

W.A.Carter High School

2630 N. Linden Avenue • Rialto, CA 92377 • (909) 854-4100 • Grades 9-12

Patricia Chavez, Principal

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Rialto Unified School District

182 East Walnut Ave.

Rialto, CA 92376

(909) 820-7700

www.rialto.k12.ca.us

District Governing Board

Joseph W. Martinez, President

Edgar Montes, Vice President

Nancy G. O'Kelley, Clerk

Joseph Ayala, Member

Dina Walker, Member

Natalie Baca, Student Member

District Administration

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Superintendent

Dr. Daren McDuffie

**Lead Strategic Agent: Strategic,
Congruence & Social Justice**

Kelly Bruce

**Lead Innovation Agent, Educational
Services Elementary Instruction**

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**Lead Academic Agent, Liberal Arts
and Literacy/Intervention**

Dr. Edward D'Souza

**Lead Academic Agent,
Math/Science and College/Career
Pathways**

Rhonda Kramer

Lead Academic Technology Agent

Rhea McIver Gibbs

Director, Media Services

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Associate Superintendent

Syeda Jafri

**Director of Communication
Services**

Principals' Message

W.A. Carter High School is in the 11th 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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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/>.
- 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/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	646
Grade 10	619
Grade 11	623
Grade 12	546
Total Enrollment	2,434

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	16.8
American Indian or Alaska Native	0.4
Asian	1.1
Filipino	0.8
Hispanic or Latino	72.4
Native Hawaiian or Pacific Islander	0.6
White	6.6
Two or More Races	1.4
Socioeconomically Disadvantaged	74.1
English Learners	10.9
Students with Disabilities	11.5
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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	15-16	16-17	17-18
With Full Credential	104	106	0
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rialto Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	108
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	15-16	16-17	17-18
Teachers of English Learners	0	0	0
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 January 11, 2017.

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.

Textbooks and Instructional Materials	
Year and month in which data were collected: June 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill: California StudySync - All for Love (9.4) [Book] ISBN: 978-1-943286-25-6 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:09-10 studysync.com</p> <p>McGraw Hill: California StudySync - An Exchange of Ideas (12.3) [Book] ISBN: 978-1-943286-36-2 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:12-12 studysync.com</p> <p>McGraw Hill: California StudySync - Destiny (10.1) [Book] ISBN: 978-1-943286-26-3 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:10-10 studysync.com</p> <p>McGraw Hill: California StudySync - Dreams and Aspirations (9.3) [Book] ISBN: 978-1-943286-24-9 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:09-09 studysync.com</p> <p>McGraw Hill: California StudySync - Emotional Currents (12.4) [Book] ISBN: 978-1-943286-37-9 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:12-12 studysync.com</p> <p>McGraw Hill: California StudySync - Emphathy (9.1) [Book] ISBN: 978-1-943286-22-5 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:09-09 studysync.com</p> <p>McGraw Hill: California StudySync - Epic Heroes (12.1) [Book] ISBN: 978-1-943286-34-8 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:12-12 studysync.com</p> <p>McGraw Hill: California StudySync - Leadership (9.2) [Book] ISBN: 978-1-943286-23-2 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:09-09 studysync.com</p> <p>McGraw Hill: California StudySync - Modern Times (11.3) [Book] ISBN: 978-1-943286-32-4 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:11-11 studysync.com</p> <p>McGraw Hill: California StudySync - Seeking Romance (11.4) [Book] ISBN: 978-1-943286-33-1 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:11-11</p> <p>McGraw Hill: California StudySync - Taking a Stand (10.2) [Book] ISBN: 978-1-943286-27-0 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:10-10 studysync.com</p> <p>McGraw Hill: California StudySync - Technical Difficulties (10.3) [Book] ISBN: 978-1-943286-28-7 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:10-10 studysync.com</p> <p>McGraw Hill: California StudySync - The Human Condition (12.2) [Book] ISBN: 978-1-943286-35-5 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:12-12 studysync.com</p> <p>McGraw Hill: California StudySync - The Human Connection (10.4) [Book] ISBN: 978-1-943286-29-4 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:10-10 studysync.com</p> <p>McGraw Hill: California StudySync - The Individual (11.2) [Book] ISBN: 978-1-943286-31-7 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:11-11 studysync.com</p> <p>McGraw Hill: California StudySync - We the People (11.1) [Book] ISBN: 978-1-943286-30-0 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:11-11</p> <p>Pearson: iLit English Language Arts/English Language Development series for grades 6-12. Core materials for Newcomer English Learners (Adopted June 7, 2017)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Mathematics</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 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 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 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 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 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 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 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 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 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 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 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Science</p>	<p>Biology (AP Edition) [Book] Campbell, Reece ISBN: 0-8053-6777-2 \$110.00 Prentice Hall 2005 7th Edition Grades: 11-12 Adopted 2/8/2006 for AP Biology Chemistry & Chemical Reactivity (AP Edition) [Book] Kotz, John C., Paul M. Treichel and John R. Townsend ISBN: 978-1-11142704-7 \$160.00 HOUGHTON MIFFLIN HARCOURT 2012 8th Grades: 11-12 Adopted 3/23/2005 for AP Chemistry 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 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 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 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 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 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 Prentice Hall Biology (California edition) [Book] Miller & Levine ISBN: 0-13-201352-5 \$75.00 Prentice Hall 2007 1st edtion Grades: 9-12 Adopted 5/23/2007 for Biology P Prentice Hall Earth Science: California Edition [Book] Tarbuck & Lutgens ISBN: 0-13-166755-6 \$75.00 Prentice Hall 2006 California Edition Grades: 9-10 Adopted 5/23/2007 for Earth Science P The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>History-Social Science</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 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 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 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 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 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 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 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 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Foreign Language</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 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 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 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 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 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 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 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 El Espanol Para Nosotros Nivel 2: Curso para hispanohablante [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 Reflexiones: Introducci3n a la literatura hisp3nica [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 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 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 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 T'es branché? 4 [Book] Corsain, Martine, Eliane Grandet, el al. ISBN: 978-0-8219-6660-0 \$90.00 EMC Publishing 2014 1st Grades: 09-12 Adopted 2/13/13 for French IV P The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

