is modified on a yearly basis. This data is used to drive instruction and select groups for intervention.

Collaboration meetings provide teachers with time to reflect on student achievement and needs; this process provides feedback to the leadership team and administration.  This information is used when revising the SPSA every year. Classroom visits by administration provide data about implementation of instructional strategies and practices. Teachers are encouraged to observe other teachers as a way to improve their craft. The School Site Council monitors the progress on the SPSA.

The school's Professional Development Team is made up of certificated staff volunteers.  This Professional Development Team is new to Carter HS as of 2018-2019. A Professional Development survey has been created and administered to all staff so that the data will drive Professional Development on campus.  The Professional Development team and administration will create the Professional Development calendar to meet district and school site goals for the upcoming year.

The process of continuously working on improving Carter High School has been a collaborative approach through departments and PLC's.  The work has been on improving first best instruction with a focus on fully implementing Common Core and NGSS. As far as instruction, the staff has worked on a schoolwide structure for writing--CER (Claim/Evidence/Reasoning). The goal is that students will articulate their knowledge of content through writing. CER improves our students higher level thinking skills and is also aligned to the state testing writing rubric. The process of developing our CER structure began with our site leadership team and then became a more systematic team called the Innovate Ed team where we have members from all core PLC's. This team developed what our students need to do in order to display mastery in their structured written responses by developing a common rubric and a common format. District leadership, site leadership and teachers from the Innovate Ed team participated in

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| instructional rounds where they were evaluating the practice of the sitewide instructional focus in writing. Students were also interviewed regarding their thoughts on the effectiveness of the writing program. Feedback was taken in regards to the CER template and using more student friendly language.<br><br>Part of Carter HS improvement plan is to align science classes with NGSS.  The courses have been A-G approved and are currently in their second year of implementation.  Teacher evaluations are ongoing with new teachers being formally evaluated twice a semester. Administration is performing walk through observations and evaluations of classrooms.  Lesson plans are aligned to the standards and all teachers are required to display a common board that lists WICOR standards, content objectives, language objectives, SLO alignment, depth of knowledge, agenda and homework.  Students are required to use their daily planners to record their class information. Teachers are required to participate in PLC meetings where they share and collaborate in best practices and lesson planning to promote and support student success in achieving the A-G requirements. | |

## Single School Plan for Student Achievement Correlated to Student Learning

**A3.2. Indicator**: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

**A3.2. Prompt**: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

| Findings | Supporting Evidence |
|---|---|
| The School Site Council (SSC) has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance standards as set by the CA Dashboard.  As a result, the SSC (which consists of parents, students, and staff) has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not meeting the standards: Staff PD, partner with families and community, interventions, positive school culture (high expectations), provide engaging experiences for college | • SPSA document<br>• PLC minutes<br>• Illuminate data<br>• CA Dashboard Data<br>• FAFSA completion<br>• CBEDS attendance and discipline data<br>• Healthy Kids Survey<br>• SAS data<br>• WASC Parent survey<br>• Student attendance data |

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| and career readiness.<br><br>Carter HS staff participates in SPSA development, (needs assessment) during collaboration time and at Leadership meetings. The information from these meetings is used to review and revise the SPSA and make sure that it is aligned with LCAP expectations. Parts of the SPSA are analyzed over multiple meetings so any concerns can be addressed.  Student data is used to create the SPSA for the following year.<br><br>The goals established in the SPSA serve as a guide for instructional and intervention programs for the school year.  Additionally, the SPSA demonstrates a focus on college and career readiness, and other site and district goals by aligning each budget expenditure with at least one state, district, or site goal. | • Parent involvement data from various committees<br>• Evaluations<br>• Admin walk through<br>• Lesson plans<br>• Staff PD<br>• Student data/transcripts<br>• LCAP goals/ School plan<br>• The district created a brochure for A-G in English and Spanish to support each high school for their 9th grade orientation. |

## Staff Actions/Accountability to Support Learning

**A3.3. Indicator**: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

**A3.3. Prompt**: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

| Findings | Supporting Evidence |
|---|---|
| The PD Team is open to all staff members.  The overarching goal of the Professional Development Team is to use teacher surveys and research-based activities. The planned PD activities address schoolwide instructional improvement goals and include course alike planning, SBAC and common assessments data analysis, unit planning, and specialty group planning time (Link Crew, ASB, AVID, etc.).<br><br>Carter HS has an active leadership Team that meets once a month.  The Leadership Team is comprised of all department leads and administration.   The role of the Leadership Team is to make decisions concerning schoolwide programs and policies to support increased student achievement.  The range of topics addressed by the Leadership Team ranges from SLOs to grading practices. | • PD Agendas<br><br><br><br><br><br><br><br>• Leadership Team meeting sign-in sheets, agenda & minutes |

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| Carter HS has a PBIS Team made up of a site administrator, PBIS Internal Coach, PBIS data analyst, counselor, volunteer teachers and staff. The PBIS Team examines discipline data and notes trends for the purpose of identifying resources to support staff in maintaining positive school and class culture and addresses discipline concerns. | • PBIS Team meeting schedule, sign-in sheets, agenda & minutes |
| Carter HS maintains an active School Site Council (SSC). The SSC is comprised of 7 elected teachers, 2 staff members, 1 other certificated, 5 elected students, 5 elected parents, and the principal.  The SSC is responsible for reviewing schoolwide data, the Single Plan for Student Achievement, and the SPSA action plan. The SSC provides input to assist the school in prioritizing spending of Title I funds.  The SSC also provides a forum for discussing changing trends in state and district educational programs, LCAP priorities and spending, and any concerns regarding school operation. | • SSC bylaws, agendas and minutes |
| Carter High school staff benefit from collaborative teaching in classrooms. Carter staff implemented the WICOR strategies in our effort to promote literacy across the curriculum.  Collectively, the staff agreed to use the CER format to promote a common writing strategy that will improve the students' writing skills. Walk throughs ensure that teachers are implementing these strategies.  Through evaluations, teachers reflect on their effectiveness to support student learning. Staff meetings are used to communicate progress, review data, reflect, offer feedback to make decisions that support student learning. | • Common lesson plans<br>• Staff meeting minutes/agendas<br>• Sign-in sheets |

## Internal Communication and Planning

**A3.4. Indicator**: The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt**: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

| Findings | Supporting Evidence |
|---|---|
| Stakeholders receive and review the district Uniform | • Staff meeting agenda |

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|---|---|
| Complaint Policy at the beginning of each school year. A copy of the California Standards for the Teaching Profession (CSTP), are included in the staff handbook.<br><br>Teachers are provided with technology which may include a desktop and / or laptop.  The district email system is used to communicate information to all staff members. Emergency communication and reminders are sent via email and phone calls.<br><br>Meeting calendars are set at the beginning of the school year.  All staff are given a copy of the calendars, and they are also available on the school's website.<br><br>Administrators maintain an "open door policy" providing all staff members the opportunity to communicate ideas, make plans, and express concerns and differences.  Most differences are resolved face-to-face, and if there is conflict, the necessary parties are brought together to resolve. Differences within the department can usually be resolved by the department chair or supervising administrator. | • Staff handbook<br>• PLC meetings<br>• Meeting sign-in and agendas<br>• Meeting calendar<br>• School website calendar |

# A4. Staff:  Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

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**Online Programs: iNACOL Standard E: Organizational Staffing**: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

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## Qualifications and Preparation of Staff

**Indicators with Prompts**

**Qualifications and Preparation of Staff**

**A4.1. Indicator**: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

**A4.1. Prompt**: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

| Findings | Supporting Evidence |
|---|---|
| Our district's HR department ensures that all certificated staff have current credentials and transcripts.  HR also verifies that certificated staff meet the state requirements for being highly qualified and experts in their respective subject matter.  Teacher assignments are aligned to ESSA requirements.<br><br>Beginning teachers complete teacher induction programs to support and prepare them for the challenges of the classroom. All teachers new to our campus, whether they are experienced or they are new to the profession, are strongly encouraged to attend "Carter 101" training sessions to learn Carter High School's policies and procedures. They are introduced to Carter High School's culture and educated about expectations they need to follow and opportunities that are afforded to them.<br><br>All certificated staff are contractually required to be part of a PLC and participate in PLC meetings. At these meetings, teachers collaborate to create lessons and assessments to monitor student growth and achievement.<br><br>Whenever possible and affordable, staff are sent to trainings and conferences to allow for improvement in | • Background Check<br>• Verify Credentials<br>• Interview<br>• Induction Program<br>• Carter 101<br>• SARC Report |

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| their respective professions. | |

## Staff Assignment and Preparation

**A4.2. Indicator**: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

**A4.2. Prompt**: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

| Findings | Supporting Evidence |
|---|---|
| All new certificated teachers are required to complete the Induction/BTSA program. The two-year program is designed to provide mentoring and support to new teachers to promote professional growth. Participants maintain evidence of continuous growth in the CSTPs, focusing on instructional strategies, as they work toward earning their Professional Clear Credential. Successful completion of the program fulfills the requirement for earning the California Clear Multiple, Single Subject and/or Educational Specialist Credential(s).<br><br>All certificated staff participates in a mandatory two-year evaluation process with their respective administrator; this process repeats depending on specific performance evaluation. Highly qualified teachers who have been with the district for at least ten years can apply for a five-year evaluation cycle if they demonstrate excellence in teaching.<br><br>The evaluation process allows each teacher to choose focus areas in which they want to improve. This allows the teacher to become more effective in their discipline and to develop areas in which they can increase their expertise. Administration walk-throughs allow administrators to observe if objectives and procedures are being met in the classroom. This also provides feedback to teachers so that they can self-reflect and grow as educators to best serve their students. | • Walk-through data<br>• PLC minutes<br>• Induction/BTSA program<br>• Evaluation process<br>• PLC meetings<br>• Admin walk-through |

## Defining and Understanding Practices/Relationships

**A4.3. Indicator**: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4.3. Prompt**: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

| Findings | Supporting Evidence |
|---|---|
| Every month, staff meetings are run by administration where school policies and expectations are discussed at length.  A weekly newsletter is published by administration and emailed to staff that covers events for the week. Policies and procedures are outlined in the handbook distributed at the beginning of the school year and regularly revisited in collaboration meetings and PLCs.  Administration monitors clarity and understanding of expectations through the evaluation process and regular classroom walk-throughs. Relevant information is regularly communicated to all staff via email throughout the year.<br><br>Emergency Handbooks are posted online. They give specific procedures and protocols to follow in the event of a fire, earthquake, or other situations. Drills are held throughout the year to prepare for these incidents, including intruder on campus drills. | • Staff meeting agendas<br>• Walk-through data<br>• Meeting minutes<br>• Weekly newsletters |

## Support of Professional Development/Learning and Measurable Effect on Student Learning

**A4.4. Indicator**: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.4. Prompt**: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

| Findings | Supporting Evidence |
|---|---|
| The implementation and training on PBIS using the HERO program has decreased tardies, referrals and  suspensions. WICOR Professional development and implementation has increased SBAC ELA test scores. AVID trainings and implementation of schoolwide AVID strategies has increased student achievement.  PLC meetings are used to develop curriculum and strategies to support student needs. PLC | • Minutes<br>• Sign in sheets |

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|---|---|
| meetings are also used to develop and compare common assessments across the discipline. AP trainings increase the professional capacity of our AP teachers and therefore supports the success of AP students.  AP trainings have increased the number of AP courses and sections and have increased the number of students taking the AP tests by 439 in 2018. Induction has increased new teacher effectiveness in the classroom and therefore increased student success. Induction increases new teacher retention in education and therefore increases student success.  In the 2019-2020 school year, math and literacy coaches will coach the teachers on IAB use for claim and target to improve student success.<br><br>• WICOR PD<br>• PLC meetings<br>• PBIS meetings and training<br>• AVID trainings<br>• AP trainings and AP Summit<br>• BTSA/Induction<br>• Math coach/ Literacy coach positions | |

**A4.4. Additional Online Instruction Prompt**: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

| Findings | Supporting Evidence |
|---|---|
| APEX online courses are used for both credit recovery and credit advancement, which has increased our A-G completion rate by 10% in 2018-19. APEX has also increased our graduation rate. ALEKS online math curriculum supports all levels of math from intervention through advanced classes.  This online program increases student achievement by supplementing the math curriculum. Google Suite for Education is the platform that most teachers use to deliver online instruction in their classrooms. Google Suite facilitates the communication gap between teachers and students and allows them to practice their 21st century skills that will increase their success in the future.  Expository reading and writing skills are essential to student success and are heightened by the use of the hybrid program, StudySync. | • Lesson plans<br>• Walk-throughs<br>• APEX lab<br>• ALEKS.com<br>• Google suite<br>• StudySync<br>• Websites and research projects |

## Supervision and Evaluation

**A4.5. Indicator**: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.5. Prompt**: *How effective are the school's supervision and evaluation procedures?*

| Findings | Supporting Evidence |
|---|---|
| Each administrator is tasked with ten walk through observations each week.  Those walkthrough findings are directly emailed to teachers to provide immediate feedback.  These findings typically align to the school focus. The evaluation process is a yearlong process where teachers are encouraged to align their personal CSTP goals with the site goals that are developed collaboratively through various committees such as School Site Council. | • Walk through data<br>• Meeting minutes<br>• Evaluations ⅖ year |

**A4.5. Additional Online Instruction Prompt**: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

| Findings | Supporting Evidence |
|---|---|
| N/A Online teachers are not evaluated | |

# A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

> **Online Programs: iNACOL Standard G: Financial and Material Resources**: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

**Indicators with Prompts**

## Allocation Decisions and Their Impact

**A5.1. Indicator**: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**A5.1. Prompt**: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

| Findings | Supporting Evidence |
|---|---|
| The SPSA plan was collaboratively developed through the School Site Council, made up of various stakeholders (staff, students, parents), and with input from the district LCAP. The committee reviewed the data and identified site needs as they aligned with district priorities. After the goals were identified, monies were allocated appropriately. | • Prep tests and review on Step Up days<br>• Pre-SAT and SAT sign ups and resources<br>• Professional Development<br>• Classroom laptops in classrooms (COWS)<br>• Special Ed teachers<br>• Curriculum updated for DOK and rigor in courses<br>• Book study on rigor in small PLC groups<br>• PLC's |

## Practices

**A5.2. Indicator**: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.2. Prompt**: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

| Findings | Supporting Evidence |
|---|---|
| <ul><li>Subject to the county and district laws</li><li>Clubs have stronger bookkeeping practices</li><li>Budgets go through the proper channels</li><li>Categorical funds are monitored by SSC. Administration reports the status of each category throughout the year to SSC.</li></ul> | <ul><li>District personnel came in and trained 73 of our staff for bookkeeping and money handling processes for greater accountability and transparency.</li></ul> |

## Facilities

**A5.3. Indicator**: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

**A5.3. Prompt**: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

| Findings | Supporting Evidence |
|---|---|
| Recently contracted with an outside vendor to install 45 new security cameras on campus.<br>Upon entering or exiting, all staff/faculty secures gates.<br>Security and attendance office personnel use HERO system to log students arriving late to school or between classes.<br>District embedded state health standards into Physical Education classes.<br>All senior class members and staff are trained in CPR and first aid by Rialto FD.<br>Emergency disaster bin is updated yearly to ensure the contents are up to date and readily available; some staff members are CERT trained in case of a natural disaster.<br>Custodial staff ensures a clean learning environment to support student learning. Quarterly safety reports are done by maintenance to ensure the condition of the school is in proper working order and Williams Act compliant.<br>Work orders are fulfilled in a timely manner to ensure the technology and facilities are in full working order.<br>Wellness Center as well as the Wellness Garden is fully | <ul><li>Safety- False alarms is a concern on how we monitor</li><li>Active shooter training for all teachers</li><li>Check-in system for late arrival students</li><li>Earthquake Drills</li><li>All entry points are secure</li><li>All classrooms are equipped with emergency kits that include a latrine, food, water and basic first aid kit.</li><li>School purchased and placed three handicapped evacuation chairs for emergency purposes.</li></ul> |

| functional to provide mental health to those in need. | • School personnel trained in CPR<br>• Increased personal health awareness |
|---|---|

## Instructional Materials and Equipment

**A5.4. Indicator**: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt**: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

| Findings | Supporting Evidence |
|---|---|
| One computer cart per teacher (English, History, Science, and Math); each classroom is equipped with projectors, sound system, classroom computers and access to the Internet.<br>StudySync through the English department provides enriched learning through technology in and outside the classroom.<br>ALEKs is utilized for online mathematics intervention.<br>Google Classroom interactive writing prompts, wireless papers, student resources, teacher power points or support materials.<br>District print shop processes a teacher's request for copies of support materials.<br>Site allocates funds ($1K-$12K) for departments that require more consumable resources, based on need.<br>Teachers and students utilize Google for communication of classroom assignments, turning in assignments and networking with their peers to enhance learning of subject matter. | • Library has a good check in/check out process<br>• Laptop carts<br>• Computer StudySync, ALEX<br>• Google Classroom<br>• Duplos and copy machines are subpar. However, the district print shop has an average of a three day turn-around.<br>• District allows discretionary funds to department chairs. |

## Well-Qualified Staff

**A5.5. Indicator**: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

**A5.5. Prompt**: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation*

| Findings | Supporting Evidence |
|---|---|
| • Training for wellness center/behavior development<br>• Induction for new hires<br>• Training PDC for teacher enrichment | *Capturing Kids' Hearts training for the core leadership teaching staff.<br><br>*Induction for two years for new staff. The district has a strong support team to guide and provide feedback. |

## Long-Range Planning

**A5.6. Indicator**: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

**A5.6. Prompt**: *Evaluate the effectiveness of these processes.*

| Findings | Supporting Evidence |
|---|---|
| In accordance with the LCAP and LCFF guidelines, Carter provides support for at-risk populations (economically disadvantaged students, English Learners, and foster or homeless youth) This includes tutoring by teachers, intersession, EL tutors, a new comer EL program, Saturday School, summer school and summer bridge program for incoming students. Additionally, while ensuring students have a welcoming and safe environment dean of students and wellness center counselor along with other staff support help students avoid referrals and suspensions, which increases their time in the classroom.<br><br>The school's annual budget is developed in coordination with the district office and stakeholder community participating with the SSC, ELAC and AAPAC. The school's budget is based on allocation formulas provided to the school by the district office. Additionally, the administrative and leadership team determine throughout the year on the most effective way to use the funds. The leadership team determines the allocation of funds based on site-based needs and priorities. The final approval of some of these funds rest with the School Site Council. | • LCAP<br>• SSC/ELAC/AAPAC agendas/minutes<br>• Leadership team agendas/minutes |

## ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).**

**Summary (including comments about the critical learner needs)**

- All stake holders were involved in the development of the Mission, Vision and SLOs. There were many opportunities that were used to invite all stakeholders that included, SSC, ELAC AAPAC, Coffee with the Principal, Parent Volunteer Principal Advisory Committee, back to school night, etc. Student input is gathered using ASB, Link Crew, and students that serve on SSC.

