



W.A. Carter High School

CDS Code: 36678500102830

2013-14 School Accountability Report Card

Principal

Christine Foote

cfoote@rialto.k12.ca.us

District Administration

Mohammad Z. Islam

Interim Superintendent

Dr. Edward D'Souze

Associate Superintendent, Secondary Instruction

Jasmin Valenzuela

Associate Superintendent, Elementary Instruction

Thomas Haldorsen

Associate Superintendent, Personnel Services

Syeda Jafri

Director of Communication Services

Board of Education

Edgar Montes

President

Nancy G. O'Kelley

Vice President

Dina Walker

Clerk

Joseph Ayala

Member

Joseph W. Martinez

Member

Marisol Angulo

Student Member

www.rialto.k12.ca.us

Superintendent's Message

Our School Accountability Report Card (SARC) is designed to provide an important view of the academic progress and a reflection of the collective education community, which includes all our most valued stakeholders: students, parents/guardians, teachers, support staff and administrators in the Rialto Unified School District. Not all school districts post DARCS, but we feel, in the Rialto Unified School District, that through transparency and open communication we must provide the community the proper tools to access all our schools' finding.

From the School Accountability Report Card (SARC) you will acknowledge that our District is transitioning from the California State Standards to the California Common Core Standards, in English Language Arts and mathematics. Our teachers and administrators are working diligently to make the "shifts" towards the Common Core implementation. For the greater cause of success for all our students, our vision for excellence must continue through positive and proactive relationships among staff, students and parent/guardians. With knowledgeable, capable and compassionate staff, we will also continue to strengthen and align our core curriculum and assessment to the highest level of academic attainment and assist students to be college and career ready.

Our high school students are given various opportunities to complete the required credits for graduation and earn their high school diplomas. All students will also be offered rigorous, honors and Advanced Placement classes. We want to help produce responsible citizens in our richly diverse communities, who can compete in a global workforce. Through cutting edge technology, with an emphasis on career pathways, our students have more opportunities to be career ready. We are excited to introduce higher educational partnerships with our community college to some of our high school students, who will be able to proudly walk with a high school diploma and an associate's degree, through the Middle College High School Program. Our tremendously awesome task of developing young minds must always be the focal point of our responsibilities. We will do our part in making sure our students are provided quality education in the Rialto Unified School District.

On behalf of the Board of Education, it is my honor to serve as Interim Superintendent of the Rialto Unified School District. Students do not learn alone, they depend on the ingredients of nurturing parents, supportive staff, an eager mind and an atmosphere that welcomes quality instruction. We will always do our best in making sure our students are provided the tools they need to succeed in school and in life.

Sincerely,

Mohammad Z. Islam, Interim Superintendent

2630 N. Linden Avenue • Rialto, CA 92377

Principals' Message

W.A. Carter High School is in the 10th year of existence and the school has begun to establish a culture and set of traditions that set it apart from other high schools in the area. The Class of 2014 has the distinction of being the ninth graduating class at Carter High School. Our school has developed into a leader in education, athletics and extra-curricular opportunities. The leadership efforts of our outstanding staff, coupled with a supportive parent/guardian and business community, have greatly influenced the success of Carter High School. During this past school year Carter successfully completed the review of the entire academic program through the Western Association of School and Colleges (WASC) and received a six year accreditation which validates our diploma for acceptance at all colleges and universities for post graduate enrollment. During the WASC process the staff, students, and parents revisited the schools vision and mission. The Vision was redefined to state "The Vision of W.A. Carter High School is to graduate all students with the skills to be life-long learners and productive citizens." The Mission now states "The Mission of W.A. Carter High School is to educate, motivate and encourage students to accomplish their goals and pursue their passion in an ever-changing world." Carter's school slogan is "In Pursuit of Proficiency and Beyond" and students are encouraged to demonstrate our four P's of Passion, Performance Perseverance and Pride on a daily basis. Carter is committed to supporting our students in meeting the College Board A – G requirements as well as increasing the number of students who graduate with literacy skill at grade level and beyond. Carter is one of several schools in the Rialto Unified School District who have joined a cohort to be one of the first high schools to move toward Positive Behavior Intervention and Support (PBIS) in an effort to create opportunities for students to learn new social skills and reduce the number of students removed from the classroom due to inappropriate behaviors. We are also the first high school in the district to earn the distinction of having a championship wrestling program by earning two back to back CIF championships; the first of any sport in district history. Carter High School is staffed by adults who strive to provide a caring and positive environment that all students can be a part of and experience success in a high quality educational setting.