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: 11/20/17

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Admin/Nurse Stained ceiling tile (Remedied 12/18/17) Grounds Backflow leaking (remedied 12/11/17) Rooms I 201-208 Stained ceiling tile (Remedied 12/18/17) Rooms C 201-210 Stained ceiling tile (Remedied 12/18/17) MPR-G/Kitchen-H - Stained ceiling tile (Remedied 12/18/17) Staff Restrooms Stained ceiling tile (Remedied 12/18/17)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Broken hand dryers, faucet broken (remedied 12/21/17)
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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	60	44	31	30	48	48
Math	27	17	18	18	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	50	46	49	43	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	17.7	23.8	27.5

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	643	601	93.5	45.9
Male	323	301	93.2	49.5
Female	320	300	93.8	42.3
Black or African American	113	104	92.0	45.2
Hispanic or Latino	462	434	93.9	43.1
White	47	42	89.4	66.7
Socioeconomically Disadvantaged	494	457	92.5	44.0
English Learners	70	64	91.4	15.6
Students with Disabilities	63	53	84.1	26.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	589	563	95.59	43.69
Male	291	281	96.56	37.01
Female	298	282	94.63	50.35
Black or African American	98	90	91.84	35.56
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	427	413	96.72	43.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	39	90.7	56.41
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	466	444	95.28	41.44
English Learners	73	72	98.63	11.11
Students with Disabilities	59	57	96.61	5.26
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	588	567	96.43	16.96
Male	290	281	96.9	15.36
Female	298	286	95.97	18.53
Black or African American	98	90	91.84	14.61
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	426	417	97.89	14.87
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	39	90.7	35.9
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	465	448	96.34	14.51
English Learners	73	72	98.63	1.39
Students with Disabilities	59	56	94.92	0
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 (School Year 2017-18)

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 State priority: School Climate (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	2014-15	2015-16	2016-17
Suspensions Rate	8.2	6.0	7.6
Expulsions Rate	0.0	0.2	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	5.7	5.5	6.3
Expulsions Rate	0.0	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	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		57.1

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.5
Social Worker	
Nurse	.75
Speech/Language/Hearing Specialist	.1
Resource Specialist	6
Other	
Average Number of Students per Staff Member	
Academic Counselor	440

* 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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	27	23	23	28	60	56	31	19	24	44	41	43
Mathematics	27	25	20	22	29	58	22	24	32	42	35	28
Science	29	27	27	14	21	21	22	14	11	34	37	41
Social Science	26	28	25	20	14	26	16	15	12	36	39	38

* 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.

Professional Development provided for Teachers

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 four 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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,611	\$47,808
Mid-Range Teacher Salary	\$77,819	\$73,555
Highest Teacher Salary	\$100,481	\$95,850
Average Principal Salary (ES)	\$109,627	\$120,448
Average Principal Salary (MS)	\$116,064	\$125,592
Average Principal Salary (HS)	\$122,949	\$138,175
Superintendent Salary	\$211,600	\$264,457
Percent of District Budget		
Teacher Salaries	35%	35%
Administrative Salaries	5%	5%

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

Types of Services Funded

- 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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
W.A.Carter High School	2013-14	2014-15	2015-16
Dropout Rate	4	7.4	4.7
Graduation Rate	93.6	91.68	93.01
Rialto Unified School District	2013-14	2014-15	2015-16
Dropout Rate	9.8	10.7	7.3
Graduation Rate	80.96	82.72	84.81
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	840
% of pupils completing a CTE program and earning a high school diploma	28
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	62%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,259.71	\$1,280.52	\$6,979.19	\$83,650.13
District	♦	♦	\$6,979.19	\$82,600
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			0.0	4.9
Percent Difference: School Site/ State			6.0	9.4

* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	98.48
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	42.91

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts	2	♦
Foreign Language	3	♦
Mathematics	2	♦
Science	3	♦
Social Science	4	♦
All courses	16	24.3

Completion of High School Graduation Requirements

Group	Graduating Class of 2016		
	School	District	State
All Students	90.31	85.21	87.11
Black or African American	90.57	86.15	79.19
American Indian or Alaska Native	100	50	80.17
Asian	100	100	94.42
Filipino	75	86.67	93.76
Hispanic or Latino	90.17	85.1	84.58
Native Hawaiian/Pacific Islander	50	58.33	86.57
White	97.44	87.74	90.99
Two or More Races	100	72.73	90.59
Socioeconomically Disadvantaged	96.35	87.94	85.45
English Learners	46.67	53.41	55.44
Students with Disabilities	65.15	66.81	63.9
Foster Youth	37.5	66.67	68.19

Career Technical Education Programs

FLORICULTURE AND FLORAL DESIGN
 LANDSCAPE DESIGN
 VETERINARY SCIENCE
 Film/Cinema/Video Production
 Television Production
 Introduction to Media Arts
 Film/Cinema/Video Television Production
 Digital Media Presentation
 Computer Applications
 Introduction to Business
 Business Management
 Medical Terminology
 Introduction to Health Careers
 Introduction to Nursing
 Emergency Medical Responder
 Child Development I
 Child Development II
 Careers in Education
 Computer Applications
 Web Page Design

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.