- Further implementation of PBIS to further decrease tardies, referrals, and suspensions; continuing professional development utilizing time, personnel, materials, and fiscal resources.

**Prioritize the strengths and areas for growth for Category A.**

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

- Multiple modes of communication with parents and stakeholders.

- We have developed A-G courses and pathways to comply with college and career readiness.

- We've become a 1:1 school. Technology available to every student.

- Clear instructional focus: CER, Hero, PBIS

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

- With the establishment of various parent outreach groups on campus to further promote positive community relationships.

- Improve the collaborative PLC's.

- Further/more consistent PBIS Implementation, all stakeholders buy-in, improving the PBIS process to support coaching and mentoring needs of teachers and other professionals.

# Category B: Standards-based Student Learning: Curriculum

**Based on the criteria in each category:**

1. **Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.**
2. **Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.**

**Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.**

3. **Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)**

**Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.**

4. **The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.**

**At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs**

**Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).**

## B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

> **Online Programs: iNACOL Standard J: Curriculum and Course Design**: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

**Indicators with Prompts**

### Current Educational Research and Thinking

**B1.1. Indicator**: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

**B1.1. Prompt**: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

| Findings | Supporting Evidence |
|---|---|
| Members of CHS staff participates in the district subject curriculum teams. In the 2016- 2018 school year science teams developed content around NGSS standards. CHS participates in a number of research based professional development opportunities. These exist outside of school as conferences to develop skills around multiple areas including, but not limited to, AVID strategies, AP workshop, Linked Learning Convention, | <ul><li>Curriculum guides</li><li>Lesson plans, walk-through,</li><li>Focus group, PBIS Trainings (Capturing Kids' Hearts), Wellness Center, HERO</li><li>Department</li></ul> |

Capture Kids Hearts, PBIS, JROTC.

All teachers use WICOR strategies incorporated their daily lesson plans. WICOR is an AVID strategy that incorporates writing, inquiry, collaboration, organization and reading. Every lesson conducted by every teacher incorporates at least one of these AVID strategies.

(PBIS) Positive Behavior Intervention System is a program at Carter High School that was developed to enhance student behavior and engagement. The PBIS committee uses data to enhance student engagement and participation and the data is collected through classroom walkthroughs and observations. The First Tier focuses on teaching students the school wide expectations that can be utilized to enhance engagement, create meaningful relationships that will create positive learning atmospheres. Tier II focuses on Social Emotional Learning and assisting students in developing skills to help them be productive inside and outside of the classroom.

All the staff in the process of being trained in Capturing Kids Hearts. The training focuses on a variety of strategies to enhance instruction and strengthened student connectedness to others by enhancing healthy bonds with teachers. Strategies outcomes focused on consistent rules of conduct with reduced with reduced disciplinary escalations and referrals, reduction in truancy and dropouts, reduction of negative behaviors such as isolation, violence, early sexuality, and substance use, Significant improvement in student academic performance, district-wide improvements in test scores, high rate of job satisfaction among teachers, and increased teacher retention and improvement in teacher recruiting.

All site-based professional development is referenced in a shared Google Classroom format. This allows all personnel to review the PD that was presented and to comment on strands that are helpful. It also provides access to teachers in the event that teachers are off campus during PD either for outside training or illness.

Book Studies- Teacher/collaborative teams are participating in the process of reading educationally based research books to enhance the curriculum.

presentations,
- Collaborative Lesson Planning
- Department Meeting, Agendas, PD calendar
- AVID Conference Participants
- Google Classroom Site

- Conference B40's
- Certificates of Completion

| | |
|---|---|
| Currently in the 18-19 school year, the leadership team is reading *Grading From the Inside Out*. The team of AP teachers is currently reading the book *All 4s and 5s. Time to Teach* is a school wide book study. The PBIS team is reading *Transforming School Culture*. During the 2017-2018 school year, the entire school read *Rigor is Not a 4-Letter Word*. | |
| In the English Department, all 11th and 12th grade teachers are currently participating in the ERWC study, which is conducted with West Ed. in collaboration with Cal State University System.  Teachers are given professional development, instructional coaches, and additional supplies to implement this curriculum, which focuses on rhetoric and writing in order to give students the best possible opportunity for success and ensure proficiency when entering college classes. | ● Cal State University System |
| Using the Innovate Ed process, data has been shared in order to formulate a schoolwide focus on writing across the curriculum using a common rubric using the CAASPP rubric as a starting point.  Teachers have received professional development regarding our school focus of writing across the curriculum. | |
| CHS teachers have incorporated Schoolwide Learner Outcomes (SLOs) into their classroom curriculum, which staff can regularly review.  SLOs focus on students becoming Effective Communicators, Critical Thinkers, Civic Responsible, Innovators, Collaborative Workers and College and Career Ready. Staff will be provided a poster of SLOs to display in their classroom along with magnetic magnets to place on whiteboards. Teachers can refer to the SLOs poster as a tool to incorporate meaningful instructional practices into lessons and projects.   The SLOs aligned with our School mission (Communication, Critical Thinking, Civic Responsibility, Innovation, Collaboration) which focuses on student expectations. This will result in a more cohesive schoolwide focus and a clearer understanding among staff of school goals. | ● School Mission Statement<br>● Classroom Observations<br>● Schoolwide Learner Outcomes Display |

## Academic and College- and Career-Readiness Standards for Each Area

**B1.2. Indicator**: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

**B1.2. Prompt**: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

| Findings | Supporting Evidence |
|---|---|
| Carter High School ensures that each AP discipline meets the AP curriculum requirements and that each syllabus is approved through the College Board.<br><br>Science aligned with Next Generation Science Standards<br><br>AVID collects data for the CCI each year to make sure that our students are meeting the A-G requirements. The AVID team meets with students to ensure that they are on track to graduate, and that they are looking at college acceptance rates for our students. The team meets every Wednesday during lunch for planning and developing instructional plans that show the vertical and horizontal alignment. The school has been taught WICOR strategies and AVID strategies, utilizing department wide "One-Pager's" note taking, and encouraging the use of AVID strategies in the classroom. The AVID strategies are used to increase rigor in the classroom and increase student achievement.<br><br>Teachers have rewritten old courses and created new courses to ensure that all courses meet the A-G requirements approved for UC. Counselors and teachers encourage students to be A-G compliant through transcript review and meetings with counselors. Students are made aware early on when selecting courses to select those that will prepare them for college. Students meet yearly with their counselor to ensure that they are completing the necessary courses to meet the A-G requirements.  This is reinforced through our Career Center which provides necessary information for college and university admission.<br><br>Applicable courses adhere to Common Core Standards. Each subject area teaches their courses based on their subject Content Standards.  Common Core Standards | • Approval from CollegeBoard<br>• Evaluation for approval to ensure courses are A-G, working to approve all courses through UC Doorway Catalog<br>• Student 4-year plans<br>• Standards posted, through lesson planning, objectives<br>• Yearly AP audit<br>• AVID \ CCI<br>• Next Generation Science Standards<br>• Applicable courses adhere to common core standards<br>• Content Standards<br>• CTE conferences<br>• Career Center support<br>• Child Development Pathway<br>• Medical Pathway<br>• Media Production Pathway<br>• Construction Pathway |

are used in ELA and Social Science and Math.

CTE (Career Technical Education) has a focus on career readiness standards. The CTE teachers have been working on rewriting courses so that they meet A-G requirements. All classes have already been UC approved. Carter has career pathways for career readiness such as, medical, child development, video & media production, and construction technology.

Counselors coordinate with students and notify parents of required academic courses, which would guide students toward their goals. Also, counselors create student's class schedule based on their college and career paths determined in the 4-year planning process.

Carter High School students also have the opportunity to take concurrent enrollment classes at San Bernardino Valley College (SBVC). These courses are articulated towards high school and college credits.

Courses that do not follow a standards-based curriculum use student outcomes for assessment of program effectiveness within the context of course curriculum, collected data to determine the effectiveness of the course itself in addition to the following program specific assessments:

AVID: Graduation rates, College-acceptance rates, Student portfolios, Tutoring

ASB: Civic participation

Link Crew: Peer Collaboration, Freshmen performance (grades, test scores, credits)

Yearbook: Course and publication deadlines documented productivity, marketable end product

JROTC: Civic participation and Leadership

**B1.2. Additional Online Instruction Prompts**: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

| Findings | Supporting Evidence |
|---|---|
| The focus for online coursework at Carter High School is for credit recovery and supplemental support.<br><br>APEX is an online course resource for students to recover credits in classes. Students are assigned support teachers from Carter to monitor and encourage success. APEX classes are aligned with state standards.<br><br>ALEKS is designed to supplement the math classroom. Students can work on assignments and their work is checked in real time for accuracy and correctness. Most math teachers use ALEKS for homework and, in some cases, exams. ALEKS only gives questions that are directly aligned to the state standards. | • APEX<br>• ALEKS math support<br>• Number of registered users<br>• Reports and observed progress, student work samples |

## Congruence

**B1.3. Indicator**: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**B1.3. Prompt**: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| Carter High School is currently focusing on and allowing time for collaboration, professional development and establishing a consistent approach to standards-based curriculum development and implementation which supports true congruence between concepts and skills taught and the academic and college and career-readiness standards. Through Department collaboration and release days where teachers receive PD on specific programs/strategies that address learning needs. This time also provides an opportunity for teachers to discuss a plan for implementation of new strategies.<br>Our school wide focus on a strong alignment on college readiness and academic standards, CER, and SLOs.<br><br>All subjects use the CER (Claim, Evidence, Reasoning) strategy to improve short written response for test preparation. Students are given multiple opportunities to practice CER writing during the year in addition to | • Testing results<br>• Test Administration<br>• Data<br>• Projects<br>• Daily assignments<br>• StudySync assessments<br>• The Lab reports<br>• AP testing, SBAC, CAASPP, SAT, PSAT, ACT, CAST, ASVAB, i-Ready, PAC Performance Based Assessments.<br>• PD Sign in Sheets/Agenda<br>• Teacher Grade Data<br>• Gradebook Data |

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| common department assessments. The teachers use a common rubric for evaluating the written responses. Teachers have participated in learning workshops to maximize the effectiveness of teaching CER strategies. The English classes provide test preparation for the CAASPP.<br><br>All Advanced Placement teachers are providing Saturday School review sessions in order to prepare students for the May AP Exams. Furthermore, all AP teachers have been afforded opportunities to attend AP Summer Institute sessions in order to ensure that current and effective teaching strategies are being utilized in the classroom.<br><br>The PSAT is offered for free to all Sophomores and Juniors. Practice booklets are provided through English classes.<br><br>The SAT is administered for all Juniors and the exam is free of charge. SAT preparation courses are provided during a special session of Saturday school.<br><br>ACT practice essays administered through ELA.<br><br>AVID students take the PSAT/ SAT exams from 9th - 12th grade.<br><br>The ASVAB is administered twice a year at Carter through the Career Center in coordination with all Service Branches and with the use of a test proctor.<br><br>Teachers collaborate weekly in PLC's on developing common curriculum and assessments in their departments to align the coursework for subjects taught by more than one teacher. Teachers use the data to evaluate for success and reteaching.<br><br>Performance Based assessments are provided through PE to prepare students for the State Fitness Test. Students are assessed weekly in the Mile-Run test and endurance. Carter is increasing project-based learning across the curriculum. | Analysis |

## Integration Among Disciplines

**B1.4. Indicator**: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**B1.4. Prompt**: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

| Findings | Supporting Evidence |
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| Carter High School's English department has adopted the StudySync textbook series.  StudySync includes individual, consumable workbooks for students to use as well as an online companion textbook.  Students have access to a library of resources as well as several different activities to demonstrate reading and writing abilities. The coursework provided aligns with social studies and science standards, providing students with a cross-curricular experience and improved reading and writing across all subjects. | • StudySync aligning with history, science |
| CER has been taught schoolwide to ensure that all students are writing claims, with supporting evidence and using reasoning or an analysis to answer questions. This is to ensure that students are writing across the curriculum. With Common Core Standards teachers are focusing on Real-Life Problems and CER (Claim, Evidence, Reasoning) type questions across curriculums. | • CER training and handouts for class |
| Science teachers work together with CTE teachers in order for students to make the most out of their high school science by including a diverse curriculum that meets state standards with career technical pieces. Students will acquire a certificate for Certified Nurse's Assistant or Pharmacy Technician at the end of a specific pathway.<br><br>Mathematics, Engineering, Science Achievement (MESA) is changing the face of science, technology, engineering, and math (STEM) by creating and developing a new generation of STEM leaders. MESA challenges our students to develop new products through research, testing, coding and debugging. MESA attends a robot competition, MESA Day, Regional Competition, and Seaparch. | • WICOR strategy in walkthroughs are identified<br>• Making sure aligned with UC.<br>• Class offered, competitions<br>• Writing across the curriculum (PD with Sitomer)<br>• Innovate Ed work with Curriculum leaders<br>• Albert for AP<br>• Integrated projects |
| APEX tutorial which utilized an online curriculum that | • APEX Tutorial Data |

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| monitors progress and provides tools for remediations. | |

## Articulation and Follow-up Studies

**B1.5. Indicator**: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1.5. Prompt**: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

| Findings | Supporting Evidence |
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| The ALPHA Scholars program takes highly motivated, high achieving students (on an application basis) and places them in classes that will ready them for an elite college.  The program also acts as a support system for those same students.  The program starts with the recruitment of 8th graders (incoming freshman) in March - April of each school year, and then the program follows the selected students through graduation.  We are only in our second year of implementation, so follow up studies haven't been done yet, but the middle schools are aware of the program and the expectations we set forth. <br><br> Course selection process in counseling starts in the month of January. Counseling team visits classroom to talk about the process of class selection that is done via StudentVue. Each student selects the courses they will be getting the following year based on the presentations by the counseling team. In the month of February, each student visits their counselor to have face time with them and go over their course selection. For the incoming freshmen, counselors visit our feeder middle schools to go over the classes we offer and we also provide a freshman preview day in the month of February. <br><br> Freshman Sneak Peek- 8th students are bussed over from all feeder schools for an opportunity to see all academic, elective and club opportunities available. Freshman Parent Night is an opportunity for freshman students and their parents to preview the different freshman classes including the honor/AP classes. Teachers are available to field questions/concerns and parents and students are able to preview some of the projects, activities, and lessons. | • Programs offered. <br> • Data. <br> • Entrance and Exit Scores. <br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br> • Freshman Sneak Peek |

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| Carter provides an annual Freshman Orientation that provides an overview of academic, sports, and club opportunities. The Freshman are provided the opportunity to meet with staff and counselors, tour the campus, meet with club leaders, and log onto StudentVue to choose electives.<br><br>All Senior students are required to take an exit survey which references their plans after graduation.<br><br>CTE business partners in the community and local colleges:<br>Various organizations such as, EAOP, Educational Talent Search, and BLU advising meet with our students and prepare them for college and the workforce. They help students navigate the college process. They also ensure that students meet UC and CSU admissions requirements and that our students apply for college and financial aid.<br><br>AVID goes to the middle school for recruiting students to join the AVID program, these students are expected to remain in AVID from 9th-12th grade. Students are required to sign a contract, and maintain a 2.5 overall GPA.<br>The district pacing guides are found on the Rialto Unified School District website showing all the individual grade levels, and specific curriculum for each subject matter from elementary to high school.<br><br>Carter High School has the following programs and /or pathways to accommodate our students who want to continue their education after high school. These include:<br><ul><li>Video Production</li><li>Child Develop</li><li>Pharmacy Tech</li><li>Nursing</li><li>Health Care</li><li>JROTC</li></ul><br>Certification through Partnership Programs<br><ul><li>Video Production</li><li>Child Develop - need more input</li><li>Pharmacy Tech -need more input</li></ul> | <ul><li>Feedback from surveys.</li></ul><br><ul><li>Partnerships/Council meetings.</li></ul><br><ul><li>AVID interviews and informationals at the feeder middle schools.</li></ul><br><ul><li>Enrollment.</li></ul><br><ul><li>Transitional Partnership Program</li></ul> |

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| <ul><li>Nursing</li><li>Health Care</li><li>Valley Bound</li></ul><br>Community Based Instruction (CBI) is designed for students that need intensive instruction in functional and daily living skills. Community Based Instruction (CBI) is educational instruction in naturally occurring community environments providing students "real life experiences". The goal is to provide a variety of hands-on learning opportunities at all age levels to help students acquire needed skills. Concepts and skills that are introduced in the classroom are applied and practiced in natural environments in the community using CBI. CBI experiences allow students to see, hear, smell and do things in real life settings as opposed to simulated or artificial settings that are very abstract. Doing things in the natural environment is concrete and reinforcing. Reading, writing, language, math and science subjects are incorporated into functional activities. Students learn skills such as; money handling, counting change, how to pay for goods and services, banking, budgeting, time concepts, time management, planning and scheduling. Reading and writing skills are taught to enable students to use functional materials such as cookbooks, directions, applications, maps, schedules, planners, environmental signs and work related information. Students learn to use adaptive aids such as checklists, cue cards, picture symbols, and/or augmentative speech devices to assist them in successfully accessing community activities and resources.<br>Some CBI activities have included<ul><li>Menu planning, shopping and purchasing groceries at the grocery store</li><li>Cooking meals 2-3 times a month</li><li>Planning and purchasing family gifts for Christmas</li><li>Purchasing items at Walmart, Walgreens, 99 cent store, Dollar Tree and various other stores</li><li>Ordering and purchasing food at McDonalds, Carl's Jr, In-N-Out and Cracker Barrel.</li><li>Purchasing tickets and snacks at the movie theatre</li><li>Planning bus routes to visit various sites like the National Orange Show, the Metro Link and Olvera Street in LA</li><li>Accessing different opportunities the community has to offer like a community painting class,</li></ul> | <ul><li>Community Based Instruction Program</li></ul><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><ul><li>Work Ability Program</li><li>District pacing guides</li></ul> |

