

# Wilmer Amina Carter High School

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

Patricia Chavez, Principal  
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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

### **Rialto Unified School District**

182 East Walnut Ave.  
Rialto, CA 92376  
(909) 820-7700  
www.rialto.k12.ca.us

### **District Governing Board**

Edgar Montes, President  
Nancy G. O'Kelley, Vice President  
Dina Walker, Clerk  
Joseph Ayala, Member  
Joseph W. Martinez, Member  
Jazmin Hernandez, Student  
Member

### **District Administration**

Dr. Cuauhtémoc Avila  
**Superintendent**  
Dr. Daren McDuffie  
**Lead Strategic Agent: Strategic,  
Congruence & Social Justice**  
Kelly Bruce  
**Lead Innovation Agent, Educational  
Services Elementary Instruction**  
Jasmin Valenzuela  
**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  
**Lead Personnel Agent**  
Mohammad Z. Islam  
**Associate Superintendent**  
Syeda Jafri  
**Agent: Communications/Media  
Services**

### **Principals' Message**

W.A. Carter High School is in the 15th 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 2019 has the distinction of being the fourteenth 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. 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	619
Grade 10	607
Grade 11	579
Grade 12	580
<b>Total Enrollment</b>	<b>2,385</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	16.4
American Indian or Alaska Native	0.4
Asian	1.3
Filipino	0.8
Hispanic or Latino	72.6
Native Hawaiian or Pacific Islander	0.7
White	6.2
Socioeconomically Disadvantaged	76.8
English Learners	9.3
Students with Disabilities	12.3
Foster Youth	1.3

## 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			
Wilmer Amina Carter High School	16-17	17-18	18-19
With Full Credential	106	0	3
Without Full Credential	0	0	101
Teaching Outside Subject Area of Competence	0	0	0
Rialto Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	0
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Wilmer Amina Carter High	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	3

\* Note: "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 2018-19)**

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><b>The textbooks listed are from most recent adoption: Yes</b> <b>Percent of students lacking their own assigned textbook: 0</b></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><b>Mathematics</b></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 &amp; 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 &amp; 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 &amp; 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><b>The textbooks listed are from most recent adoption: Yes</b>  <b>Percent of students lacking their own assigned textbook: 0</b></p>
<p><b>Science</b></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 &amp; 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 &amp; 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 &amp; Winston 2004 Grades: 09-10 Adopted 05/25/05 for Health            Holt Modern Biology [ Book ] Postlethwait &amp; Hopson ISBN: 0-03-092214-3 \$70.00 Holt, Rinehart &amp; 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 &amp; 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 &amp; 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 &amp; 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 &amp; 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><b>The textbooks listed are from most recent adoption: Yes</b>  <b>Percent of students lacking their own assigned textbook: 0</b></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><b>History-Social Science</b></p>	<p>American Government: Institutions and Policies [ Book ] Wilson &amp; 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, &amp; 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 &amp; 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 &amp; 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><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>Foreign Language</b></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: 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                      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><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 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
<b>Health</b>	<b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption:</b> N/A <b>Percent of students lacking their own assigned textbook:</b> 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 2018; 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: 10/18/18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	MPR-G/Kitchen-H: Water heater leakin (Remedied 11/7/18)  Gym/Locker rooms: Faucets leaking (Remedied 11/6/18) Counter Damaged (Remedied 10/23/18)
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Staff Restrooms: Urinal Leaking (Remedied 11/20/18)  Student Restrooms: Faucet Broken (Remedied 12/5/18)  Rooms E 101-110: Drinking Fountain Broken (Remedied 11/2/18)
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Grounds: Peeling Paint (Remedied 12/5/18)
<b>Overall Rating</b>	<b>Good</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	44.0	56.0	30.0	33.0	48.0	50.0
Math	17.0	28.0	18.0	20.0	37.0	38.0

Note: 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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.6	21.6	36.1

\* 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.