Community & School Profile

Nestled below the San Bernardino Mountains, the City of Rialto lies in the western portion of the San Bernardino Valley. Rialto is 60 miles to the east of Los Angeles and 103 miles north of San Diego. Located in northern Rialto, Carter High School operates on a traditional calendar schedule. The school served 2,427 ninth through twelfth grade students during the 2013-2104 school year. Student demographics are displayed in the chart.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (909) 854-4100.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	610
Gr. 10	623
Gr. 11	606
Gr. 12	572
Total	2,411

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	19.5
American Indian or Alaska Native	0.6
Asian	1.2
Filipino	0.6
Hispanic or Latino	69.4
Native Hawaiian/Pacific Islander	0.4
White	7.4
Two or More Races	0.8
Socioeconomically Disadvantaged	68.9
English Learners	10.7
Students with Disabilities	8.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

W.A. Carter High School	12-13	13-14	14-15
Fully Credentialed	99	99	101
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	2	0	0
Rialto Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	0
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

W.A. Carter High School	12-13	13-14	14-15
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

**2013-14 Percent of Classes In Core Academic Subjects
Core Academic Classes Taught by Highly Qualified Teachers**

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	99.56	0.44
High-Poverty Schools	99.56	0.44
Low-Poverty Schools	0.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Pursuant to the settlement of Williams vs. the State of California, Rialto Unified School District held a public hearing to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution of the sufficiency of textbooks is September 11, 2013.

All students, including English Learners, are given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district are aligned with the California State Content Standards and frameworks, with final approval by the Board of Education. The table displays information collected in November 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school

Pursuant to the settlement of Williams vs. the State of California, Rialto Unified School District held a public hearing to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution of the sufficiency of textbooks is September 11, 2013.

All students, including English Learners, are given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district are aligned with the California State Content Standards and frameworks, with final approval by the Board of Education. The table displays information collected in November 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school

Textbooks and Instructional Materials	
Year and month in which data were collected: June 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	
The textbooks listed are from most recent adoption: Yes	Edge (Level A): Reading, Writing and Language [Book] ISBN: 0-7362-3452-7 \$73.00 Hampton Brown 2008 1st edition Grades: 9-12 Adopted 10/14/09 for HS EL English Prep
Percent of students lacking their own assigned textbook: 0	Edge (Level B): Reading, Writing and Language [Book] ISBN: 0-7362-3453-5 \$73.00 Hampton Brown 2008 1st Edition Grades: 9-12 Adopted 10/14/09 for HS EL Prep English
	Edge (Level C): Reading, Writing and Language [Book] ISBN: 0-7362-3454-3 \$80.00 Hampton Brown 2008 1st Edition Grades: 09-12 Adopted 10/14/09 for HS EL Prep English
	High Point (Basics): Success in Language - Literature - Content [Book] Schifini, Short, Tinajero ISBN: 0-7362-1223-X \$43.00 Hampton Brown 2002 Grades: 6-12 Adopted 6/26/2002 for ELD I
	High Point (Level A): Success in Language - Literature - Content [Book] Schifini, Short, Tinajero ISBN: 0-7362-0901-8 \$43.00 Hampton Brown 2002 Grades: 6-12 Adopted 6/26/2002 for ELD II SLRW
	High Point (Level B): Success in Language - Literature - Content [Book] Schifini, Short, Tinajero ISBN: 0-7362-0933-6 \$43.00 Hampton Brown 2002 Grades: 6-12 Adopted 6/26/2002 for ELD II ALAL
	High Point (Level C): Success in Language - Literature - Content [Book] Schifini, Short, Tinajero ISBN: 0-7362-0965-4 \$43.00 Hampton Brown 2002 Grades: 6-12 Adopted 6/26/2002 for ELD III

Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>The Language of Composition: Reading - Writing - Rhetoric [Book] Shea, Renee H., Scanlon, Lawrence, Aufses, Robin Dissin ISBN: 0-312-67650-6 \$75.00 Bedford/St. Martin's Press 2013 Second Edition Grades: 09-12 Adopted 1/08/14 for AP English Language</p> <p>Literature & Composition: Reading - Writing - Thinking [Book] Jago, Carol, Renee H. Shea, et al. ISBN: 978-0-312-38806-5 \$70.00 Bedford/St. Martin's 2011 1st Grades: 09-12 Adopted 1/08/14 for AP English Literature</p> <p>Measuring Up to the California Content Standards (Exit Level) English Language Arts [Book] ISBN: 1-41382190-1 \$20.00 Peoples Publishing Group, Inc. 2008 Student Edition Grades: 10-12 Adopted 12/1/08 for Diploma English</p> <p>Prentice Hall Literature: Gold Level {9th grade} [CA Edition] [Book] Kinsella, Kate, et al ISBN: 0-13-054805-7 \$60.00 Prentice Hall 2002 California Edition Grades: 9 Adopted 6/6/2002 for English 9P / HP / PC</p> <p>Prentice Hall Literature: Platinum Level {10th grade} [CA Edition] [Book] Kinsella, Kate, et al ISBN: 0-13-054806-5 \$60.00 Prentice Hall 2002 California Edition Grades: 10 Adopted 6/6/2002 for English 10P / HP / PC</p> <p>Prentice Hall Literature: The American Experience {11th grade} [CA Edition] [Book] Kinsella, Kate, et al ISBN: 0-13-054807-3 \$60.00 Prentice Hall 2002 California Edition Grades: 11 Adopted 6/6/2002 for American Lit P / PC</p> <p>Prentice Hall Literature : The British Tradition {12th grade} [CA Edition] [Book] Kinsella, Kate, et al ISBN: 0-13-054808-1 \$60.00 Prentice Hall 2002 California Edition Grades: 12 Adopted 6/6/2002 for English Lit P / PC</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Algebra and Trigonometry for College Readiness [Book] Lial, Margaret L. and John Hornsby ISBN: 0-13-136626-2 \$99.00 Pearson Education 2011 Grades: 9-12 Adopted 8/25/2010 for Intro to College Math P</p> <p>Calculus with Analytic Geometry [Book] Larson, Hostetler, Edwards ISBN: 0-618-50300-5 \$113.00 Houghton Mifflin Company 2006 8th Edition Grades: 11-12 Adopted 9/13/2006 for Calculus P / AP</p> <p>California Algebra Readiness (Prentice Hall Mathematics) [Book] Charles / Illingworth / Mills / McNemar / Ramirez / Reeves ISBN: 0-13-350016-0 \$80.00 Prentice Hall 2009 1st Edition Grades: 8-9 Adopted 10/14/09 for Math Support / Algebra Readiness</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>MathMatters 3: An Integrated Program [Book] Lynch & Olmstead ISBN: 0-07-868178-2 \$75.00 Glencoe 2006 1st Edition Grades: 11-12 Adopted 10/10/07 for Bridge to Algebra II</p> <p>Measuring Up to the California Content Standards (Exit Level) Mathematics [Book] ISBN: 1-41382180-4 \$16.00 Peoples Publishing Group, Inc. 2006 Grades: 10-12 Adopted 12/1/08 for Diploma Math</p> <p>MH: Integrated Math 1 [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-07-663858-1 \$125.00 McGraw-Hill Companies, Inc. 2012 1st Grades: 09-12 Adopted 5/28/2014 for Math 1 CC / HP</p> <p>MH: Integrated Math 2 [Book] Carter, John A. Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-07-663861-1 \$125.00 McGraw-Hill Companies, Inc. 2012 1st Grades: 09-12 Adopted 5/28/2014 for Math 2 CC / HP</p> <p>MH: Integrated Math 3 [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-07-663852-9 \$125.00 McGraw-Hill Companies, Inc. 2012 1st Grades: 09-12 Adopted 5/28/2014 for Math 3 CC / HP</p> <p>MH: Integrated Math 4 [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-07-663855-0 McGraw-Hill Companies, Inc. 2012 1st Grades: 09-12 Adopted 5/28/2014</p> <p>The Practice of Statistics: TI-83/89 Graphing Calculator Enhanced [Book] Yates, Moore and Starnes ISBN: 0-7167-7309-0 \$90.00 W. H. Freeman and Company 2006 3rd Edition Grades: 11-12 Adopted 10/14/09 for AP Statistics</p> <p>Precalculus [Book] Larson, Ron & Hostetler, Robert ISBN: 0-618-64345-1 \$100.00 Houghton Mifflin Company 2007 7th Edition Grades: 09-12 Adopted 9/13/2006 for Pre-Calculus P / HP</p> <p>Statistics Through Applications [Book] Yates, Moore & Starnes ISBN: 0-7167-4772-3 \$80.00 W. H. Freeman and Company 2004 Grades: 11-12 Adopted 10/14/09 for Statistics P</p>