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| Planet Fitness, California Science Center<br>The Transition Partnership Program (TPP) course is run through our East Valley Selpa. It is currently only for seniors.<br>The program focuses on the following skills:<br>● filling out job applications<br>● completing a resume<br>● writing a letter of introduction<br>● requesting letters of recommendation<br>● career research<br>● college research<br>● career interest inventories<br>● job skills<br>● do's/don'ts of job behaviors<br>● appropriate apparel<br>● mock interviews<br>● budgeting<br>● 10 year plans<br>● learning style strategies<br>● positive work ethics<br>● attendance<br>● on the job difficulties | ● Permission Sheets and attendance sheets |
| Students have also completed a month long curriculum on Job Safety, toured San Bernardino Valley College, attended a college and career fair at Pomona Speedway, and attended a career fair at Colton-Redlands-Yucaipa ROP.<br>Presentations from guest speakers from Neighborhood Walmart, Center for Employment Training, and the Department of Rehabilitation.<br>The students were given an opportunity for 100 hours of paid work experience. | ● Permission Slips |
| The WorkAbility I (WAI) grant programs provide comprehensive training in work, employment placement and follow-up for middle and high school students in special education who are making the transition from school to work, independent living and post-secondary education or training. The WAI program is funded and administered by the California Department of Education and offers special education students the opportunity to complete their secondary education while also obtaining marketable job skills for success in the modern labor market. The support provided by WAI includes: assessments (career, learning style, soft skills), exposure to postsecondary education opportunities, | ● Student Attendance/Verification forms from events attended |

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| career education (options that lead to a living wage), job seeking skills, on-the-job coaching, practice in self - advocacy skills (communicating their disability related work support and accommodation needs), and independent living skills.<br><br>Carter High School College Night for students. College Night is hosted annually that consist of local Cal State Universities, Private Colleges, and UC and we promote it to our students.<br><br>College Fairs - HBCU U-Can College Fair<br>Regional Historical Black Colleges we host as part of a regular rotation between Summit, Fontanta, and Rialto School District. Seniors and their parents attend this college fair to learn about admission requirements, and the benefits of attending an HBCU.<br><br><br>8th Career Cruising - recruiting opportunities where CTE students and other programs were able to speak to middle school students to promote their programs/academics.<br><br>5th Grade Rise<br>Introducing 5th graders to career opportunities through CTE and other programs through student and teacher presentations to promote programs and academics | ● Student attendance<br>● Verification forms from events attended |

## B2 Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

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**Online Programs: iNACOL Standard H: Equity and Access**: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

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## Indicators with Prompts

**Variety of Programs — Full Range of Choices**

**B2.1. Indicator**: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt**: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

| Findings | Supporting Evidence |
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| Counselors and the Career Center provide students with multiple opportunities for career, college, and pre-technical training.  This is accomplished through meeting with each student at the beginning of the school year to develop and discuss their Four-Year Plan and A-G, discuss graduation, college/career prerequisites/requirements.  There are additional pre-college workshops that are available to all students which include FAFSA, college application support, scholarships and recruiters from colleges and military. All students are given the opportunity to take the PSAT in 10th grade and 11th grade students take the SAT.  In addition, PSAT/SAT prep are available through Saturday school. <br><br> Aside from students meeting with counselors, teachers help support A-G readiness and awareness. Posters summarizing A-G requirements are posted in various classrooms for reference.  Carter High School holds annual grade-level presentations to explain course overviews, review A-G requirements, graduation requirements and to help students fill in their course selection sheet. <br><br> October College Week Schoolwide <br> College Week is a school-wide event that focuses on college and career readiness. Each grade level focuses on activities that are relevant to their grade level. Seniors have the opportunity to complete college applications, | <ul><li>Enrollment</li><li>A-G readiness</li><li>Sign-in Sheets from events.</li><li>Permission Slips</li><li>Counselor grade-level presentations</li><li>5th grade RISE</li><li>Career cruising</li><li>Career Center Calendar</li></ul> |

create their FSA ID, and complete their FAFSA. Seniors can also work on their personal statements, complete a career interest survey, apply for scholarships, and register for the ASVAB.

AP Courses are open to all students. This open access allows students to place themselves into college level classes.  Teachers and staff regularly encourage students to enroll in AP courses while explaining their relevance to A-G readiness.  Teachers are expected to attend a College Board advanced placement summer institute at least once every 5 years.

CTE (Career Technical Education) Pathway classes are available to provide students with a chance to explore possible career paths after graduation.  Pathway Courses meet A-G requirements and are UC approved. Current CTE pathways: Video Production, Child Develop, Pharmacy Tech, Nursing, Health Care, JROTC.

College Fairs - HBCU U-Can College Fair
Regional Historical Black Colleges we host as part of a regular rotation between Summit, Fontanta, and Rialto School District. Seniors and their parents attend this college fair to learn about admission requirements, and the benefits of attending an HBCU.

Career Center Presentations
The Carter Career Center is another available resource. The Career Center teacher schedules guest speakers from colleges and career areas. The career center provides assistance in completing applications and obtaining work permits. Throughout the year, various schools and organizations visit Carter High School and discuss different career paths, and the projected growth and the opportunities for advancement within careers. Additionally, students are informed of careers that require varying levels of education, skills, and experience.

Through AVID, sports, and the Alpha Scholar program, students are given opportunities to visit college campuses.  Allowing students the opportunities to explore various collegiate environments assists them in making choices for their academic futures and encourages them to set reasonable goals on how to

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| achieve them. | |

## Accessibility of All Students to Curriculum

**B2.2. Indicator**: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt**: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

| Findings | Supporting Evidence |
|---|---|
| The English department is taking part in a study with West Ed. to implement the ERWC (Expository Reading and Writing Course) curriculum, which consists of multiple modules with real world applications including: research, issues, and full text studies. The curriculum was created by a collaboration between high school English teachers and California State University professors in order to help bridge the gap between studying at the high school level and at the collegiate level.<br><br>Carter High School offers various Honors and AP classes and they include: Honors English 9, Honors English 10, Honors Math 1, Honors Math 2, Honors Math 3, Honors Math 4, Honors AP English Language & Composition, AP English Literature & Composition, AP U.S. Government & Politics, AP Macroeconomics, AP U.S. History, AP World History, AP European History, AP Human Geography, AP Chemistry, AP Biology, AP Art History, AP Studio Art, AP German Language & Culture, AP French Language & Culture, AP Spanish Language & Culture, AP Spanish Literature & Composition, AP Statistics, AP Calculus AB, AP Computer Science Principles, AP Computer Science A. There has recently been an increase in the courses offered in order for our college bound students to begin their university career with knowledge of college expectations in terms of rigor and workload. Carter High School encourages all students to challenge themselves and enroll in Honors and AP classes. Students have open access to all honors and AP classes.<br><br>Digital Photography and Advanced Digital Photography A-G electives were added to allow students to use technology while understanding the elements and principles of art. The newest addition to the art department includes Digital Design Printmaking. This class links the use of computer programs mixed with hands on projects. | ● IEP documentation<br>● Class enrollment<br>● Digital photography, media, more career pathways, Human Geo,<br>● EL intervention classes<br>● Google Classroom enrollment<br>● Online student portfolios<br>● MRWC Grant<br>● After school tutoring in English and Math |

CTE (Career Technical Education) has a focus on career readiness standards. The CTE teachers have been working on rewriting courses so that they meet A-G requirements. All classes have already been UC approved. Carter has career pathways for career readiness such as, medical, child development, video & media production, and construction technology.

Students with special needs have been supported through LRE (Least Restrictive Environment) to ensure that they are educated alongside their general education peers. Resource Specialist classes are in place to allow students with special needs to participate in the Common Core curriculum with the support of a collaborating Education Specialist as well as an instructional assistant to provide them access to a rigorous curriculum with multiple layers of support and accommodations. Moving forward Carter seeks to improve support for the special needs population through a consultative model. Special Education students are held accountable to the same grade level standards as general education students. The special education teachers and general education teachers scaffold the instruction and provide intensive research based interventions as needed. The consultation model will increase rigor and the level of expectations for the class and special education students. A reduction in the concentration of special education students in core classes will provide more class options for the special education population.

IEP Documentation
Teachers are provided with IEP documents for individual students requiring various accommodations. School psychologists, counselors, administrators and teachers work in tandem with parents and students to determine appropriate accommodations. Access to pertinent IEP documentation informs teachers of individualized needs for their special education population.

All courses are aligned with the UC approved A-G requirements and this includes core classes as well as electives.

Carter High School offers a math course called MRWC (mathematical reasoning with connections) which is a fourth-year math course designed to prepare students for the rigors of college mathematics course.

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| English/Math PLC release days that focus on concepts: Teachers are pulled out up to four times a year to collaborate on best practices, pacing, testing, data analysis and curriculum.<br><br><br>AP Potential data is shared with students after their PSAT results are returned to them.  Students are invited to a pre-AP celebration seminar to learn about AP classes, the open enrollment process, and are encouraged to enroll in AP classes by their interests and talents.<br><br>Carter High School has partnered with G-Suite to provide students with school Gmail addresses and access to Google Classroom, Google Docs, Google Slides, etc. Since a set of laptops is readily available in each classroom, students are exposed to technology, mimicking what they would find on a college campus or work setting. Students can share documents, collaborate, and get instant feedback on assignments.  Teachers regularly incorporate lessons and materials into Google Classroom facilitating easy access and organization tools for students.<br><br>Tutoring for English and math is provided for all students at the Learning Center and it is available two days a week for each content area.  Students are reminded of tutoring opportunities through flyers, announcements, and teacher encouragement.  Math and English teachers help to support the students depending on their individual needs.<br><br>The Link Crew provides study sessions for freshman before finals week. Freshmen are encouraged through announcements, text messages, and posters to attend study sessions with Link Crew Mentors. | |

**B2.2. Additional Online Instruction Prompt**: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

| Findings | Supporting Evidence |
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| APEX is a rigorous online program that gives students an opportunity to retake A-G classes in a non-traditional setting to be A-G eligible. Because sections are available outside the regular school day schedule, students who cannot fit another A-G class in their current schedule can still take the class through the APEX program. Need for APEX classes is determined by the student's counselor. | ● Enrollment<br>● Access to curriculum |

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| Teachers at Carter High School have made use of Google Classroom and Google Drive as a means of providing students access to college resources and curriculum for approved A-G classes. | |

## Student-Parent-Staff Collaboration

**B2.3. Indicator**: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

**B2.3. Prompt**: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

| Findings | Supporting Evidence |
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| Counselors meet semiannually with students to develop and monitor students' personal learning plans and their college/career/or other educational goals. Counselors ensure students are on track to fulfill their A-G requirements, personal goals, and other graduation requirements. Counselors partner with students, parents, and teachers to update learning plans each semester as grades are posted to transcripts. | • Access and use of student and parentVue. |
| | • PTC meeting notes |
| | • Scheduled meetings. |
| | • Annual and Triennial IEPs |
| Synergy, Carter's grading software, allows immediate notification and access to students and parents who wish to monitor and check grades. Synergy is also used for communicating with students, parents and teachers that have common students. | • Parents added onto Google Classroom. |
| | • Sign-in Sheet. |
| | • African American Parent Advisory Committee- Young Men's Leadership Conference |
| Carter High School has created a Parent Resource Center for parents, guardians, and family members to acquire resources relevant to helping their student achieve success. | |
| Course Selection Sheet includes a parent component. Parent Teacher Conferences are required for students to move out of Honors and AP courses. There is a Parent opt out form for non A-G courses. | |
| Carter conducts a yearly Parent Summit for the purpose of informing the parents of 12th grade students about upcoming events, school expectations, and ways to help their child become successful in college. | |
| Schoolwide Remind system is in place to send out notices to parents in regards to things going on within the campus. | |
| PTCs or parent teacher conferences are a valuable tool | |

to encourage effective parent/teacher/student communication. These are particularly useful when students have fallen behind academically.  PTC meetings can be initiated by parents, teachers or counselors.  Such meetings offer an opportunity for parents, students, teachers and counselors to identify and attempt to solve inhibitors to student success.

Each year, students with an IEP/504 meet with their case carrier, teachers, parents, counselors and administrators to revise and update their individual educational plan and discuss the transitional steps for getting ready for their future.

Parent Link is used by the school to communicate with the parents and get important information regarding school events and important announcements.

PeachJar is Carter High School's vehicle to deliver timely information and resources to students and parents.  It hosts digital flyers pertaining to college opportunities, career opportunities, and information about school programs.  PeachJar is featured on the school's website to cut down on the necessity for paper copies.

Parents are provided curriculum access through Google Classroom.  Students or teachers can invite parents to monitor their students' work as they complete and turn in assignments through Google Docs and Google Classroom and receive teacher feedback.

Carter High School's website has a plethora of information including: access to counselors, calendar of school events, ASB news and pictures, announcements, staff directories, the library and textbook center, online student store, athletics, schedules, Artistic License (the school's literary magazine) , the Wellness Center, advancement programs, APEX, and the school's mission statement.

AAPAC/ DAAPAC is the parental involvement group for African American Parents. This is a platform to provide information to parents regarding issues that involve African American students and their educational opportunities. They also put on an annual Young Men's

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| Leadership Conference, as well as an Black History Month program.<br><br>ELAC (English Learners Advisory Council) is the parental involvement groups for English Learner parents. This is a platform to provide information to parents regarding issues that involve English Learner students and their educational opportunities.<br><br>School Site Council hears and deliberates on important school issues, including funding, and serves as a place for students and staff to discuss issues and what is happening on campus.<br><br>Principal's Advisory Committee meets with students to advise the principal on issues and concerns that students have within the community. | |

## Post High School Transitions

**B2.4. Indicator**: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2.4. Prompt**: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

| Findings | Supporting Evidence |
|---|---|
| The English department is taking part in a study with West Ed. to implement the ERWC (Expository Reading and Writing Course) curriculum, which consists of multiple modules with real world applications including: research, issues, and full text studies.  The curriculum was created by a collaboration between high school English teachers and California State University professors in order to help bridge the gap between studying at the high school level and at the collegiate level.<br><br>With the Valley Promise, high school seniors can apply to have their tuition and textbook fees waived for two years. If selected, the promise program also provides students with individual student support and college advising. The students also must complete a summer bridge program which helps them transition from high school to college. | ● Transition planning<br>● Follow through FAFSA<br>● Graduation Rate<br>● A-G Completion<br>● Test Results<br>● Letters of acceptance |

Students meet with various academic advising groups such as Upward Bound and EAOP to become informed about college options, and to understand what it is like to be a college student on a college campus. They provide students with the opportunity to visit the campus and enroll in summer programs that will prepare them for college. Additionally, they provide them with workshops that discuss budgeting and financial planning for college.

CTE internship class offers an opportunity to gain experience in the career of their choice.  Students are sent to various sites such as a hospital, an animal hospital, child care centers, businesses, and police and fire academies.

IEPs set academic goals and transition goals to ensure students are accessing curriculum and are progressing towards exiting from their IEP. IEP's include transition goals in the areas of education, career, and executive functions.

The staff in the Career Center is working to meet with seniors to ensure they have enrolled for the FAFSA, provide workshops on how to complete the FAFSA, update any new
FAFSA initiatives and participate in the senior college day.
During senior college day/testing day all seniors fill out the FAFSA.

CCC Apply

Career Center Senior portfolios provide students an opportunity to receive scholarships from community businesses and organizations.  The portfolio includes an academic resume, personal statement, certificates and awards. The community businesses come to the Career Center and peruse through the portfolios and determine which students will be awarded with a scholarship.

The ASVAB test is offered during the school year to provide students an opportunity to verify their individual strengths and research various military and civilian career paths.

All Seniors at Carter High are instructed in CPR and receive their CPR license.

The Transition Partnership Program (TPP**)** course is run through our East Valley Selpa. It is currently only for seniors.

The program focuses on the following skills:
- filling out job applications
- completing a resume
- writing a letter of introduction
- requesting letters of recommendation
- career research
- college research
- career interest inventories
- job skills
- do's/don'ts of job behaviors
- appropriate apparel
- mock interviews
- budgeting
- 10 year plans
- learning style strategies
- positive work ethics
- attendance
- on the job difficulties

Students  have also completed a month long curriculum on Job Safety, toured San Bernardino Valley College, attended a college and career fair at Pomona Speedway, and attended a career fair at Colton-Redlands-Yucaipa ROP.

Presentations from guest speakers from Neighborhood Walmart, Center for Employment Training, and the Department of Rehabilitation.
The students were given an opportunity for 100 hours of paid work experience.

AVID students are expected to partake in 30 to 40 hours in Community Service.

Carter High School is an eligible school for the Valley-Bound Commitment Program at San Bernardino Community College. The program offers a free first year of college to local high school graduates entering college.

Upward Bound is a program offered at California State University, San Bernardino to help provide high school students with educational and personal support services that will increase high school graduation and college enrollment and persistence rates. The eligibility includes students who are identified as low income, potential first-generation students, and U.S. citizen or permanent resident. Upward Bound offers: academic tutoring, advice and assistance in course selection, assistance in preparing for college entrance exams, assistance in completing college admissions applications, guidance in scholarships and financial aid, financial and economic literacy, personal & leadership development, summer program, instruction in mathematics, lab science, foreign language, composition, and literature and visits to colleges and exposure to cultural events.

Junior and Senior students can register for classes from Valley College which meet at CHS and are taught by college instructors.  Students participate in these courses in order to gain college credit in classes such as Foreign Language and Music Appreciation.

# ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).**

## Summary (including comments about the critical learner needs)

Category B of the WASC document focuses on the standards-based student learning curriculum.

Carter High School participates in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards. Rigor is a core element to ensure college and career-readiness are outcomes for all Carter High School students. Carter High School's main focus is on professional development in AVID strategies, AP workshops, Linked Learning Convention, Capture Kids Hearts, PBIS, and JROTC. Additionally, all teachers use WICOR, AVID, and SLOS strategies in the classroom to ensure consistency of rigor throughout Carter's curriculums.

To ensure congruence between concepts and skills taught, Carter High School focuses on collaboration and professional development to establish a consistent approach to standards-based curriculum and implementation. Planned collaboration days provide time for necessary training on specific programs and strategies to foster our school wide focus on a strong alignment on college readiness and academic standards. The school-wide focus on curriculum and standard-based learning to enhance the college and career readiness of students includes, A-G compliance, CTE, increased AP support, PSAT and SAT workshops, and ASVAB administration.

Integration and alignment among academic and career technical disciplines is also a focus at Carter High School. Carter High School's English department adopted the StudySync textbook that aligns with social sciences and science standards. CER has helped develop a common thread of writing among all courses and departments.

CHS teachers have incorporated Schoolwide Learner Outcomes (SLOs) into their classroom curriculum, which staff can regularly review. SLOs focus on students becoming Effective Communicators, Critical Thinkers, Civic Responsible, Innovators, Collaborative Workers and College and Career Ready. Staff were provided a poster of the SLOs to display in their classroom along with magnetic magnets to place on whiteboards. Teachers can refer to the SLOs poster as a tool to incorporate meaningful instructional practices into lessons and projects. The SLOs aligned with our School mission (Communication, Critical Thinking, Civic Responsibility, Innovation, Collaboration) which focuses on student expectations. This will result in a more cohesive schoolwide focus and a clearer understanding among staff of school goals.