**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	557	548	98.38	56.02
<b>Male</b>	263	260	98.86	46.54
<b>Female</b>	294	288	97.96	64.58
<b>Black or African American</b>	84	83	98.81	51.81
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	421	413	98.10	55.69
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	25	25	100.00	72.00
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	453	445	98.23	55.06
<b>English Learners</b>	83	81	97.59	28.40
<b>Students with Disabilities</b>	50	48	96.00	20.83
<b>Foster Youth</b>	--	--	--	--

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 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	557	542	97.31	28.23
Male	263	257	97.72	27.63
Female	294	285	96.94	28.77
Black or African American	84	82	97.62	17.07
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	421	408	96.91	27.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100	56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	453	439	96.91	26.88
English Learners	83	80	96.39	5
Students with Disabilities	50	48	96	6.25
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 school site

#### **Opportunities for Parental Involvement (School Year 2018-19)**

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 2018; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• School rules &amp; procedures</li> <li>• Current status of school crime</li> <li>• Notification to teachers</li> <li>• Child abuse reporting procedures</li> <li>• School-wide dress code</li> </ul> | <ul style="list-style-type: none"> <li>• Policies related to suspension/expulsion</li> <li>• Sexual harassment policy</li> <li>• Safe ingress &amp; egress of pupils, parents/guardians, &amp; school employees</li> <li>• Disaster procedures/routine &amp; emergency drills</li> </ul> |
|---|--|

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	2015-16	2016-17	2017-18
Suspensions Rate	6.0	7.6	5.0
Expulsions Rate	0.2	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.5	6.3	4.3
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	.75
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	5
Other	
Average Number of Students per Staff Member	
Academic Counselor	432

\* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	23.0	23.0	20.0	60	56	77	19	24	20	41	43	37
Mathematics	25.0	20.0	19.0	29	58	66	24	32	28	35	28	27
Science	27.0	27.0	27.0	21	21	20	14	11	21	37	41	34
Social Science	28.0	25.0	22.0	14	26	39	15	12	18	39	38	34

\* 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,583	\$47,903
Mid-Range Teacher Salary	\$79,375	\$74,481
Highest Teacher Salary	\$102,491	\$98,269
Average Principal Salary (ES)	\$116,547	\$123,495
Average Principal Salary (MS)	\$126,086	\$129,482
Average Principal Salary (HS)	\$131,678	\$142,414
Superintendent Salary	\$226,624	\$271,429
Percent of District Budget		
Teacher Salaries	34.0	35.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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)			
Wilmer Amina Carter High School	2014-15	2015-16	2016-17
Dropout Rate	7.4	4.7	5.1
Graduation Rate	91.7	93.0	94.0
Rialto Unified School District	2014-15	2015-16	2016-17
Dropout Rate	10.7	7.3	8.3
Graduation Rate	82.7	84.8	85.4
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1011
% of pupils completing a CTE program and earning a high school diploma	12%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20%

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,069.41	\$1,659.17	\$7,410.24	\$81,388.23
District	◆	◆		\$84,215
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			0.0	-3.4
Percent Difference: School Site/ State			3.9	0.8

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	99.5
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	44.3

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	9	◆
Fine and Performing Arts	2	◆
Foreign Language	5	◆
Mathematics	4	◆
Science	6	◆
Social Science	15	◆
All courses	41	27.8

**Completion of High School Graduation Requirements**

Group	Graduating Class of 2017		
	School	District	State
All Students	92.7	87.5	88.7
Black or African American	98.0	86.2	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	87.5	95.5	94.9
Filipino	75.0	86.7	93.5
Hispanic or Latino	91.5	87.4	86.5
Native Hawaiian/Pacific Islander	50.0	100.0	88.6
White	92.1	87.5	92.1
Two or More Races	100.0	82.4	91.2
Socioeconomically Disadvantaged	100.0	94.6	88.6
English Learners	39.5	57.0	56.7
Students with Disabilities	73.2	76.1	67.1
Foster Youth	14.3	50.0	74.1

**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 <https://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.