<p>Science The textbooks listed are from most recent adoption: Yes</p>	<p>Biology (AP Edition) [Book] Campbell, Reece ISBN: 0-8053-6777-2 \$110.00</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Percent of students lacking their own assigned textbook: 0	<p>Prentice Hall 2005 7th Edition Grades: 11-12 Adopted 2/8/2006 for AP Biology</p> <p>Chemistry & Chemical Reactivity (AP Edition) [Book] Kotz, John C., Paul M. Treichel and John R. Townsend ISBN: 978-1-1142704-7 \$160.00 HOUGHTON MIFFLIN HARCOURT 2012 8th Grades: 11-12 Adopted 3/23/2005 for AP Chemistry</p> <p>Holt Chemistry: Visualizing Matter [Book] Myers, Oldham, Tocci ISBN: 0-03-052002-9 \$56.00 Holt, Rinehart & Winston 2000 Grades: 11 Adopted 8/28/2002 for Chemistry P</p> <p>Holt Lifetime Health [Book] Friedman / Stine / Whalen ISBN: 0-03-064614-6 \$63.00 Holt, Rinehart & Winston 2004 Grades: 09-10 Adopted 05/25/05 for Health</p> <p>Holt Modern Biology [Book] Postlethwait & Hopson ISBN: 0-03-092214-3 \$70.00 Holt, Rinehart & Winston 2007 California Edition Grades: 10-12 Adopted 5/23/2007 for Biology HP</p> <p>Holt Physics [Book] Serway, Faughn ISBN: 0-03-056544-8 \$56.00 Holt, Rinehart & Winston 2002 Grades: 12 Adopted 3/23/2005 for Physics P</p> <p>Holt Science Spectrum: A Physical Approach [Book] Dobson, Ken, et al ISBN: 0-03-054349-5 \$51.00 Holt, Rinehart & Winston 2001 Grades: 9 Adopted 6/27/2001 for Integrated Science P</p> <p>Modern Chemistry [Book] Davis, Metcalfe, Williams, Castka ISBN: 0-03-056537-5 \$56.00 Holt, Rinehart & Winston 2002 Grades: 11-12 Adopted 3/23/2005 for Chemistry HP</p> <p>Physics: Principles with Applications [Book] Giancoli, Douglas C. ISBN: 0-13-061143-3 \$92.00 Prentice Hall 2002 5th Edition Grades: 12 Adopted 3/23/2005 for AP Physics</p> <p>Prentice Hall Biology (California edition) [Book] Miller & Levine ISBN: 0-13-201352-5 \$75.00 Prentice Hall 2007 1st edition Grades: 9-12 Adopted 5/23/2007 for Biology P</p> <p>Prentice Hall Earth Science: California Edition [Book] Tarbuck & Lutgens ISBN: 0-13-166755-6 \$75.00</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Prentice Hall 2006 California Edition Grades: 9-10 Adopted 5/23/2007 for Earth Science P</p>
<p>History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>	<p>American Government: Institutions and Policies [Book] Wilson & Dilulio ISBN: 0-618-66037-2 \$71.00 Houghton Mifflin Company 2004 9th Edition Grades: 12 Adopted 9/14/2005 for AP Government</p> <p>American Pageant [Book] Kennedy, Cohen, Bailey ISBN: 0-618-47940-6 \$83.00 Houghton Mifflin Company 2006 13th Edition Grades: 11-11 Adopted 2/8/2006 for AP U.S. History</p> <p>The Americans: Reconstruction to the 21st Century [Book] Danzer, Klor de Alva, Krieger, Wilson, & Woloch ISBN: 0-618-55713-X \$75.00 McDougal Littell 2006 California Edition Grades: 11-11 Adopted 5/10/2006 for 20th Cent U.S. History P</p> <p>Economics: Principles In Action (California edition) [Book] O'Sullivan, Arthur & Sheffrin, Steven M. ISBN: 0-13-133487-5 \$73.00 Prentice Hall 2007 1st Edition Grades: 12-12 Adopted 