Teachers have rewritten old courses and created new courses to ensure that all courses meet the A-G requirements approved for UC. Counselors and teachers encourage students to be A-G compliant through transcript review and meetings with counselors. Students are made aware early on when selecting courses to select those that will prepare them for college. All students meet yearly with their counselor to ensure that they are completing the necessary courses to meet the A-G requirements. This is reinforced through our Career Center which provides necessary information for college and university admission.

Carter High School has provided online curriculum courses for credit recovery and supplemental support.  APEX is an online course resource for students to recover credits in classes.  Students are assigned support teachers from Carter to monitor and encourage success.   APEX classes are aligned with state standards.  ALEXS is designed to supplement the math classroom.  Students can work on assignments and their work is checked in real time for accuracy and correctness.  Carter math teachers use ALEKS for homework and in some cases, exams.

Carter High School articulates regularly with feeder schools, local colleges and universities, and technical schools. The ALPHA Scholars program takes highly motivated, high achieving students and places them in classes that will prepare them for

an elite college. Freshman Sneak Peek is a program that offers an opportunity for 8th grade students from feeder schools to visit Carter High School to see all academic, electives, clubs, and sports opportunities. In addition, Carter High School holds an annual Freshman Orientation to familiarize the incoming Freshman with the opportunities at Carter.

Additionally, CTE business partners in the community, local colleges, and various organization help students navigate the college process. The AVID program is also implemented at Carter High School to develop and guide students through high school toward their post high school college goals.

### B2(1) - Access to Curriculum Criterion; Variety of Programs -- Full Range of Choices

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals. For example, counselors and the Career Center meet with each student to develop and discuss their Four-Year Plan and A-G, discuss graduation, and other college/career prerequisites/requirements.  Other opportunities are offered throughout the year to support students in meeting their goals.

Teachers support students in the classroom by posting A-G readiness posters, participating in activities, such as College Week and other career readiness activities.  AP Courses are open to all students and the availability and variety of AP Courses have expanded. In addition, a variety of Pathway classes are available to provide students with a chance to explore possible career paths before and after graduation.

The Carter Career Center is another available resource. The Career Center host schedules guest speakers from colleges and career areas. The career center provides assistance in completing applications (FAFSA, College Entry, SAT, ACT) and obtaining work permits. Throughout the year, various schools and organizations visit Carter High

School and discuss different career paths, and the projected growth and the opportunities for advancement within careers.

Additionally, opportunities for students include: AVID, sports, the Alpha Scholar program, and visits to college campuses. This allows students the opportunities to explore various collegiate environments to assist them in making choices for their academic futures and encourages them to set reasonable goals on how to achieve them.

**B2(2) - Access to Curriculum Criterion; Accessibility of All Students to Curriculum**

Carter high school has additional online programs to ensure students have access to courses that meet the UC, A-G requirements. APEX is a rigorous online program that gives students an opportunity to retake A-G courses in a non-traditional setting to be A-G eligible. The teachers at Carter High School have made use of Google Classroom and Google Drive as a means of providing students access to college resources and curriculum for approved A-G courses

**Prioritize the strengths and areas for growth for Category B.**

## Category B: Standards-based Student Learning: Curriculum: Areas of Strength

Carter High School's curriculum has experienced many strengths over the past few years. The staff at Carter High School has worked hard to expose students to college and career readiness.  More students are now meeting the A-G standards are eligible to apply and attend college.

Exposure to college, through more CHS Career Center and strategic planned groups, students are being exposed to advanced education during and after school hours. An increased number of students are taking AP courses. As a result, the students are being exposed to more rigorous coursework which, in turn, makes them better prepared for post-secondary education. More students are also passing AP exams. When students have fallen short with their academic goals, Carter High School provides credit recovery classes through the APEX program. The APEX credit-recovery program allows students to complete courses online and receive A-G credit. Counselors meet with students to make and update 4 year academic plans to ensure students continually forecast their needs for credit recovery or more challenging academic curriculum. The counselors at Carter High School annually meet with students to design and update their four-year plans. Due to programs and efforts, the graduation rate has increased and continue increasing.

Carter High School provides additional resources to support academic development. Classrooms are equipped with 1:1 laptops or chrome books. Now that all departments have been provided with a computer cart, teachers are able to incorporate more technology in their daily instruction, as they simultaneously practice 21 Century skills. Carter offers a Learning Center for extra tutoring opportunities. The Learning Center provides additional academic support after school four day a week. Implementation of CER (Claim, Evidence, Reasoning) has steadily increased in all departments as shown by common academic vocabulary being observed more by both teachers and students. EL Reclassification and English Language Development has been a success at Carter

High School. In comparison to our sister schools, CHS has the highest reclassification rate.

## Category B: Standards-based Student Learning: Curriculum: Areas of Growth

The book studies were a great idea, but implementation could have been better. Items were discussed to improve instruction, but it was so sporadic. Course specific training on use of SLOs have focused on PBIS and the book studies. We could use more current educational research. CTE / Career readiness standards could or should be disseminated to the regular population so that all students are career ready not just college ready.

Online curriculum courses like APEX and ALEKS are definitely both online. Resources for credit recovery to supplement classroom coursework is checked in real time. Carter is focusing on collaboration and professional development to establish consistent standard based curriculum. All subjects / department use the CER strategy to improve writing responses for test preparation. This also ensures students are able to access the curriculum through writing.

The growth in curriculum to assist students in college and career readiness include A-G readiness and awareness with the opportunity to attend college fairs, presentations, college tours, and college night. The CTE program offers workability and are involved in the transition partnership program. The implementation of ERWC, honors, and AP classes allow students to access college level classes.

Students are able to make college connections. Carter sends students to visit an HBUC college fair and have host HBUC fairs. Students are able to attend college presentations at the career center. AVID, sports, and Alpha Scholar students receive the opportunity to visit colleges throughout the year. This process needs to continue to grow in order to reach more students.

Carter offers a rigorous and relevant curriculum. Access to Honors and AP classes has increased. Photography electives have been added. CTE classes meets A-G requirements. The construction classes have gone away and which is an area of growth.

There are a number of opportunities for parents, students, and teachers to make meaningful connections such as: AAPAC/DAAPAC parental involvement group for African American Parents, ELAC( English Learners Advisory Council), Carter High School's website, PeachJar, Parent Link, and each year students with an IEP/504 meets with their case carrier, teachers, parents, counselors and administrators.  Counselors hold A-G meetings with students. Synergy is a useful way for teachers, students, and parents to communicate academic progress. The Parent Resource Center regularly holds meetings with parents. A Parent Summit is held yearly at different high schools in the District. Parent-teacher conferences are available by teacher or parent request. An area of growth is to get a larger percentage of parents involved in the programs offered at Carter.

# Category C:  Standards-based Student Learning: Instruction

## C1. Challenging and Relevant Learning Experiences Criterion Results of Student Observations and Examining Work:

**C1.1. Indicator**: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.1. Prompt**: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

To achieve the academic standards, the college and career readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

| Findings | Supporting Evidence |
|---|---|
| Carter High School provides challenging curricula to serve our diverse student population. Within all departments there is a schoolwide expectation that students participate in standards-based instruction that is linked to schoolwide SLOs. <br><br> CHS provides students with opportunities to participate in rigorous programs on campus such as AP classes, Alpha Scholars, Honor classes, AVID, APEX, MESA, JROTC, and CTE pathways. <br><br> The most commonly used instructional strategies at CHS are: <ul><li>Think-pair-share</li><li>Focused notes</li><li>Collaborative groups</li><li>Collaborative study groups</li><li>Differentiated instruction</li><li>Direct instruction</li><li>Socratic seminars</li><li>Philosophical chairs</li><li>Graphic organizers</li><li>One-Pagers</li><li>Warm-ups and anticipatory sets</li><li>CER - Claim, Evidence, Reasoning</li><li>WICOR</li></ul> In all classes, there is an expectation that students are involved in high level critical thinking and academic discourse. Given the high population of ELLs, teachers routinely use SDAIE to teach | <ul><li>District Units of Study</li><li>District Pacing Guides</li><li>ESLO Poster and magnets for whiteboards</li><li>Professional Development Committee</li><li>Posted agendas, standards, objectives, DOK and WICOR via classroom observations</li><li>Lesson plans</li><li>Benchmark data</li><li>Walkthrough data</li><li>Assessments</li><li>Student work examples</li><li>504s and IEPs</li></ul> |

study skills, contextualize lessons, and tap into prior knowledge. SIOP strategies are used to scaffold student interaction, practice and application.

Teachers frequently check for student understanding to assess progress toward mastery of standards. Students routinely work in a variety of group settings. This provides the opportunity to work collaboratively with peers to engage in academic discourse as they solve problems and construct knowledge to deepen their understanding of the standards. Teachers routinely provide modifications and accommodations to make instructional content accessible to students with special needs as needed, such as graphic organizers, peer support and modified pacing.

**C1.1. Additional Online Instruction Prompt**: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

| Findings | Supporting Evidence |
|---|---|
| Pacing guides are reviewed during PLCs to guide instructional strategies and create CFAs for data analysis to assess student progress toward mastery.<br><br>Google classroom is utilized by most of the staff at CHS as the primary means of incorporating online instruction in their coursework. Most teachers use google classroom as an extension of their instruction beyond the classroom, resources for instruction, extended practice, and forums to host discussions or questions/answers.<br><br>The English department uses English I-Lit, StudySync, and Springboard using pacing guides to complete units of coursework. It provides assessments and benchmarks during the school year.<br><br>The English and math departments use the data obtained from the Interim Assessment Benchmarks (IAB's) and Interim Cumulative Assessments (ICA's) created by CAASPP to drive instruction and pacing throughout the year. By tracking student growth, they will reteach when necessary. Aleks is also utilized by the math department as a primary means of assessments targeting Claims 1 and 2 in CAASPP.<br><br>SDC is utilizing in some cases the effectiveness of I-ready to monitor their growth and provide differentiated lessons at their specific grade level. | • Online reports<br>• CAASPP<br>• SAT scores<br>• I-ready reports<br>• District assessments<br>• Google Classroom<br>• ALEKS<br>• Duolingo<br>• APEX |

| | |
|---|---|
| Introductory foreign language courses utilize Duolingo to complement instruction in classes.<br><br>APEX is an online credit recovery program. The number of students afforded the opportunity to graduate has increased with the implementation of APEX. | |

## Student Understanding of Learning Expectations

**C1.2. Indicator**: The students understand the standards/expected performance levels for each area of study.

**C1.2. Prompt**: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

| Findings | Supporting Evidence |
|---|---|
| Within all departments, teachers clearly explain the course objectives and expectations. All teachers provide students with a syllabus and curricular objectives to establish a precedent. Course content standards and objectives are addressed at the beginning of the year, before each unit, throughout the unit and/or prior to assessment.<br><br>At the beginning of instruction, performance expectations are clearly stated and reviewed via the posted agenda, learning objectives, language objectives, content standards, DOK level, WICOR objectives, and SLOs. Students are given the opportunity to include this information in their school-provided planners.<br><br>Teachers are regularly given opportunities to collaborate to decide on the standards students must master and how this mastery will be achieved. Teachers work to create common formative assessments used to analyze effectiveness of instruction. | • Posted standards and objectives<br>• Agenda<br>• DOK, WICOR objectives<br>• Student planners<br>• PLCs<br>• Lesson plans<br>• Student work<br>• Syllabus |

## Differentiation of Instruction

**C1.3. Indicator**: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

**C1.3. Prompt**: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

| Findings | Supporting Evidence |
|---|---|
| Differentiated instruction is used to address the diversity of student backgrounds and abilities. Across the curriculum, teachers are participating in PLCs to develop and use common assessments to monitor progress and determine the need for re-teaching. Teachers routinely make use of graphic organizers, sentence frames, realia, and modified lessons to make content accessible to all students.<br><br>Every classroom has laptops for students to access multimedia and technology across all academic subject areas. All students have their own district email address and Google Classroom accounts. Teachers use Google classroom to post, collect and grade assignments, as well as provide timely student feedback. Through the lens of multimedia and technology instruction, students are engaged in the learning process and have the ability to learn and review at their own pace through online resources like Khan Academy and teacher-created or provided online content.<br><br>Differentiated curriculum is used for all ability levels from moderate/severe special education students all the way through the AP programs. Teachers use a variety of group activities, rotational stations/centers, small group instruction, direct instruction, individual computer activities and videos. In addition, students are provided choice, individual and group projects based on language fluency and prior knowledge, and a variety of delivery formats. | <ul><li>PLC minutes</li><li>Lesson plans</li><li>Student work</li><li>Google classroom</li><li>MS Office</li><li>Quizlet</li><li>Quizizz</li><li>Kahoot</li><li>ALEKS</li><li>APEX</li><li>Step-Up</li><li>Google Docs</li><li>Google Slides</li><li>Khan Academy</li><li>Student laptops</li></ul> |

# C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

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**Online Programs: iNACOL Standard K: Instruction**: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

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**Indicators with Prompts**

## Current Knowledge

**C2.1. Indicator**: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**C2.1. Prompt**: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

| Findings | Supporting Evidence |
|---|---|
| CHS teachers facilitate learning by creating project-based activities that allow students to work in cooperative groups and collaborate on ideas to reach a common goal. Within these cooperative learning groups, students peer-edit, create charts, graphs, diagrams, and additional audio or visual materials and computer software to enhance their performance during debate, discussion or presentation. The goal is to help students take ownership of their learning. <br><br> CHS teachers also facilitate learning by modeling, scaffolding and supporting students' self-directed learning. Teachers support students by providing feedback, supplemental materials and facilitating study sessions for core subject material. These strategies are used to help students direct their learning by designing, documenting and presenting their independent projects and research. A growing dialogue between teachers and students, with the help of PBIS and our Wellness Center, is creating a supportive process that promotes respect, trust and knowledge. <br><br> Staff have access to multiple professional development opportunities, which include staff and department meetings with additional on and off-site opportunities. A PD committee was created in the 2018-2019 school year to address the immediate needs of staff. They conducted a survey to determine what strategies our teachers want training in and used that data to create a PD plan for the 2019-2020 school year. | <ul><li>Google Classroom</li><li>Lesson plans</li><li>Learning and language objectives</li><li>Student work</li><li>Online tools (Quizlet, Kahoot, etc.)</li><li>Teacher training provided by PE committee, administration, and/or district</li><li>Capturing Kids' Hearts training</li></ul> |

**C2.1. Additional Online Instruction Prompt**: *Evaluate how teacher technology competencies are assessed during online instruction.*

| Findings | Supporting Evidence |
|---|---|
| This does not apply to our school. | |

### Teachers as Coaches

**C2.2. Indicator**: Teachers facilitate learning as coaches to engage all students.

**C2.2. Prompt**: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

| Findings | Supporting Evidence |
|---|---|
| Carter High School teachers are committed to knowing their content area and using that knowledge to facilitate learning for all students. They set professional, school and student goals at the beginning of the year and then engage in progress monitoring of the goals to ensure success. Teachers continue in their professional development by attending conferences, workshops and participating in professional development. <br><br> Teachers at CHS use student projects, presentations and peer-editing to help facilitate student feedback. They also check for understanding through random student questioning, thumbs up, thumbs down and exit tickets. Teachers use student-led discussions and Socratic seminars to engage students and help them progress towards mastery of standards. Classroom presentations by students helps develop their verbal and listening skills as they process the learning of new material. Teachers also monitor students during instruction to do informal checks for understanding, which allows them to modify and scaffold instruction to meet learning needs of our students. <br><br> Among the best teaching tools is having students teach each other. Carter teachers give students opportunities to learn together, support each other in the learning process and engage in peer tutoring. Students have even participated in PD trainings on campus in order to train teachers in AVID tutorial strategies. | <ul><li>Collaboration minutes</li><li>Student work</li><li>PBIS</li><li>HERO points</li><li>Grade checks</li><li>Syllabus</li><li>Professional development participation</li></ul> |

## Examination of Student Work

**C2.3. Indicator**: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

**C2.3. Prompt**: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

| Findings | Supporting Evidence |
|---|---|
| CHS students are actively developing their critical thinking and investigation skills. Each department uses a variety of methods to ensure students are working at higher cognitive levels to extend learning opportunities. Across the school students demonstrate their acquired knowledge and skills through various means, such as focus notes. In these notes, students go back and revise notes taken within the classroom to increase their interaction with the content. Research papers demonstrate thinking and reasoning as students act individually to present their topics. Students also have opportunities for structured discourse through philosophical chairs and Socratic seminars where they read, annotate and create open-ended questions for class discussions.<br><br>Students are tasked with project-based learning (PBL) projects to demonstrate progress towards mastery of standards and to facilitate cooperative learning.<br><br>In the 2018-2019 school year Carter's focus has shifted to improving critical thinking through student writing and the process of CER to make a claim, support it with evidence, and provide reasoning to show how that evidence supports the claim. This writing strategy is used across all disciplines on campus. | • CER<br>• Lesson plans<br>• Lesson objectives/DOK<br>• CAASPP Results<br>• Performance Task Data<br>• Student notebooks<br>• Student work |

**C2.3. Additional Online Instruction Prompt**: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

| Findings | Supporting Evidence |
|---|---|
| Carter High School has computers for all students in each classroom. Students have access to Google Suite to complete assignments and assessments. Teachers have set up Google Classroom to assign work and can provide direct electronic feedback to students on their work. | • Google Classroom<br>• Synergy<br>• Student Google Drive |

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| CHS teachers, students and parents have access to Synergy to monitor student progress, to submit work and to communicate through StudentVue and ParentVue. | |

**C2.4. Indicator**: Students demonstrate higher level thinking and problemsolving skills within a variety of instructional settings.

**C2.4. Prompt**: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

| Findings | Supporting Evidence |
|---|---|
| Carter's school-wide focus is writing to improve critical thinking in the form of CER to make a claim, support it with evidence, and provide reasoning to show how that evidence supports the claim. Students are provided with graphic organizers to provide support for student success. Across the board, students are improving their writing skills and their understanding of writing expectations.<br><br>Students are using AVID strategies, including Socratic seminars to support students' ability to successfully communicate in peer groups and to facilitate collaboration in a structured manner to share their ideas linguistically. Students have the opportunity to present and extend their ideas in a safe, supportive arena. There is also a focus on WICOR school-wide to maintain the focus on writing and collaboration<br><br>Project based learning lessons demonstrate student investigation of real-world problems and issues that require analysis and research of both global and local community resources. Right now, teachers are creating and implementing PBL lessons individually. | • Lesson plans<br>• Student work<br>• Agenda/DOK |

**C2.5. Indicator**: Students use technology to support their learning.

**C2.5. Prompt**: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| Carter High School students use technology to support their learning. All students are provided with access to Google Classroom to complete coursework. Teachers use Google Classroom to post assignments to which students are able to | • APEX<br>• student work<br>• ALEKS<br>• Google |

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|---|---|
| turn in their work.<br><br>Math students use ALEKS, which is an individualized pathway to support students' progress. Students also have access to Desmos, an online graphing tool for graphing analysis.<br><br>Carter students can recover credits in A-G approved courses through APEX, which is an online independent study program.<br><br>Kahoot, Quizizz, Flipgrid, and Quizlet are just a few technological interactive options to engage students<br><br>StudentVue allows students to track their grades and dialogue with teachers.<br><br>MESA class is using computer programming software to program their robots and engineering designs on autocad. As well as constructing various designs to compete at the state and local competitions. Science courses use a variety of software, simulations, probeware, live cams to name a few to demonstrate and assist them in achieving the academic standards. | Classroom<br>● Google Suite<br>● Kahoot<br>● Quizlet<br>● Quizizz<br>● Flipgrid<br>● Desmos<br>● CAASPP<br>● StudentVue<br>● Code.org<br>● Phet lab simulations |

**C2.6. Indicator**: Students use a variety of materials and resources beyond the textbook.

**C2.6. Prompt**: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

| Findings | Supporting Evidence |
|---|---|
| All classrooms have laptops available for students and access to the internet<br><br>Google Classroom is used to either provide electronic copies of source material or to be used as a gateway to access this material. G-Suite resources give students the ability to search journal and article databases for research purposes and to collaborate with each other and their teachers in real time.<br><br>Our school-wide focus on writing through CER is a vehicle to engage students with original source material and current events to analyze and develop a logical argument in which they make a claim, support it with evidence, and explain their reasoning. | ● Google Classroom<br>● G - Suite<br>● Student laptops<br>● Khan Academy<br>● Youtube |

Khan Academy is an alternative resource that provides intro videos to the lesson that is being taught. CHS students are provided with online and hardcover textbooks to support them both within the classroom and at home. Online textbooks provide students with extra resources.

## Real World Experiences

**C2.7. Indicator**: All students have access to and are engaged in career preparation activities.

**C2.7. Prompt**: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

| Findings | Supporting Evidence |
|---|---|
| Carter High School students have access to and are engaged in career preparation activities. Career fairs are provided to CHS students to support their career interests. At the career fairs, students get to explore the available options. ASVAB is a career preparation assessment that students can take to determine their career pathway.<br><br>Career Technical Education (CTE) includes classes such as computer design, and video production. There is a video production studio on campus. Recently, a medical pathway was added to the CTE department. The medical classrooms include a replica of a doctor's office and a pharmacy.<br><br>The Internship class gives students the opportunity to obtain work experience by job shadowing or volunteering on campus as well as at different worksites.<br><br>In the Career Center, students are able to research college and career information, including college application process, tuition rates, and class requirements. They have access to computers to research careers including salary, educational requirements, and availability.<br><br>People that are currently in the field are invited as guest speakers. They share personal experiences and answer questions pertaining to the requirements, training, and schooling needed for that specific career. A representative from a local trade school is also a common guest speaker. They | ● CTE medical pathway<br>● Doctor's Office Replica classroom<br>● Pharmacy classroom<br>● video production studio<br>● Internship - Workability program<br>● ASVAB<br>● Career Day<br>● Career center<br>● JROTC<br>● Work Permits<br>● ASB |

provide students with information about trade schools and the programs they offer.

Students have access to and are engaged in career preparation activities such as summer research at Cal State through Upward Bound, ASB participation in school board meetings, and AVID.

On campus, students have support groups and clubs to assist with improving skills, work ethic, and social and cultural awareness.

**C2.7. Additional Online Instruction Prompt**: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

| Findings | Supporting Evidence |
|---|---|
| Career and Technical Education courses on campus align industry standards with online instruction for a variety of digital design and communications outlets, including training experiences with business and community partners.<br><br>Our Special Education program provides students with opportunities to apply their leadership skills in the community with employment through the workability program. Transition plans are implemented through SELPA and the IEP process to ensure access to real world applications for our students with disabilities. | <ul><li>Google Classroom</li><li>AP CSP - Explore and Create Projects</li><li>CER</li><li>Heightened Career Awareness</li><li>Increased Community Involvement</li><li>IEP</li></ul> |

## ACS WASC Category C Standards-based Student Learning: Instruction:  Summary, Strengths, and Growth Needs

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).**

### Summary (including comments about the critical learner needs)

Carter High School students are involved in challenging and relevant work in the classroom. Students participate in AP, Alpha Scholars and Honors classes, career pathways, linked learning, and various electives to prepare them for their future. The delivery method of the curriculum is differentiated and aligned to meet the needs of all learners including ELL, SPED, RTI, and advanced learners. After analyzing data, CHS has determined that its students have deficits in their communication of reasoning. Therefore, CHS has created a school wide instructional focus that targets the needs of all of its learners through the implementation of CER to make a claim, support it with evidence, and an explanation of the reasoning that connects that evidence to the claim. This is implemented in almost every classroom to support student learning and create campus wide synergy. Students will demonstrate with CER that they can apply acquired knowledge and skills at high cognitive levels with the emphasis on developing a logical written argument.

Teachers at CHS are using a plethora of strategies, manipulatives, digital applications and assignments to differentiate instruction to positively impact student learning relative to content standards. Teachers act as coaches to facilitate learning by creating project-based activities that allow students to work in cooperative groups and strive towards a common goal.

CHS provides students access to laptops in almost all classrooms. Teachers assign research, assignments, and assessments using digital platforms for students to access using these computers. Students at CHS use Focused Notes, WICOR, and project-based activities to help facilitate real-world learning. CTE Medical Pathway allows students to have the opportunity to explore the real-world impacts of the medical field. CHS's AP program is filled with opportunities for all students to acquire college credit through passage of the AP exam.

Instruction is driven through the use of Common Core State Standards or Next Generation Science Standards by all teachers focusing on maintaining a rigorous, engaging, learning environment, DOK, RTI strategies, and Costa's Levels of Thinking with targeted outcomes. Our goal is to have CER implemented in all classrooms by all teachers and is measured using the common rubric aligned to CAASPP. This is a goal that we are aspiring to achieve by the end of 2019-2020 school year. Critical student learning needs are met by differentiating instruction to promote higher-level thinking skills throughout all classrooms to reach all students.

**Prioritize the strengths and areas for growth for Category C.**

## Category C: Standards-based Student Learning: Instruction: Areas of Strength

Areas of Strengths include:

- CHS has a new teacher mentoring program called Carter 101 that provides newly hired teachers with the opportunity to become acclimated to the school culture and schoolwide expectations while obtaining tools and support in increasing instruction and academic rigor.

- CHS has committed to a school-wide instructional focus utilizing CER to develop written logical arguments.

- CHS is embracing and using technology by providing laptop carts in all classrooms. There is also a wide variety of technology and programs offered as well as tools for the classroom which provides support for students at an individual level as well as for teachers' in classroom support.

- CHS is an AVID school. CHS focuses on everyday lesson plans centered around WICOR strategies. This includes Focused Note-Taking, one-pagers, student collaboration and the use of grade checks. WICOR strategies are utilized to increase rigor, student engagement and critical thinking.

- CHS is expanding its AP program to afford the opportunity and support to as many AP students as possible. CHS and the school district is currently waiving the fee for all students to have access to the AP exam and providing students the opportunity to earn college credits.

- Career and Technical Education courses on campus align industry standards with online instruction for a variety of digital design and communications outlets, including training experiences with business and community partners.

## Category C: Standards-based Student Learning: Instruction: Areas of Growth

Areas of Growth include:

- Consistency among our school wide instructional focus of CER. CER is new to our teachers and their level of comfort with this process is a focus of development.
- Evaluate intervention programs currently in use and extend learning opportunities to more students.
- Consistency of engagement strategies through the use of targeted lesson plans that address all students' needs and measure individual student learning goals.
- Expand our work experience program so that students have more opportunities to gain real world experiences through shadowing, apprenticeship and community projects.
- Expand our CTE pathways to include other professions to allow students to have additional opportunities over their future careers.

# Category D: Standards-based Student Learning: Assessment and Accountability

**Based on the criteria in each category:**

1. Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.
2. Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.

**Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.**

3. Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)

**Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.**

4. The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.

**At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs**

**Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).**

## D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

**Indicators with Prompts**

## Professionally Acceptable Assessment Process

**D1.1. Indicator**: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

**D1.1. Prompt**: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| There are many different assessment processes and resources used at Carter High School to gauge our students' progress in meeting the Common Core standards so that we can better serve our students. Some resources are more beneficial than others as there are a few that are simply required by our district for their data gathering purposes. Even so, any and all data that we | <ul><li>Program data</li><li>Illuminate data</li><li>I-Ready</li><li>Saturday class attendance</li><li>PSAT data</li><li>SAT data</li></ul> |

| | |
|---|---|
| can collect about our students helps teachers to more specifically target our students' needs.<br><br>**Illuminate** is an online database to which Carter Teachers upload scores from student assessments from PLCs, the district and individual teachers. It helps staff to identify standards and skills in which students need improvement. Illuminate will also disaggregate the data for ethnic groups, socioeconomic status, and students with disabilities, so teachers and administrators can target needs as specifically as possible. It is also used to create and upload district, department, and individual assessments. All staff have access to Illuminate from prior years; teachers can identify trends and use that information to reflect upon their teaching practices. The data gathered from Illuminate helps teachers to develop evidence-based lesson plans to drive instruction.<br><br>**I-Ready** is a diagnostic platform that identifies reading and math levels for students that need intervention. This assessment evaluates students' vocabulary, reading, information text, reading literature, and math skills. The data is used for progress growth monitoring and instructors may assign up to nine lessons with individual reading and math levels. The data is used to guide instructional groups. We have used I-Ready in the past for a 9th grade English support class, but we no longer have that class available as of 2019-2020. It is now used by the Special Education department.<br><br>**The California Assessment of Student Performance and Progress (CAASPP)** system assesses English Language Arts and math and includes the alternate assessments for English Language Arts, math, and science, and assesses Spanish as well. At the district level, the data from the CAASPP from The CAASPP is also used for reclassification of English Learners. CAASPP results are presented to the entire staff in a schoolwide staff meeting so that everyone is informed about our progress in math and English.  This data has been instrumental in the implementation of a schoolwide writing program so that every discipline has a stake in student progress. The data is used in a more focused effort to determine gaps and address areas of need in math and English so that each math and ELA PLC can develop appropriate CFAs at each grade level/content level. | ● ALEKS data<br>● ACT Field Test data |

**CFAs (Common Formative Assessments)** that we [teachers] create during our Professional Learning Communities are based on data and target a specific area of need for our students. The CFAs are cyclical: teachers identify a skill or concept from the standards that we want our students to master, and after teaching to the standard, we assess student learning with a CFA to determine student progress and develop RtI lessons if necessary. This year (2019-20), the CFA process is not just in math and English, but science and social studies have developed CFAs specifically addressing our writing program (CER) to assess how students are progressing in these disciplines as measured by their ability to respond in a short, constructed response.

Carter High School offers **SAT prep courses** for Math and English to help prepare students for the SAT. The course consists of preparation for the multiple choice section and the essay portions. These sessions are split between two separate days. The prep course takes place during Saturday sessions in the Fall for seniors and in the Spring for juniors. The SAT is administered to all juniors during the school day in the Spring, free of charge.

The **PSAT** is a preliminary SAT that serves as practice for the SAT. The PSAT is administered to all sophomores and juniors during the school day in the Fall for no charge to the students. We have had AVID Freshmen and students taking 9th grade Honors English take the official PSAT in the past few years, but this year they took an abridged version of the practice PSAT on pencil and paper instead to expose them to the test. The PSAT data is used as a predictor for student success in AP classes, as a recruiting tool, and as a placement tool. ELA 10 and 11 teachers (and ELA 9 in the past) help students to analyze their PSAT data after results are given to the site in December in order to focus student improvement goals for the SAT the following year.

**ALEKS** is used as a remediation tool to help catch up select students. It provides remediation in the form of step by step examples and definitions to aid special education students. ALEKS is aligned with the common core state standards. ALEKS data helps shape the goals and supports on IEPs. All math teachers use ALEKS as an assessment and assignment resource and to effectively target and identify gaps in learning and then to help drive

instruction.

**ACT Field Test -** Alternating years, (every other) select ELA classes (Honors 10th and College Prep 11th) administer the ACT during the school day test as a field test for ACT in the Fall. This allows us to receive ACT data for those select students to inform students about their progress toward college enrollment goals. We get the data back later in the Spring, and often this data is too late to provide any immediate data for intervention for those students who took the test.

Through **IEP Testing**, the Special Education department collects data via multiple testing protocols. This includes initial PsychoEducational testing, annual and triennial Woodcock-Johnson, Brigance, and SANDI assessments. Additionally, IEP teams, consisting of students, parents, educators, service providers, and administors, create individualized goals which are assessed on a quarterly or semester, and yearly basis. Goals are created and modified based on student progress a minimum of once yearly.

All students have universal access to AP courses and **AP Testing**. The aim of AP courses is to prepare students for AP exams, which can grant students college credit if passed. Carter students take a variety of AP courses to prep. for various exams. Carter High School offers 19 different AP courses and exams. We also have students who challenge AP tests even though they did not take the class. Either way, the district pays for each and every AP test taken. Saturday prep sessions are regularly offered for various AP classes and exams. The program has doubled in size over the past four years.

Teachers use detailed test results released by AP Central to identify specific areas needing improvement. This year (2019-20), we have ordered the written portion of the tests in each subject that can be returned to us so that teachers can identify strengths and weaknesses in last year's students to inform and target gaps in learning.

**English Learner's Proficiency Assessment of California (ELPAC)**, is used to measure academic reading, writing, speaking, and understanding skills of English Learners in the English language. Assessment

data is used to plan for intervention classes for students that test into EL levels 1,2, or 3. This assessment is also used for the reclassification of English Learner students alongside district imposed criteria. District imposed criteria includes passing ELA and math courses with a grade of C or better, evaluate as "met standards" or "above standards" in SBAC, or score proficient in the ELA common assessments.

Knowing our students' levels allows us to better focus our instructional strategies when imparting information to our students in the classroom.

The **District Benchmark** is a grade-level, standards-based, essay prompt that is distributed by the district and given by the English department. District benchmarks give usable data to teachers and are used as part of the reclassification process for English Learners.

## Monitoring and Reporting Student Progress

**D1.2. Indicator**: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**D1.2. Prompt**: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| At Carter we strive to keep all stakeholders involved in disseminating as much information as possible to students, parents, teachers and staff. We use an array of methods to accomplish this vital task.<br><br>Teachers and district agents enter data on **Illuminate** that teachers can use to inform their instruction. Illuminate is a very effective communication and understanding tool for teachers, students, and district stakeholders. Assessment scores can be readily sorted and shared with all of the above-listed stakeholders, even with scaled parameters implemented.<br><br>**I-Ready** is a mildly effective communication tool between district stakeholders and site teachers. IReady is also a mildly effective communication tool to communicate students' success to parents and students as teachers | <ul><li>Meeting Minutes/Sign in Sheets</li><li>Illuminate reports</li><li>I-Ready reports</li><li>IEP Minutes/Comments Page</li><li>PTC Calendar Invites</li><li>Parent Vue</li><li>Report Cards/Progress Reports Printouts</li><li>4-Year Plan Copy</li><li>Transcript Sign in Sheets</li></ul> |

may disseminate scores as appropriate. It is mildly effective because it measures knowledge up through 12th grade, but only offers materials to help students through 8th grade. No automatic communication mechanism is used for iReady. Testing of 9th grade students was required by the district for data purposes, but we did not have to administer the test during the 2019-2020 school year because we have not seen this as a useful data collection tool. For the 2018-19 year, we purchased licenses for SDC classes to use for diagnostics and intervention. One SDC class used on a regular basis for ELA and math. For the 2019-20 year, we are in the process of purchasing this set of licenses again for the same purposes.

**IEP meetings** are conducted a minimum of once yearly to review and communicate student success, progress, and needs to parents, educators, and students. IEP meetings are an in-depth, effective school-to-home communication tool. Parents are reminded of their parental rights and district responsibilities regarding the educational needs of the student. Parents, educators, and students work together to discuss student strengths, determine needs, and recommend supports and strategies to foster individualized student success.

**PTCs (Parent/Teacher Conferences)** are an effective communication tool for students, parents, teachers, and counselors and help to create a partnership between school staff and parents. They provide a focused opportunity to discuss progress and achievements of individual students and possible avenues for remediation.

**ParentVUE** and **StudentVUE** are very effective tools for communicating current grades to individual students. Parents and students have immediate online access to grade reports, attendance, credits, and teacher communications.

**Report cards/Progress Reports** are an effective communication tool that informs parents and/or guardians of their student's academic progress. Report cards are the paper version for parents who choose not to access ParentVUE. Report cards list student grades, credits, attendance, and teacher comments and usually act as a catalyst for a PTC so that a plan can be put in

place to assist and/or perpetuate the student's academic success.

Counselors meet annually with students on their caseload to design a **Four-Year Plan** which outlines their academic path and to check their progress.

**Transcripts** are an official record of the student's academic achievements that also contain the student's standardized scores. Transcripts communicate to students, parents, counselors, and teachers the credits earned and student progress. Transcripts allow us to determine if students are A-G eligible and are on the path to graduate. Every year counselors have involved teachers and students in the process when making four-year plans and course requests. Transcripts also help us determine interventions specifically to school placement. In addition, transcripts reflect students' GPA and Cal Grant Eligibility.

**Intervention Parent Meetings** are a partnership between counselors, teachers, parents, and students (administration may also be involved) that are designed to help struggling students address issues. The goal of the partnership is to identify any issues that are impeding the student's success and to develop possible solutions to the issues.

The **AP Summit** is an annual summit that introduces students to the expectations and rigor of an AP course. It allows students and parents to interact with AP teachers in a low stress environment. The purpose of the summit is to communicate to parents and students the expectations of AP classes. Former AP students communicate to future AP students about their experiences and share tips on how to be successful in AP Classes. Teachers provide the summer project information that is required to be in AP classes. This summit provides an opportunity for AP candidates to ask questions about the AP classes, and to get to know the AP teachers.