2/8/2006 for Economics P</p> <p>Economics: Principles, Problems and Policies [Book] McConnell, Brue ISBN: 0-07-281935-9 \$105.00 McGraw-Hill 2005 16th Edition Grades: 12-12 Adopted 2/8/2006 for AP MacroEcon</p> <p>Magruder's American Government: California Edition [Book] McCleaghan, William A. ISBN: 0-13-133579-0 \$74.00 Prentice Hall 2006 California Edition Grades: 12-12 Adopted 12/1/08 for American Government P</p> <p>Modern World History - Patterns of Interaction [Book] Beck, Black, Kreiger, Naylor & Shabaka ISBN: 0-618-55715-6 \$75.00 McDougal Littell 2006 California Edition Grades: 10-11 Adopted 5/10/2006 for World History P / HP</p> <p>Ways of the World: A Global History with Sources [Book] Strayer, Robert W. ISBN: 978-0-312-64466-6 \$112.00 Bedford/St. Martin's Press 2011 High School Edition Grades: 09-12 Adopted for AP World History</p> <p>The Western Heritage: Since 1300 [Book] Kagan, Donald, et al ISBN: 0-13-040421-7 \$57.00 Prentice Hall 2001 7th Edition Grades: 11-12 Adopted 3/23/2005 for AP European History</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>iAvancemos! Level 1 [Book] ISBN: 0-547-87191-0 \$81.00 Holt McDougal 2013 Grades: 09-12 Adopted 2/13/13 for Spanish I P</p> <p>iAvancemos! Level 2 [Book] ISBN: 0-547-87193-7 \$81.00 Holt McDougal 2013 Grades: 09-12 Adopted 2/13/13 for Spanish II P</p> <p>iAvancemos! Level 3 [Book] ISBN: 0-547-87192-9 \$81.00 Holt McDougal 2013 Grades: 09-12 Adopted 2/13/13 for Spanish III P</p> <p>iAvancemos! Level 4 [Book] ISBN: 0-547-87194-5 \$81.00 Holt McDougal 2013 Grades: 09-12 Adopted 2/13/13 for AP Spanish IV Language</p> <p>Deutsch Aktuell 1 [Book] Kraft, Wolfgang S. ISBN: 978-0-8219-5205-4 \$104.00 EMC Publishing 2010 6th Grades: 09-12 Adopted 2/13/13 for German I P</p> <p>Deutsch Aktuell 2 [Book] Kraft, Wolfgang S. ISBN: 978-0-8219-5206-1 \$97.00 EMC Publishing 2010 6th Grades: 09-12 Adopted 2/13/13 for German II P</p> <p>Deutsch Aktuell 3 [Book] Specht, Roland H., et al. ISBN: 978-0-8219-5207-8 \$90.00 EMC Publishing 2010 6th Grades: 09-12 Adopted 2/13/13 for German III P and German IV P</p> <p>El Espanol Para Nosotros Nivel 1: Curso para hispanohablantes [Book] Schmitt, Conrad J. ISBN: 0-07-827150-9 \$60.00 Glencoe 2006 Grades: 09-12 Adopted 9/13/2006 for Spanish II P SS</p> <p>El Espanol Para Nosotros Nivel 2: Curso para hispanohablantes [Book] Schmitt, Conrad J. ISBN: 0-07-862003-1 \$60.00 Glencoe 2006 Grades: 09-12 Adopted 9/13/2006 for Spanish III P SS</p> <p>Reflexiones: Introducción a la literatura hispánica [Book] Rodriguez, Rodney T. ISBN: 978-0-13-279312-4 \$60.00 Pearson Education 2013 AP* Edition Grades: 09-12 Adopted 2/13/13 for AP Spanish V Literature</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>T'es Branché? 1 [Book] Theisen, Toni and Jacques Pêcheur ISBN: 978-0-8219-5852-0 \$90.00 EMC Publishing 2014 Grades: 09-12 Adopted 2/13/13 for French I P</p> <p>T'es Branché? 2 [Book] Theisen, Toni and Jacques Pêcheur ISBN: 978-0-8219-5997-8 \$90.00 EMC Publishing 2014 Grades: 09-12 Adopted 2/13/13 for French II P</p> <p>T'es branché? 3 [Book] Theisen, Toni and Jacques Pêcheur ISBN: 978-0-8219-5999-2 \$100.00 EMC Publishing 2014 Grades: 09-12 Adopted 2/13/13 for French III P</p> <p>T'es branché? 4 [Book] Corsain, Martine, Eliane Grandet, et al. ISBN: 978-0-8219-6660-0 \$90.00 EMC Publishing 2014 1st Grades: 09-12 Adopted 2/13/13 for French IV P</p>
<p>Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>	
<p>Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>	Glencoe/McGraw Hill 2005
<p>Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0</p>	NA