## Monitoring of Student Growth

**D1.3. Indicator**: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

**D1.3. Prompt**: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

| Findings | Supporting Evidence |
|---|---|
| Carter has several systems in place to identify and monitor student growth and progress toward meeting the California State Standards, which includes College and Career-readiness standards. While some of these systems are used to determine students' grades (e.g., CFAs), others have the purpose of assessing growth and collecting data without being attached to student grades (e.g., district benchmarks, PSAT results), and still other systems are in place to monitor and hold students accountable (e.g., AVID grade checks, transcript audits). <br><br> **CFAs/Illuminate Reports** <br> Departments and PLCs within the departments create common formative assessments (CFA) which are used to assess a particular set of skills that are selected by the PLC.  The results from the assessment are uploaded to Illuminate, a data bank, so that the PLC may analyze and evaluate the data to make informed decisions. <br><br> **AVID Program/Grade Checks/AVID Probation Files** <br> The AVID program institutes biweekly grade checks to monitor academic progress.  Students who fall below the set benchmark are given multiple structures of support to raise their grades. If students fail to raise their grade(s), they are set on probation in which the AVID teacher, academic teacher and parent form a partnership to help support the student. <br><br> **District Benchmarks/Illuminate Reports** <br> The district mandates specific assessments throughout the year to assess academic growth.  These assessments are uploaded into Illuminate where district personnel and teachers have access to the results. <br><br> **Transcript Audit** <br> Counselors review the transcripts of the students on their caseload at least quarterly to ensure that they are on | • Illuminate Reports <br> • Grade Checks <br> • Transcript Audit Report <br> • TES Reports <br> • Grade Checks <br> • AVID Probation Files <br> • PSAT Result Overview |

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| track to meet all the graduation requirements and A-G requirements. Students are called in as needed, especially Seniors, to review transcripts and their progress towards their goals.<br><br>Since the 2017-2018 school year, Carter has contracted with a company called Transcription Evaluation Service (TES) to evaluate students' transcripts to identify students who are almost A-G eligible so that counselors can place them in the appropriate classes to get them to A-G eligibility. This is just one of many strategies that has aided in our students' jump in A-G eligibility from 47.5% in 2017-2018 to 60.8% in 2018-2019.<br><br>**PSAT Results Overview**<br>All Sophomores and Juniors take the PSAT during college kick-off week in October. When the results are released, the students are shown in class how to read the PSAT results and are guided through the process of linking their Collegeboard account to Khan Academy so they may receive targeted SAT practice. | |

**D1.3. Additional Online Instruction Prompts**: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

*Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.*

*Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.*

| Findings | Supporting Evidence |
|---|---|
| With the increasing focus on students using technology, teachers have had to learn to be one step ahead of the students. Using tools like **Google Classroom** and **Turnitin.com** have been helpful to teachers in this endeavor. Google Classroom now has the capability to lock students out of other websites when quizzes are being administered, but not all teachers may be up to speed with these changes. This capability does only exist on Chromebooks, and, unfortunately, most of our student laptops are Windows-based. There are other ways that teachers can create quizzes on Google though that can help ensure testing integrity within the classroom. Teachers can also circulate the room during testing to monitor the students more carefully during the | ● Google Classroom<br>● Turnitin.com |

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| testing process.<br><br>We only had Turnitin.com for one year. It was a wonderful tool, and was fairly easy to use, but it was too expensive to continue the contract at the site level. The teachers who did use the program found it to be highly beneficial in both time saved and feedback available to students. Although time consuming, teachers can continue to search copied and pasted text on Google to determine whether plagiarism has occurred. | |

## D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

> **Online Programs: iNACOL Standard L: Assessment of Student Performance**: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

**Indicators with Prompts**

### Appropriate Assessment Strategies

**D2.1. Indicator**: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

**D2.1. Prompt**: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

| Findings | Supporting Evidence |
|---|---|
| Carter High School teachers use a variety of formative and summative assessment strategies on a regular basis (some daily) to measure and evaluate students' mastery of content standards.  The formative strategies are useful in creating RTI opportunities as well as teaching practices to improve student learning.<br><br>**Formative strategies** are strategies used by teachers to continuously assess growth throughout the instructional process. These strategies can include common assessments that are used to monitor progress, teachers checking for understanding by creating opportunities for strategies to be implemented such as think, pair, share, reciprocal teaching, jigsaw activities and the like. These peer-focused strategies are effective as they decrease student affective filters; thus, students are open to taking risks and exploring more creative | <ul><li>Illuminate Data</li><li>PLC minutes</li><li>Teachers use a variety of formative strategies to daily assess student learning. The strategies include: exit tickets, short online quizzes, teacher questioning techniques, etc.</li><li>Common Formative Assessments</li></ul> |

responses leading to higher depth of knowledge (DOK) attainment.

**Common Formative Assessments (CFAs)** are created by teachers of the same subject matter. The team administers the CFA to their students and compare data to assess the effectiveness of the instruction. These assessments are usually created during PLC time. Teachers effectively use common formative assessments to compare student learning and instructional practices. Teachers assess the student work and determine necessary interventions to address shortcomings and successes. Teachers input the data in Illuminate.

**Summative strategies** include giving common assessments, performance tasks, SBAC, summative projects, LPAC. These strategies allow teachers to determine mastery of content standards.

Professional learning communities **(PLCs)** are assemblies of grade-level teachers to meet regularly and work collaboratively as a means of improving teaching skills and the academic performance of students. PLCs are effective because they allow teachers to compare results and share best practices in order to modify instruction to guide RTI.

In English, **I-Ready** is a summative assessment that measures reading comprehension levels, evaluates vocabulary, and informational texts and literature. In math, it is used as a diagnostic adaptive test that measures students' understanding of mathematical concepts. In both instances, it serves as a diagnostic.

**Brigance**

This test is given to special education students to monitor their academic achievement throughout the school year. This is a tool that's given once a year to help determine the difference between achievement and ability. It assesses reading, written language, decoding skills, math skills, etc.

**Woodcock Johnson IV**

This test is given to special education students to

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| monitor their academic achievement throughout the school year. This is a tool that's given once a year to help determine the difference between achievement and ability. It assesses reading, written language, decoding skills, math skills, etc. This test will be given every 3 years in the future so students will not be able to memorize questions, allowing it to be a more effective assessment. This can also be given to regular education students to determine eligibility for special education services. | |

**D2.1. Additional Online Instruction Prompts**: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| As we have just recently (within the past 2-3 years) equipped each classroom with a laptop cart, the use of technology is new to many teachers on campus. Some are quite adept at incorporating technology, while others are learning how to do so.<br><br>Teachers utilize online platforms, including Kahoot, ALEKS, Google Classroom, teacher-created Google forms, Quizlet, and others to engage and assess student academic knowledge using technology, visuals, sound and interactivity. These allow for immediate assessment feedback to the teacher and students.<br><br>Students utilize creative platforms such as FlipGrid to produce evidence of their comprehension of academic content and mastery of standards. By creating original content related to curriculum objectives, students experience higher retention of knowledge and have ownership of their learning. | ● Teachers use Google Forms to immediately assess student learning. Students also receive immediate feedback about their answers. |

## Demonstration of Student Achievement

**D2.2. Indicator**: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

**D2.2. Prompt**: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

| Findings | Supporting Evidence |
|---|---|
| Teachers individually and collectively gather, analyze and use results from formative and summative assessments to develop RtI, modify instructional and curricular approaches.<br><br>Teachers use **Common Formative Assessments (CFAs)** to analyze student learning. After entering results in Illuminate, teachers in PLCs compare and assess the student work and determine necessary interventions to address shortcomings and successes.<br><br>**Illuminate** is an effective tool utilized by teachers to administer district benchmarks (ELA only), share common assessments and collect data, which is then accessible to teachers at the site and at the district level. Assessment results are analyzed in PLCs for data and may be disaggregated at the teacher, period and student level as a means of helping teachers determine if and when RtI needs to be implemented.<br><br>**ALEKS** effectively adapts to student needs based upon initial diagnostic results. It allows students to work at their own pace as well as review and reassess concepts as needed in a timely manner because it gives immediate feedback to both students and teachers. The ability to create individualized assignments and assessments is also a useful tool for students to keep up with learning even after absences.<br><br>**i-Ready**, a resource implemented by the district in 2017, is a diagnostic assessment designed for K-8 students for math and English. Our teachers determined it was ineffective for mainstream 10-12 education but was effective to assess student learning gaps in math and English intervention classes and for incoming freshmen to determine mastery of K-8 standards. IABs (Interim Assessment Block) are now used in grades 9-12 as a more effective means for identifying gaps in learning and predicting CAASPP success in math and English. At the | ● CFAs<br>● Illuminate data<br>● ALEKS data<br>● iReady data<br>● IAB/ICA results<br>● CAASPP Reports<br>● AP results/Planning Reports |

high school level, i-Ready is no longer used as a data collection tool in general education classes as of the 2019-2020 school year because the assessment is not designed for high school students (it is a K-8 product), and therefore does not provide useful data. Last year, SDC teachers requested access to iReady for diagnostic and intervention purposes, so this is a tool some SDC teachers continue to use.

**IABs** and **ICAs** are effective practice tools for the CAASPP as they allow students to get a preview of the type of questions they will see and what a CAASPP testing session will be like. Teachers are able to access and analyze student results and share them with students in order to determine which concepts have been mastered and which may need to be revisited before the actual CAASPP. IABs and ICAs can be taken more than once throughout the year to monitor student progress.

The primary purpose of the **CAASPP** assessment is to assist teachers, administrators, students, and parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types. The results that are available at the end of each school year inform math and ELA teachers at the beginning of the following school year so that they can respond to student needs.

AP teachers use **AP exam results and Planning Reports** to see patterns of student success/needs in order to address and adjust the layout, focus, and instruction of the course. This process allows for better organization of the material, improves time management, and ultimately improves results and scores as students will be better prepared as evident in the steady improvement of CHS AP scores.

## Student Feedback

**D2.3. Indicator**: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt**: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

| Findings | Supporting Evidence |
|---|---|
| The **Preliminary Scholastic Assessment Test (PSAT)**, results are available in December after the school day administration to all 10th and 11th grade students in October.  We have created a PowerPoint lesson for ELA 10 and 11 classes so that when teachers distribute individual student score reports, they can help students understand their performance and to sync their results with Khan Academy so that students have the opportunity to improve their performance when they take the actual SAT. <br><br> Each semester, teachers meet individually with their struggling **RFEP** EL students. At these meetings, teachers and students discuss and sign an agreement for what steps the teacher and student will do to improve student success. <br><br> Teachers use **syllabi** to comprehensively describe the foundational expectations of the courses. Most teachers require students to have parents sign the syllabi as a way to ensure understanding of expected learning outcomes as well as classroom behaviors. <br><br> The **PBIS** team offers quarterly lessons, trainings and classroom observations to help with the integration of the positive behavior expectations for the classroom and the campus as a whole. Teachers have posters in their rooms, and there are weekly video announcements which remind students of the strategies. <br><br> Students earn **HERO program** points from teachers and other staff members for positive behavior.  This system allows students to keep track of their points and then monitor their own behavior. <br><br> **504 plans** help ensure success for students who require | • PSAT result <br> • RFEP monitoring <br> • Class syllabi <br> • PBIS <br> • HERO <br> • 504/IEP meetings <br> • Student/counselor meetings <br> • A-G lessons <br> • Graduation/4-year plans <br> • AP Summit <br> • College Fairs <br> • Career Center presentations <br> • Synergy/StudentVue |

modifications or accommodations in the classroom. Students are invited to participate in meetings to share their progress and goals for the current and upcoming school year, and life after high school. Transition to life after high school, including educational goals, career goals and life goals are created with the input of trusted stakeholders.

**IEP plans** are used to monitor special education student academic performance and social-emotional needs. It requires teachers to use the proper accommodations to help grow the students to be successful for college, career, and life. Students interact regularly with their case carrier to ensure student goals are met and student needs are identified. Students frequently use case carriers as a resource and support for difficult situations, as well as conversations with teachers and/or parents.

Since 2018, we have started the year with lessons about **A-G requirements** on the first day of school so that students can interact with transcripts to ask questions and understand graduation requirements. Additionally, teachers and counselors annually review the requirements for students to be prepared to graduate from high school with appropriate courses which will allow them to apply to competitive colleges.

**Graduation Requirements**

Counselors at Carter High meet one-on-one with every student to discuss/update and students' four-year plan. This practice is continuously increasing the graduation rate as well as making sure more students are meeting A-G requirements.

The **AP Summit**, an annual conference, informs students and parents of the expectations and demands of advanced placement courses. Students have the opportunity to ask questions of a panel of former AP students / CHS alumni. Over 900 students and parents attended the inaugural year (2018), and in 2019, over 350 students and parents attended. Not as many students needed to attend in year two because they had attended the first year.

Students are given the opportunity to attend **college fairs** through school-wide programs like AVID and the

Alpha Scholars Program. The RUSD also puts on an annual college fair where they invite other schools to participate. These are excellent opportunities for students to ask questions of various institutions to better understand post-secondary expectations. Students also participate in college visits that vary from a single-day visit to a three-day trip.

Representatives from various institutions offer presentations in the **Career Center** to give students opportunities to learn about possible avenues to follow after high school, including the military, community colleges, four-year colleges, and trade schools.

**Synergy/StudentVUE/ParentVue** are online programs that allow students to access their grades for every class. It gives students access to the overall grade in all classes as well as grades on individual assignments. It allows students and parents access to specific and detailed progress information, and allows direct communication between teachers, students, and parents.

Students have been introduced to the newly adopted SLOs throughout the 19-20 school year. Teachers are using the SLOs and relating them to the content and the standards. Every time teachers finish their units of study, an SLO component has to be included in their end of the unit/chapter CER in order to check for SLO content comprehension.

## D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

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**Online Programs: iNACOL Standard R: Program Evaluation**: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

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**Online Programs: iNACOL Standard S: Program Improvement**: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

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**Indicators with Prompts**

## Schoolwide Assessment and Monitoring Process

**D3.1. Indicator**: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

**D3.1. Prompt**: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

| Findings | Supporting Evidence |
|---|---|
| **Parent-teacher conferences (PTCs)** as scheduled by the counseling office allow for parents/guardians to communicate in person with their students' teachers and seek solutions to classroom issues that have emerged.<br><br>**Parent Institute for Quality Education (PIQE)**, is a non-profit, community-based organization that has graduated parents from their Parent Engagement in Education. To remove impediments to parent attendance, Carter provides a safe place for their young children as well during the workshops.<br><br>**School Site Council (SSC)** is an effective means of gathering parents, students, teachers, support staff, and administrators to evaluate, monitor, and discuss the school's use of Title I funds.<br><br>Saturday School is offered to help reach our **D/F RFEP students**. Additionally, to monitor the progress of D/F/ RFEP students each semester, teachers/students/parents are required to sign a contract identifying strategies to help the student succeed in class. Our D/F RFEP students are also required to fill out a grade check every Thursday and get it signed by their | • PTCs<br>• PIQE graduation<br>• School Site Council<br>• RFEP Monitoring/completed RFEP forms<br>• ParentVue<br>• Progress Reports<br>• IEPs/504s/meeting minutes<br>• Freshmen Sneak Peek<br>• Parent Summit<br>• Back-to-School Night<br>• California School Dashboard<br>• Career Center/sign-in sheets<br>• AAPAC<br>• ELPAC |

teachers.

**Synergy/ParentVUE** provides stakeholders with direct information regarding grades, assignments, attendance, etc. Hence, this information is immediately available rather than report card time only.

**Progress Reports** are mailed to parents identifying student progress at mid-quarter for each specific class. It is helpful for both parents and educators to identify where students are in need of help.

**Individualized Education Program (IEP)** and **504 meetings** are aimed to serve students' needs and make sure that the necessary accommodations are being met in order to ensure academic success. During IEP and 504 meetings students, teachers, parents, counselors and administration play an important role in ensuring that accommodations in place or being considered are in the best interest of the student. Working together as a team, participants evaluate student progress toward goals. This is an effective way to review and discuss student progress because each team member has a different relationship with the student, resulting in a holistic review of student needs and student performance.

The **Freshmen Sneak Peek** event is coordinated by the Counseling Department, which allows for incoming freshmen and parents to learn about the various opportunities offered at Carter, including clubs, sports, classes, etc.

Carter High School hosts a **Parent Summit** every year for parents in the Rialto Unified School District. Parents are encouraged to attend workshops, which in the past have included: PBIS, CAASPP, Special Education, A-G requirements, Common Core Math, etc. The topics are fairly general for parents of the district since it is open to the entire district, and they try to adjust each year according to some parent input.

**Back-to-School Night** is a yearly event in which parents are given the opportunity to meet with their child's teachers, meet the principal and school administrative team, and get acquainted with the school's layout.

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| The **California School Dashboard** provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning. The dashboard provides a snapshot of key information parents can use to discern areas of strength for their neighborhood school site or district. <br><br> Our **Career Center** schedules college and military representative presentations for students. This allows students to ask questions directly to these institutions and to assess their current preparedness for college/career preparedness. There are also many colleges that come in to speak to students as well. <br><br> The **African American Parent Advisory Committee (AAPAC)** provides information and activities designed for AA students and their parents to find success at Carter High School and post-secondary careers. <br><br> The **English Learner Parent Advisory Committee (ELPAC)** group of parents and community members serve to advocate the needs of ELL students. The committee provides advice and guidance to the principal and school staff on programs and services for ELL students. | |

**D3.1. Additional Online Instruction Prompt**: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

| Findings | Supporting Evidence |
|---|---|
| This is not applicable to our campus as we have no students who take only online classes. | |

## Curriculum-Embedded Assessments

**D3.2. Indicator**: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

**D3.2. Prompt**: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

| Findings | Supporting Evidence |
|---|---|
| **CAASPP** results are important because they inform teachers where students have learning deficits so that lessons can be designed to bridge those gaps in learning expectations.<br><br>Carter High School has implemented the **IAB/ICA practice tests** for the first time in fall of 2018 for English and spring of 2019 for math and English.  The math department began utilizing IAB and ICAs in spring of 2019, and plans full implementation at scheduled segments during the school year beginning in fall of 2019. These scheduled IABs/ICAs are aligned to the pacing for all math classes. The results are used for intervention and enrichment inside each PLC to design common lessons emphasizing CER (claim, evidence, reasoning) around the results.  English 11 administered the brief write IAB to all 11th grade students, and then met to calibrate and conduct the hand-scoring.  After analyzing the results, English 11 developed lesson plans to address areas of student weakness. In the spring, English 9, 10 and 11 each administered another IAB, met afterwards to complete any scoring and develop lesson plans to address areas of student weakness.  In the summer of 2019, each grade level for ELA met to divide up the IABs available so that students would have the exposure and we could collect data on areas of strength and weakness for these subsections from the CAASPP test.<br><br>In 2017, iReady was a program purchased and implemented by the district as a **diagnostic assessment** to identify gaps in student learning. As of 2018, we decided to use IABs and ICAs because they are aligned to the CAASPP and therefore will provide more viable data.<br><br>**Performance Task district benchmark** scores are used to re classify our EL students.  After administering these assessments in ELA, grade-level PLCs examine the data to determine the effectiveness of instruction. | <ul><li>CAASPP results</li><li>IABs/ICAs</li><li>District assessments</li><li>Performance tasks</li><li>CER</li><li>ELPAC</li></ul> |

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| **CER (Claim/Evidence/Reasoning)** is a brief-response writing strategy that began in ELA (2017) and is now a site-wide strategy implemented through all curricular areas to promote writing success for all students in all disciplines.<br><br>The **ELPAC** assessment has replaced the CELDT exam across California to determine reading, writing, speaking, and listening levels in English for EL students. The test, along with course grades and English Performance task scores, are used to determine reclassification readiness for our English Learners. Teachers are informed of their students' levels so that they can modify instruction as needed. | |

## Schoolwide Modifications Based on Assessment Results

**D3.3. Indicator**: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D3.3. Prompt**: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

| Findings | Supporting Evidence |
|---|---|
| In order to reduce the D/F rate and to improve attendance rates, **STEP-Up Saturday Interventions** provide struggling students with structured tutoring, more attempts at mastering standards, and opportunities to retake assessments. Beginning in 2018, we have focused on recruiting students to come for specific content help with a content teacher. Students are able to get help with and complete missing assignments for credit in their classes, as well as an opportunity to make up for student absences.<br><br>**The Learning Center**, which is where after school tutoring for all students is available, was developed in response to D/F rates in English and Math. Since adding the learning center, students now have access to tutoring with credentialed teachers four days per week -- two days for math and two days for English.<br><br>Beginning in 2019, 9th, 10th and 11th grade students who showed **AP potential** according to PSAT data were invited to an assembly to educate and encourage them | <ul><li>Step-Up Saturday rosters</li><li>The Learning Center rosters</li><li>AP Potential Assembly</li><li>AP professional development</li><li>Albert.io</li><li>AP Student programs (AP Institute/AP Readiness at UCR)</li><li>AP Cohort</li><li>WICOR</li><li>CER</li><li>Professional Development Committee</li><li>Professional development</li></ul> |

to enroll in AP courses.  In response to PSAT success indicators, new curricula has been added to expand AP enrollment such as AP Human Geography, AP World History, AP Psychology, AP Computer Science Principles and AP Computer Science A to address students' need for opportunities to pursue content that will prepare them for post-secondary expectations at the university level as well as career opportunities.

**APSI/Professional Development**
In 2018, 95% AP teachers attended either a four-day summer program or the AP National Conference. Some subjects were redesigned, and the training introduced teachers to the new curriculum to be taught starting in 2019.  All new AP teachers are encouraged and supported in attending APSI and other professional development opportunities.

In 2018/19, CHS purchased a site license for **Albert.io**, an AP test preparation site.  All teachers (AP/non-AP) had the opportunity to use the materials and online practice to improve student reading skills and performance on AP-style questioning.

Teachers and students participated in **AP Institute/UCR AP Readiness Enrichment** on Saturdays beginning in 2017. AP teachers conducted a series of four AP preparation sessions on Saturdays to increase student success on AP exams.Once a month throughout the year leading up to the exams, AP teachers escorted AP students to attend eight half-day workshops at the University of California at Riverside to increase students success on AP exams.

Beginning in 2017, CHS developed an **AP Cohort** where AP teachers from all departments meet once a month to help organize review sessions, promote best practices, and discuss options/strategies to improve AP pass rates.

Beginning in 2016, in response to student need for writing across the curriculum, especially as identified by student CAASPP performance, CHS began a schoolwide focus on the AVID **WICOR** (Writing/Inquiry/Collaboration/ Organization/Reading) strategies. Several of our professional development days were dedicated to schoolwide understanding of the focus

planning and workshops
- Staff Meetings
- InnovateEd
- SAT prep
- EL Support
- ALEKS Progress

and best practices.

Furthermore, CAASPP data indicated a deficiency in student writing ability, specifically in the area of using evidence to support claims, so starting in 2017, CHS adopted a focus on writing instruction **(CER)**, beginning with the ELA department. The ELA department participated in a series of six workshops conducted by a district-selected expert.  We adopted a common language, expectations and rubrics.  In 2018, the Social Science department went through a similar process with a district professional development facilitator who brought the common language, expectations, and rubric to this department so that they could collaborate on best practices and common lessons. In January of 2019, the initial district-selected expert presented a workshop for the remaining disciplines on how to implement the writing strategy (CER) to improve student writing in all content areas.

A **Professional Development Committee** was developed in the Spring of 2019 to give the opportunity for input in the planning and structure of future professional development training. We have also sent teachers to trainings such as Kagan strategies, AVID (collaborative groups and focused note taking), and Capturing Kids' Hearts which are designed to support excellent teaching and learning practices for classroom teachers. Offering a variety of diverse workshops in curriculum content areas for K-12 teachers, the conferences provide opportunities for professional development and offer time to network and share ideas with colleagues and experts in the field.

Faculty and staff attend monthly **staff meetings** during which administration shares valuable information such as student performance data and schoolwide focuses.

**InnovateEd** is a school leadership team comprised of two to three members from each of the four core disciplines in order to identify site needs based on student performance on high-stakes assessments such as CAASPP. In 2018, this team modified the 3 Cs approach in which the ELA department was trained in 2017 and modified it so that it meets the needs of the other disciplines, so now the site is focused on the CER

strategy (Claim, Evidence, Reasoning) which is being implemented across all content areas. As a result, students are taught to structure their thinking and ensure their success on the state test CAASPP.

Since 2017, the district has paid for all juniors to take the SAT in the spring. This has given us more data on student SAT performance. So, to improve SAT performance over previous years, the school purchased the research-based program "Study Smart Tutors" curriculum to provide a series of five **SAT prep sessions** on Saturdays preceding the spring SAT exam. Students have the opportunity to take English, math, and essay workshops.

**EL Support classes**: The College and Career Prep and Strategies for Academic Success (SAS) classes were developed in response to servicing the needs of our low-achieving long-term EL students. The classes are benefiting students by providing language support in addition to academic support. The classes also provide the students with an opportunity to set goals and gain information on college and careers.

**D3.4. Indicator**: The school periodically assesses its curriculum and instruction review and evaluation processes.

**D3.4. Prompt**: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

| Findings | Supporting Evidence |
|---|---|
| The processes that Carter's staff use to assess our curriculum and instruction in programs offered start with data.<br>Schoolwide and program data are used to continually front load these conversations about programs effectiveness, and what we still need to do to support our students as they work toward achievement of their academic and post-secondary goals. Program, department and leadership conversations occur formally and informally throughout the year, focused on topics like curriculum development, grading policies, benchmarks, and state standardized test scores. Department chairs and Leadership meet monthly and continue these discussions as well, in addition to developing, monitoring and assessing the goals of the | <ul><li>Syllabus</li><li>Agendas/meeting from meetings</li><li>Staff Meetings (including WASC)</li><li>4-year plan</li><li>AP Rosters</li><li>College Board AP standards</li><li>Synergy / StudentVUE and ParentVUE</li><li>California School Dashboard</li><li>Reviewing CAASPP</li></ul> |

| | |
|---|---|
| SPSA.<br><br>Carter High School students are also monitored for course completion through poor work notices, progress reports, and semester grades. Grades, assignments, and test scores are viewed through student VUE or parent VUE and available to students, teachers, parents, and counselors. Teachers develop and implement effective classwork and homework plans depending on the specific needs of students. Carter supports students' homework efforts by maintaining after school tutoring where students receive encouragement and clarification about homework assignments. Teachers establish individual grading policies for each of their classes. | results<br>● Transcript reviews<br>● A-G curriculum council approval |

**D3.5. Indicator**: The school employs security systems that maintain the integrity of the assessment process.

**D3.5. Prompt**: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

| Findings | Supporting Evidence |
|---|---|
| In order to prepare teachers to administer state standardized tests, teachers must watch a testing video and sign affidavits prior to the testing date. The test coordinator must attend CAASPP training about SBAC exams as well as other test administrations prior to the testing dates. In the past, when the CST and STAR test were paper documents, the testing coordinator had many systems in place to ensure that the integrity of the test was maintained. Now, because the test is given online, the testing coordinator follows the following protocol: proctors that are familiar with the equipment and the test we are administering are selected. A proctor who has worked in our computer labs will be chosen for a computer-based assessment, just in case a problem arises. If we are going to test students that have an IEP in place, RSP teachers are chosen to proctor the students.<br><br>For ELPAC, we use our Bilingual Aides as well as our Language strategist to proctor and administer the test, since they are the ones that are the most familiar with the test and the process.<br><br>We also use a group of selected regular education teachers to help administer the oral part of the test. For | ● Training sign in sheets<br>● Training meeting agendas<br>● Signed affidavits |

| | |
|---|---|
| our test security and integrity, every person involved in the testing process gets the appropriate training and security debrief. The tests are kept safe, locked in the testing room until it is time to test. | |

# ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability:  Summary, Strengths and Growth Needs

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).**

## Summary (including comments about the critical learner needs)

W.A. Carter High School utilizes CAASPP scores and consistently informs the parents and students of the results through multiple modalities. CAASPP results are mailed home and students/parents can also access CAASPP scores via ParentVue and StudentVue. CAASPP scores are utilized for placement into higher level courses, such as MRWC and ERWC. Additionally, in response to CAASPP score stagnation, InnovateEd is beginning to go back and revamp the math and science curriculums so that they align better and are truly integrated. It is still in the beginning stages; however, core subject teachers are confident that this is a step in the right direction. Common formative assessments are teacher created through our Professional Learning Communities (PLCs). Additionally, Claim, Evidence, and Reasoning (CERs) and unit tests are teacher created in PLC's. PLC's are calendared bi-monthly throughout the school year; however, they are inconsistently used for developing, implementing, and refining assessments. Some of the PLC days are utilized for professional development. College Board allows students to access their PSAT and SAT scores. The school district currently pays for all 10$^{th}$, Carter pays for 11th graders, and some 9th graders also take the PSAT. The 11th graders also take the SAT without charge during the school day. The scores for the PSAT and SAT are mailed home. Additionally. parents can also access the scores through their student's portals. The results of the SAT are also communicated on the student's transcripts. The ALEKS program allows teachers to look at the students' growth throughout the school year. Also, the teachers are able to create an IEP report that includes strengths, weaknesses, and growth. Individualized Educational Programs are updated annually, parents are included in the development of IEPs, and students attend IEP's for the most part. Every three years, a full battery of assessments are conducted by the special education teacher and school psychologist. Teacher input is also included in the psycho-

educational reports. iReady has been used in previous years to assess student's baselines. The ELPAC test is administered annually to English learners. The results for all of the above assessments are available in Illuminate. Interim Assessment Blocks (IABs) are going to be administered intermittently throughout the school year in order to prepare for CAASPP and so the teachers can have a better understanding of the student's present levels.

**Prioritize the strengths and areas for growth for Category D.**

## Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

Through the use of formative assessments and strategies, Carter teachers have a positive impact on student success.  Teachers use common unit assessments created via PLCs and Google classroom is used by most of the staff. CERs (Claim, Evidence, Reasoning) and unit tests are created by teachers in PLCs, and students use the CER strategy to analyze information across disciplines. In the last several years, all sophomores and juniors participate in PSAT allowing them to learn their areas of strength and areas of opportunity. Students are offered SAT prep courses in both English and Math. All students are offered the opportunity to take AP courses, and AP exams are funded by the district.  This data is used to strengthen their instruction. The AP Summit is offered every April for parents and students to learn about the benefits of AP courses and the level of rigor required to participate in an AP course. Teachers receive AP results and statistics from College Board, and use this data to inform their curricular and instructional process. Through ParentVUE and StudentVUE, parents and students have live access to formative and summative assessment grades. Illuminate Data is available for teachers to review student progress. A-G requirement is a school-wide focus among counselors and teachers to keep students aware and on-track. Students are able to determine their needs quickly and easily.  IEP assessments are completed quarterly, semester, and annually to monitor student progress toward individualized goals.

504 assessments are completed annually, and as needed, to monitor and support student progress.

## Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

There is a need to make students aware of the importance of the different tests that are being given to them. We need to create a system in which we inform each student what the tests that they are about to take is going to do for them and their future. We started this process last school year, 18-19, by administration going to each ELA 11th class and informing the students the importance of the SBAC. A presentation was created and there was an emphasis on how the SBAC was going to affect them for their college placement and how the scores were going to determine certain classes during their senior year. This need to continue and similar presentation need to take place for test such as PSAT, SAT, AP exams, ELPAC exams, etc. We need to educate parents as well on the importance of the various test we administer at Carter.

We need to continue the development of common assessments, course assessments, projects and essays to evaluate mastery of standards. Increase staff development on a variety of strategies to differentiate instruction to meet the needs of all learners, particularly special education and EL students.

# CATEGORY E: School Culture and Support for Student Personal and Academic Growth

**Based on the criteria in each category:**

1. Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.
2. Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.

**Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.**

3. Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)

**Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.**

4. The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.

**At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs**

**Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).**

## E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

**Online Programs: iNACOL Standard Q: Parents/Guardians**: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

**Indicators with Prompts**

### Regular Parent Involvement

**E1.1. Indicator**: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

**E1.1. Prompt**: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

| Findings | Supporting Evidence |
|---|---|
| Carter High School runs three parent advisory groups to encourage parental involvement. We have the School Site Council (SSC), English Learners Advisory Committee (ELAC) and the African American Advisory Committee (AAPAC) | |

The SSC is a decision-making group which consists of members from all stakeholders at Carter. Providing opportunities to involve all community stakeholders is a priority. We strive to build solid and synergistic relationships by holding monthly SSC meetings. The primary responsibility is to identify communal goals and create a plan for the students to achieve the goals set in our mission statement and the Schoolwide Learner Outcomes (SLOs). Agendas are planned for the monthly meetings and we are working to continuously increase parent involvement on campus.

The ELAC gives administration and the SSC support and perspective on matters which pertain to English Learners. This committee also consists of administrators, teachers, parents, and students. The parents of English Learners are informed of academic issues applicable to their students. Meetings are held in Spanish both during the morning and in the evening. The current level of parent participation does need to be increased. We are currently looking at strategies to increase English Learner parental involvement.

Carter High School uses many communication pathways to distribute information to parents/guardians and the community. We maintain a school website which displays our academic and events calendar with contact pages for teachers and administrative staff. Twitter accounts are maintained by different departments, athletic teams, and school clubs with the purpose of communication with the parents about events, tournaments and current happenings. This has also been a great way for teachers to showcase student involvement in classes and for clubs/teams to share outstanding students and achievements.

Parents and guardians are contacted via our Parent Link phone message system which delivers bilingual messages to the entire community quickly and effectively. Parent Link is used to notify parents and guardians about important events, safety matters, changes and district information. Many of our clerical staff are bilingual and available to communicate with Spanish speaking parents. All flyers and notices mailed home are in English and Spanish.

- SSC agendas, minutes and sign ins.

- School mission statement (public), SLOs

- ELAC agendas, minutes, sign ins

- School Website

- School social media accounts

- Parent Link, automated phone call in English and Spanish

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| Other communication systems accessed daily are StudentVUE and ParentVUE through the Synergy SIS. The parents and students are both given access to the gradebook showing assignments and scores, along with a communication outlet to reach their teachers. Students are able to request their login information at any time from any secretary on campus. | • StudentVUE & ParentVUE (Synergy) |
| The students are all given a planner in which they can record their assignments, project due dates and homework. Parents can check these regularly, and teachers can ensure that students are writing assignments in them. | • Student Planner |
| For freshmen parents/guardians we host a parent orientation night where the counselors share all of the opportunities available to students at Carter High School. Another informational event is the AP Summit where parents/guardians and students are given a rundown on the requirements and expectations for AP students.<br><br>We promote many opportunities for the community to get involved on campus. Two of the most attended are the Parent Resource Center and PIQE, which gives parents the opportunity to extend their education and receive a certificate equivalent to a high school diploma. AAPAC is the African American Parent Advisory Committee and ELAC is our committee for English learners. | • EL: Provide childcare, syllabus translation, ELAC, involving other parents/parent summit, PTC, PeachJar, PIQE,<br>• With parents attending, ELAC, PIQE,<br>• Workability program,<br>• PRC<br>• AAPAC<br>• Special Needs: IEP, responding quickly to parent communication (w/in 24 hours), back to school night, PTC, District meetings, regular correspondence with parents.<br>• APEX: Google Classroom, school loop, remind, ParentVUE |

## Use of Community Resources

**E1.2. Indicator**: The school uses community resources to support student learning.

**E1.2. Prompt**: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

| Findings | Supporting Evidence |
|---|---|
| Carter hosts the U-CAN and other college fairs to bring college and career representatives in order for students to make the transition from high school to college and career. Students are provided transportation to many of the events in order to increase involvement.<br><br>The Young Men's Leadership Conference brings business representatives deliver keynote speakers, provide workshops and mentoring to the young male students.<br><br>AVID provides adult tutors, who are alumni and college students from local universities like Cal State San Bernardino, providing one-on-one and small group tutoring and collegiate mentoring. AVID also organizes annual college field trips throughout the year so that students will get exposure to campus. AVID also provides scholarship and financial aid application assistance.<br><br>CTE Advisory Committee is comprised of business and industry partners who serve as guest speakers, mentors, and also provide feedback for pathway program design and evaluate student work for real-world industry standards.<br>Students are provided with internship opportunities through work-based learning positions in a variety of local businesses, industries, and non-profit organizations in order to provide experience for college and career readiness.<br><br>The Students Run LA (SRLA) encourages and sponsors students to participate in five larger community competitions in preparation for the Los Angeles Marathon with sponsors such as Honda, Nike, Lewis Homes, and many local businesses.<br><br>Campus programs such as MESA and STEM Academy | • Sign in sheets, Social Media, certificates, flyers, brochures, scholarships, "Bridging Futures" videos, U-CAN Fair, AVID, Every 15 Minutes, CTE Advisory Committee, MESA, SRLA, Kiwanis |

partner with community leaders and business representatives to provide materials, mentoring, and coaching for competitions, projects, and demonstrations with real-world applications.

Kiwanis recognizes two students per month during the school year with cash awards, certificates, and breakfast ceremony to honor their community service and scholastic achievements.

Our library staff partners with Mrs. Nelson's Bookfairs in order to provide access for literacy promotion and fundraising for extracurricular activities (including field trips to the LA Times Book Festival and other literary events) for Club Literati.