School Facility Conditions and Planned Improvements (Most Recent Year)

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Rialto Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

School Safety

The safety of students and staff is a primary concern of Carter High School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among parent/guardian volunteers, teachers, and administrators. To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan was most recently updated in March 2012; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Disaster procedures/routine & emergency drills
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures

- School-wide dress code
- Policies related to suspension/expulsion
- Sexual harassment policy
- Safe ingress & egress of pupils, parents/guardians, & school employees

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and code yellow are held monthly.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The District’s Board of Education has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school’s custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school’s custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Rialto Unified School District to ensure that school grounds and facilities remain in excellent repair. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Facility Improvements / Deferred Maintenance

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/25/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gym/Lockerrooms: Water leak swamp cooler (Remedied 8/8/14) Hole in drywall (Remedied 8/8/14)
Interior: Interior Surfaces	X			Gym/Lockerrooms: Water leak swamp cooler (Remedied 8/8/14) Hole in drywall (Remedied 8/8/14) MPR/Kitchen: Hole in drywall (Remedied 8/8/14)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	44	47	53	52	51	54	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	40	43	46	42	44	44	54	56	55
Math	15	15	15	38	39	40	49	50	50
HSS	35	37	34	36	38	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	4	4	4
Similar Schools	6	5	5

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.1	21.3	36.0

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

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	54
All Student at the School	53
Male	55
Female	51
Black or African American	44
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	54
Native Hawaiian/Pacific Islander	
White	69
Two or More Races	
Socioeconomically Disadvantaged	54
English Learners	30
Students with Disabilities	29
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	C	15	6
Black or African American	C	11	9
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	C	15	8
Native Hawaiian/Pacific Islander			
White	C	11	-18
Two or More Races			
Socioeconomically Disadvantaged	C	31	12
English Learners	C	35	12
Students with Disabilities	C	27	-9

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Carter High School. Parents are encouraged to become involved in their child's education by volunteering at the school, participating in school activities, and joining the School Site Council, English Learner Advisory Committee, Parent Involvement Team (PIT) and Booster Clubs. Numerous programs at the school have been enhanced due to generous contributions and donations from local businesses and service organizations.

State Priority: School Climate

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

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

School Safety Plan

The safety of students and staff is a primary concern of every School site. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among parent/guardian volunteers, teachers, and administrators.

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan was most recently updated in March 2015; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

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

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and Intruder on campus are held monthly.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	14.4	12.3	12.3
Expulsions Rate	0.2	0.4	0.6
District	11-12	12-13	13-14
Suspensions Rate	13.0	7.2	8.5
Expulsions Rate	0.2	0.1	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		66.7

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	2
Psychologist	.75
Social Worker	
Nurse	.75
Speech/Language/Hearing Specialist	.4
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	475

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

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	21.9	26	27	58	34	24	37	19	42	23	51	37
Math	22.5	25	27	48	31	25	31	22	24	28	44	37
Science	26.9	29	30	17	15	10	20	13	14	36	41	43
SS	25.2	28	29	20	13	13	13	10	10	35	42	43

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

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,476	\$41,761
Mid-Range Teacher Salary	\$68,666	\$66,895
Highest Teacher Salary	\$88,896	\$86,565
Average Principal Salary (ES)	\$104,227	\$108,011
Average Principal Salary (MS)	\$111,619	\$113,058
Average Principal Salary (HS)	\$119,133	\$123,217
Superintendent Salary	\$236,064	\$227,183
Percent of District Budget		
Teacher Salaries	38	38
Administrative Salaries	6	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,195.73	\$1,351.97	\$5,843.76	\$73,373.51
District	♦	♦		\$72,336
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			439.4	1.4
Percent Difference: School Site/ State			24.6	3.8

Types of Services Funded at W.A. Carter High School

- Title I, Part A, Educationally Disadvantaged Children
- Title II, Part A, Teacher/Principal Training and Recruiting
- Title III, LEP Student Program
- Title IV, Part A, Safe and Drug Free Schools and Communities
- Title V, Innovative Programs
- Economic Impact Aide (EIA) - Limited English Proficient

Professional Development provided for Teachers at W.A. Carter High School

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluations are based on the "California Standards for the Teaching Profession," which include the following: Engaging and Supporting all Students in Learning; Understanding and Organizing Subject Matter for Student Learning; Assessing Student Learning; Creating and Maintaining Effective Environments for Student Learning; Planning Instruction and Designing Learning Experiences for all Students; and Developing as a Professional Educator.

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

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	54	27	20	45	37	18
All Students at the School	49	28	23	42	40	19
Male	57	26	17	45	38	17
Female	41	31	28	39	41	20
Black or African American	51	29	21	50	38	12
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	50	28	22	41	39	19
Native Hawaiian/Pacific Islander						
White	39	28	33	26	50	24
Two or More Races						
Socioeconomically Disadvantaged	50	28	23	41	41	18
English Learners	96	3	1	87	13	
Students with Disabilities	92	6	2	88	10	2
Students Receiving Migrant Education Services						

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

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
W.A. Carter High School	2011-12	2012-13	2013-14
English-Language Arts	48	49	51
Mathematics	47	51	58
Rialto Unified School District	2011-12	2012-13	2013-14
English-Language Arts	43	45	37
Mathematics	47	53	43
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

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

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	88.55	82.63	84.56
Black or African American	89.51	80.06	75.90
American Indian or Alaska Native	60.00	70.00	77.82
Asian	100.00	94.44	92.94
Filipino	100.00	93.33	92.20
Hispanic or Latino	87.83	83.35	80.83
Native Hawaiian/Pacific Islander	50.00	70.59	84.06
White	92.59	78.52	90.15
Two or More Races	100.00	125.00	89.03
Socioeconomically Disadvantaged	84.05	81.11	82.58
English Learners	64.15	58.06	53.68
Students with Disabilities	72.34	55.50	60.31

Dropout Rate and Graduation Rate			
W.A. Carter High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	7.5	8.1	8.7
Graduation Rate	88.68	87.22	88.70
Rialto Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	11.1	11.6	11.3
Graduation Rate	77.97	78.44	79.95
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	5	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	3	♦
Science	5	♦
Social Science	9	♦
All courses	25	0.3

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	3.38
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	760
% of pupils completing a CTE program and earning a high school diploma	8.66
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50

Career Technical Education Programs

Carter High School offers classes in following industry sectors: Agriculture, Information Tech, Arts, Media and Entertainment, Building and Construction trades, Education, Health Science and Medical Technology.

District Mission Statement

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

District Vision:

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

District Core Values:

EXCELLENCE: We strive towards excellence in our pursuit of student achievement.

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

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

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

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

SAFETY: We provide a safe educational environment.

Dr. John R. Kazalunas Education Center

182 E. Walnut Avenue Rialto, CA 92376-3598 - (909) 820-7700