Business partners sponsor our Senior Awards Night to provide students with recognition for outstanding academic achievement, including medals, sashes, and certificates, and scholarships.

JROTC, through Operation Community Cares, boxes care packages for service members who are deployed internationally. Over a thousand boxes have been assembled and delivered annually.

Splat, the mural painting club, volunteers to paint murals at local elementary schools and receive a stipend for their work.

FCCLA provides students with career information, leadership development, opportunities to compete for scholarships, cash awards, and prizes for presentations in industry-related competitions.

PIQE, the Parent Involvement Quality Education is a multi-week program that invites parents to complete training in techniques and strategies to support their students on the path to college and career readiness. This program culminates in a graduation ceremony and includes English and Spanish components, and child care is provided with student volunteers.

ELAC and AAPAC are parent and staff collaboratives that provide input and feedback for various programs.

| | |
|---|---|
| ELAC co-sponsors the Parent Summit.<br><br>We offer Community Based Involvement (CBI), Solar Academy, South Coast Counseling, District Art Fair, county competitions, speech and debate competitions, and band boosters | |

# E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

> **Online Programs: iNACOL Standard P: Organizational Support**: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

**Indicators with Prompts**

## Safe, Clean, and Orderly Environment

**E2.1. Indicator**: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

**E2.1. Prompt**: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language, especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

| Findings | Supporting Evidence |
|---|---|
| Carter High School follows the RUSD policy for addressing all forms of bullying, harassment and misconduct. We have implemented several programs and strategies that support students and their wellbeing, programs and supports such as: PBIS, student handbook/planner, wellness center, peer mediation, support groups, Emergency Response training, ELAC, BSLA (Black Students Leadership Alliance), AAPAC, Safety Officers, restorative justice, new position (Dean of Students), HERO Program, Link Crew, four-year plan w/ freshmen in class, Young Men's Leadership Conference.<br><br>PBIS is teaching our students how to be respectful, responsible, and safe. Teachers reinforce these ideas through Hero, positive reinforcement, 5-1 ratio strategy, and progressive referrals. Teachers are provided with monthly PBIS lessons to reinforce these expectations.<br><br>All students were provided with student handbooks and | Cyber bullying lesson Student handbook/planner, safety committee, crisis team, every 15 minutes, Safety Officers, student statements, surveillance cameras, Rachel's Challenge, CPR Training for Students, Capturing Kids' Hearts, HERO Program Training, Wellness Center, PBIS, Link Crew, Restorative Justice |

planners to help them organize their schedules, assignments, goals, activities, and events. The planners include school schedules and all important dates. Students use the planners to keep their assignments and homework organized.

We have created a new admin position, the Dean of Students, who reinforces discipline, implements PBIS, monitors the HERO program, monitors tardy data, and provides Tier 2 & 3 interventions for specific students. The Dean of Students also makes adjustments to goal planning for students to succeed on our school site.

The HERO Program reinforces positive behavior by providing a means for teachers and staff to reward points to students who display responsible, respectful, and safe behavior. Students can redeem points for class passes and award opportunities.

The Wellness Center runs boy's group, girl's circle, and the Successfully Motivating African Americans through Resiliency Training (SMAART) program; academic intervention is provided to assist students who have emotional, social, and mental needs. Students can also self-refer themselves to the Wellness Center. This is the ideal place for students to receive Tier 2 intervention and behavioral supports.

Our school site has changed our security procedures to limit the access points onto campus. These preventative measures assist our Safety Officers in protecting against intruders on campus while encouraging students to stay on campus during school hours.

Link Crew helps new freshmen through mentoring. Juniors and seniors mentor freshmen by teaching them lessons, participating in activities on Freshmen Orientation day, and encouraging them to participate in extracurricular activities.

## High Expectations/Concern for Students

**E2.2. Indicator**: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**E2.2. Prompt**: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

| Findings | Supporting Evidence |
|---|---|
| Carter High School demonstrates caring and concern through the Wellness Center, peer mediation, support groups, Link Crew, and restorative practices.<br><br>High academic expectations are fostered through the use of the student planner, the expansion of honors and AP programs and opportunities, universal testing with PSAT and SAT, dual college enrollment at San Bernardino Valley College, the MESA program, and Career Center.<br><br>Carter High School promotes high behavioral expectations through PBIS implementation. Discipline data is collected and reported through the PBIS system using referrals, suspensions and the HERO program. Support is provided for students through interventions through different tiers based on need. Carter employs a restorative justice system<br><br>All teachers are attending the Capturing Kids' Hearts training to learn how to implement student-centered instruction that focuses on student responsibility for classroom behavior. Many teachers use a class-created Social Contract to encourage students to hold each other accountable for classroom behavior. It is a long process since only a certain amount of teachers can be sent at a time to attend the training.<br><br>Students are given opportunities to participate in cultural activities through ELAC, BSLA, AAPAC, ASB, and MeChA. They are also given access to other group activities such as sports teams, JROTC, Link Crew and other clubs/organizations.<br><br>Carter High has adopted a culture of implementing the AVID WICOR (Writing, Inquiry, Collaboration, | • Wellness Center drop in sign in sheets, peer mediation group logs, regular group logs, Link Crew curriculum (Rachel's Challenge),<br><br>• AP/Honors Evidence: Master schedule, A-G percentages, AP & SAT test results, transcripts, increased graduation rates, credit recovery (APEX), student planner<br><br>• PBIS Evidence: classroom behavioral lessons, HERO reward system, staff professional development, California PBIS Silver status.<br><br>• WICOR Strategies Training |

| | |
|---|---|
| Organization and Reading) strategy across the curriculum in all classrooms. | |

## Atmosphere of Trust, Respect, and Professionalism

**E2.3. Indicator**: The school has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt**: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

| Findings | Supporting Evidence |
|---|---|
| Carter High is mindful of growing an atmosphere of trust, respect, and professionalism. Carter High School incorporates PLC time, which includes administration staff and teaching staff. The School Site Council includes staff, students, parents, and other stakeholders. The staff meetings include staff of the month recognition and staff to staff recognition in the form of a "Lion Heart Award". In addition, we have department leadership meetings that include administration and department chairs.<br><br>The LCAP documents are completely open for public review and question. All staff are allowed to question decisions via the staff meeting format, and various meetings throughout the year. In addition, the staff must vote on changes made to various aspects such as testing and class times with and 85% approval by staff. | • Wellness Center<br>• PBIS full day collaboration<br>• PLCs<br>• Monthly staff meetings<br>• School site council. |

# E3.   Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

> **Online Programs: iNACOL Standard N: Organizational Support**: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

> **Online Programs: iNACOL Standard O: Guidance Services**: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

**Indicators with Prompts**

## Adequate Personalized Support

**E3.1. Indicator**: The school has available and adequate services to support student's personal needs.

**E3.1. Prompt**: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

| Findings | Supporting Evidence |
|---|---|
| Carter High School offers adequate services to support student physical and mental health needs.<br><br>Career Center<br>Students have access to several resources in the Career Center that support them in career and college exploration.  Students can take interest surveys that identify their strengths and personality traits and matches them to careers that they would enjoy. Additionally, each career profile includes the description of the job, potential salary, and how much education or training they might need as well as where they can go to obtain it and the predicted outlook of that specific career.<br><br>Students interested in exploring college options can attend various college fairs such as the Regional College and Career Fair and the U Can College Fair. They can also sign up to attend college presentations that occur throughout the year in the Career Center.  The various college representatives discuss the admissions process, academics, campus life and other resources available at their respective colleges.<br><br>Additionally, students have access to services such as the Blu Foundation, Upward Bound, Educational Talent Search, and Early Academic Outreach Program which all | • Two psychologists<br>• Wellness Center<br>• Individualized Education Plans (IEPs)<br>• 504 Accommodations<br>• ERMS referrals<br>• Peer mediation class,<br>• AVID<br>• AP/Honors courses<br>• Alpha Scholars<br>• CTE Pathways<br>• Four-year plans |

help them achieve their post high school goals through lessons, workshops, one on one and group sessions. The various groups assist students with applying to colleges, completing their financial aid application, career exploration, campus field trips, test preps and academic advising.

If students are interested in joining the military, we offer the ASVAB test twice a year. There are also representatives from each branch that come to our school and speak with our students one on one or as a class.

Students also have access to college level courses. San Bernardino Valley College offers one course each semester at our site, Carter High School. Juniors and seniors with over a 2.0 GPA are eligible to apply and register to take the course. If the students do not meet the minimum criteria, they can still apply but it is up to the department's dean if they will be allowed to register for the course.

In addition to classroom presentations, we also host Financial Aid workshops for our students and their parents to attend. We review the importance of applying for financial aid and the different types of aids available to them (grants, scholarships, work study programs and loans). We assist students and their families in completing the Free Application for Federal Student Aid or California Dream Act.

As of 2017 Carter High School opened a Wellness Center designed to provide emotional counseling. Our Wellness Center is committed to ensuring that our students have a safe place to P.R.E.S.S (Physical Restoration through an Emotionally Stable Self) towards social and emotional health. We are meeting this goal by offering a variety of social/emotional groups to help our students navigate life.

We recognize that there are many challenges facing our youth today and these challenges can hinder their academic success. For this reason, we are welcoming our community to join us in helping our students become socially and emotionally balanced.

All students create a four-year plan during their 9th

| grade year. In addition, the school provides ongoing monitoring and support. Carter High School has academic counselors, two psychologists, resource and special education teachers, a wellness center to counsel students with behavioral or social/emotional problems. The EL program keeps track of academic progress for English Language Learners on a quarterly basis. Students, parents and teachers can monitor grades using the Synergy gradebook website. |  |
|---|---|

**Additional Online Instruction Prompts**: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

| Findings | Supporting Evidence |
|---|---|
| This does not apply to our school. |  |

## Support and Intervention Strategies Used for Student Growth/Development

**E3.2. Indicator**: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

**E3.2 Prompt**: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

| Findings | Supporting Evidence |
|---|---|
| Carter High School has a wide variety of effective strategies to implement personalized approaches to learning. Access to curricula is provided through various programs on campus and on-line. Accommodations and modifications are intervention strategies that are utilized per 504 and IEP requirements.<br><br>Teachers collaborate regularly in PLCs during dedicated times after school. In the PLCs, teachers discuss curriculum, plan lessons, and create common assessments. Data are collected and reviewed; we are continually striving to improve our data analysis practices as it is still a relatively new process for our campus. Teachers also discuss how to differentiate teaching strategies for student level and grade level based on student data.<br><br>Access to Honors and AP courses has been expanded. | • IEP (SDC/RSP support)<br>• 504<br>• AVID<br>• Honors Courses<br>• AP Courses<br>• Remediation Classes<br>• APEX<br>• 0/7th/8th Periods<br>• Learning Center |

| | |
|---|---|
| The APEX program provides students an opportunity to recover A-G credits in an independent study format. Students are placed in a 9th period APEX Lab class, and are required to complete the class on their own time within a period of 10 weeks. Most students needing only credit recovery for graduation purposes are placed in an APEX Lab class during the school day where they can recover four or more classes over the course of the school year. The program has been instrumental in raising the graduation and A-G rates at CHS.<br><br>A learning center was opened in 2018 where students can go for after school tutoring with an English or Math teacher on alternating days.<br><br> In addition, Carter offers 0 period and 7th/8th period as alternative instruction options. | |
| | |

**E3.2. Additional Online Instruction Prompt:** *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

| Findings | Supporting Evidence |
|---|---|
| Carter High School has implemented effective strategies for incoming students with regard to orientation or induction. 8th graders from the feeder middle schools come to Carter for an orientation, they have an opportunity to meet counselors during summer registration, there is an orientation for parents at the end of 8th grade year, and finally Link Crew provides an orientation activity at the beginning of the school year. | • Freshman Sneak Peak<br>• Parent Orientation<br>• Summer Registration<br>• Link Crew Activity |

## Support Services and Learning – Interventions and Student Learning

**E3.3. Indicator**: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

**E3.3. Prompt**: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify underperforming or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

| Findings | Supporting Evidence |
|---|---|
| Carter High School uses multiple methods to evaluate student learning needs including informal assessments and formal assessments such as pre and post assessments used in class as well as formal meetings held with stakeholders.<br><br>Based on findings students are referred to support programs.  Progress is monitored using quarterly progress reports.<br><br>Interventions support and coordinate with regular classroom learning by communicating needs with teachers. | • SST, IEP,504<br><br><br>• After school tutoring, Saturday Step Up classes, 7th period and credit recovery APEX classes.<br><br>• Teachers modify assignments to meet student needs. |

**E3.3. Additional Online Instruction Prompt**: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

| Findings | Supporting Evidence |
|---|---|
| Carter High School has made incredible improvement in the area of access to computers and the internet. In the last two years nearly every classroom has received a computer cart. Just a few years ago we only had a two computer labs for the entire campus population.<br><br>Computers are also available after school in the Career Center and the County Library on campus. | • Learning Center (E108)<br>• Library Computers<br>• Career Center Computers<br>• Computer Labs (D204/C211/E/118)<br>• Computer carts in nearly every classroom |

## Equitable Support to Enable All Students Access to a Rigorous Curriculum

**E3.4. Indicator**: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.4. Prompt**: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students ( i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

| Findings | Supporting Evidence |
|---|---|
| Carter High School increased its A-G course offerings and increased the number of AP courses offered and students enrolled.  The rigor that is required for a course to be considered A-G is embedded into the curriculum. All students have access to the courses based on our distribution of Special Education courses and delivery.<br><br>Students have access to the Learning Center for tutoring four days a week after school, alternating days for Math and English. There is an experienced teacher at each tutoring session to help struggling students.<br><br>As mentioned previously, there are many opportunities for all students to access challenging, rigorous classes through APEX, which is offered both during the school day and after school as a 9th period independent study class. Students can also take APEX courses during summer school to recover credits. | • Master Schedule<br>• AP Testing Data<br>• Report Cards<br>• Tutoring Sign-In sheets |

## Co-Curricular Activities

**E3.5. Indicator**: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**E3.5. Prompt**: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

| Findings | Supporting Evidence |
|---|---|
| Carter High School has a variety of curricular and co-curricular activities linked to academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. All students are invited to participate in all activities and announcements are made daily to encourage participation. The media production class also creates video announcements that all teachers share in their 2nd period classes on | • Classroom curriculum, particularly in English, is based on academic standards (StudySync and ERWC). |

| Wednesdays. | <ul><li>Speech and Debate</li><li>Mock Trial</li><li>Link Crew</li><li>Associated Student Body (ASB)</li><li>Advancement Via Individual Determination (AVID)</li><li>Drama Production/ Theater</li><li>Choir</li><li>Sports</li><li>Artistic License (AI) Writing Competition</li><li>French/ Spanish/German Club</li><li>National Honor Society</li><li>Key Club</li></ul> |
|---|---|

**E3.5. Additional Online Instruction Prompt**: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

| Findings | Supporting Evidence |
|---|---|
| We do not have students who only take online classes. | |

# ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth:  Summary, Strengths and Growth Needs

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).**

## Summary (including comments about the critical learner needs)

Carter High School is focused on higher education, open communication, and social-emotional development for real-world challenges among all stakeholders:

- Higher education:  We have increased A-G readiness and AP course access to prepare students for college and career for a greater sense of civic responsibility.

- Open communication:  Carter uses all social media outlets and a variety of methods to exchange information for staff, student, parent and community access.

- Social-emotional development:  Multiple programs are designed and in place— such as the Wellness Center/garden, restorative practices, and multiple community-based groups that provide mentoring and counseling services—to enhance self-awareness and relationship building and individual among staff, students, and parents.

**Prioritize the strengths and areas for growth for Category E.**

## Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

Our community connection has evolved significantly within the past couple of years. Beginning from our Young Men's Leadership Conference to our CTE Advisory Committee to our College Week; we have involved more community private and public organizations to ensure our students are college and career ready.

Carter High School has put in a concerted effort to provide social-emotional support through programs like the HERO Incentive program, and the Wellness Center with a full-time counselor and the Meditation Garden, which provides extended mental health support.

We have developed several avenues for stakeholders to provide their input and point of view. Dr. Chavez started the coffee with the principal and now our new principal Dr.

Anderson has embraced the idea and continues to meet with parents to present important information and receive feedback. Another important opportunity that is given to student to be part and give their opinion about Carter is the Principal Student Advisory Council

## Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

We have created a positive environment by increasing the size of our ASB class and the amount of activities that we offer to our students. We have implemented Link Crew so that all of our freshmen feel welcome and involved in our campus. We continue to grow our athletic programs and are competing at a high level. We have implemented PBIS to have a positive impact on our classrooms and campus. We have added a new counselor to increase our college and career readiness rates. We have drastically improved our college going culture on campus with an improved career center. We have created all of these avenues for our students to be engaged in, however, we are still only reaching a small percentage of the population. Increased student involvement in the opportunities provided for them also expands their civic responsibility. The next step is for our staff to take ownership of all the programs that have been created for our students so that they can model the civic responsibility we want to see in our students.

# Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Expand our work experience program so that students have more opportunities to gain real world experiences through shadowing, apprenticeship and community projects. CTE / Career readiness standards could or should be disseminated to the regular population so that all students are career ready not just college ready.

- Expand the use the CER strategy to all subjects / department to improve writing responses for test preparation. This also ensures students are able to access the curriculum through writing.

- The continuation and growth of students to be able to attend college presentations at the career center as well as visit colleges throughout the year. This process needs to continue to grow in order to reach more students.

- Expand our CTE pathways to include other professions to allow students to have additional opportunities over their future careers. A good example of this are the construction classes have gone away.

- Increase the percentage of parents involved in the programs offered at Carter.

- Evaluate intervention programs currently in use and extend learning opportunities to more students.

- Consistency of engagement strategies through the use of targeted lesson plans that address all students' needs and measure individual student learning goals.

- We have created many avenues for our students to be engaged in, however, we are still only reaching a small percentage of the population. Increased student involvement in the opportunities provided for them also expands their civic responsibility. The next step is for our staff to take ownership of all the programs that have been created for our students so that they can model the civic responsibility we want to see in our students.

- Further/more consistent PBIS Implementation, all stakeholders buy-in, improving the PBIS process to support coaching and mentoring needs of teachers and other professionals.

- There is a need to make students aware of the importance of the different tests that are being given to them. We need to create a system in which we inform each student what the tests that they are about to take are going to do for them and their future. We also need to educate parents on the importance of the various test we administer at Carter.

- We need to continue the development of common assessments, course assessments, projects and essays to evaluate mastery of standards. Increase staff development on a variety of strategies to differentiate instruction to meet the needs of all learners, particularly special education and EL students.

- We need the establishment of various parent outreach groups on campus to further promote positive community relationships.

- Improve the collaborative PLC's.