

# Maria Carrillo High School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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.

#### 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

School Name	Maria Carrillo High School
Street	
City, State, Zip	
Phone Number	(707) 890-3820
Principal	Amy Wiese
Email Address	awiese@srcs.k12.ca.us
School Website	<a href="https://mchs.srcschools.org/">https://mchs.srcschools.org/</a>
Grade Span	
County-District-School (CDS) Code	49709204930244

## 2025-26 District Contact Information

District Name	Santa Rosa City Schools
Phone Number	(707) 890-3800
Superintendent	Lisa August
Email Address	laugust@srcs.k12.ca.us
District Website	<a href="http://www.srcschools.org">www.srcschools.org</a>

## 2025-26 School Description and Mission Statement

Maria Carrillo High School was founded in 1996. The staff of Maria Carrillo High School, in partnership with students, parents, and community members, provides a challenging, caring, and safe educational environment that prepares students to become Powerful Producers, Universal Citizens, Masterful Communicators, and Active Learners. As a result, students consistently achieve high overall test scores on standardized tests and are successful in post-high school endeavors. MCHS offers 38 different athletic teams, 60+ campus clubs and organizations, and a varied calendar of social activities designed by our robust leadership classes. Humanities, a ninth-grade course integrated with the English program, is a specialized graduation requirement for MCHS students.

## 2025-26 School Description and Mission Statement

Academics are the primary focus of any high school and that includes Carrillo. Students engage in activities across the curriculum that require them to communicate clearly, study effectively, solve complex problems, think critically, work creatively, make decisions, and learn independently. MCHS maintains a systematic and comprehensive guidance program to support students in achieving a positive and productive high school experience. Counselors guide students in selecting a course of study to best ensure success in high school and to plan for the years beyond graduation. Additionally, we have co-taught general education classes in English, Math and Science to support our students with disabilities, and we have an Ethnic Studies graduation requirement that can be met in five different content areas.

### Program Highlights:

- In the ninth grade, the English and Humanities classes are integrated so students see the interrelationships between disciplines.
- Students are offered college preparatory mathematics through AP Calculus
- CTE offerings include: Automotive Technology, Culinary Arts, Sports Medicine, and Athletic Training.
- Award winning ENCORE Visual and Performing Arts Program.
- Honors and Advanced Placement courses are offered in English, math, science, social science, world language, art, and music. Students have the opportunity to graduate with an AP Capstone Diploma.
- Technology is infused throughout the curriculum.
- Four sections of Leadership promoting school culture.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	415
Grade 10	390
Grade 11	407
Grade 12	372
<b>Total Enrollment</b>	<b>1,584</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52
Non-Binary	0.3
American Indian or Alaska Native	0.4
Asian	8
Black or African American	1.5
Filipino	1.8
Hispanic or Latino	31.1
Native Hawaiian or Pacific Islander	0.5
Two or More Races	7.2
White	49.5
English Learners	4.2
Foster Youth	0.4
Homeless	1.5
Migrant	0.9
Socioeconomically Disadvantaged	36
Students with Disabilities	11.6

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	54.4	87.03	359.5	78.28	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1	1.71	5.6	1.23	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.9	1.52	14.6	3.19	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.4	2.33	26.8	5.84	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	4.6	7.37	52.6	11.46	15831.9	5.67
<b>Total Teaching Positions</b>	62.5	100	459.2	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	61.2	89.32	409.9	82.49	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1	1.46	8.8	1.77	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.3	2.01	21.3	4.29	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.3	1.93	22.8	4.6	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	3.6	5.26	33.9	6.84	14303.8	5.15
<b>Total Teaching Positions</b>	68.5	100	496.9	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	61.9	88.76	410.9	82.14	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	1.7	2.49	10.3	2.07	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.1	1.63	27.9	5.59	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.2	3.19	21.4	4.29	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	2.7	3.9	29.5	5.91	13705.8	4.91
<b>Total Teaching Positions</b>	69.8	100	500.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0.7	0.8
<b>Misassignments</b>	0.90	0.6	0.2
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.90	1.3	1.1

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.2	0.7
<b>Local Assignment Options</b>	1.40	1	1.5
<b>Total Out-of-Field Teachers</b>	1.40	1.3	2.2

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.2	1.2	0.9
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.6	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: January 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>Prentice Hall Literature: Timeless Voices, Timeless Themes – Platinum Level; Prentice Hall, 2002, Kinsella: Board Approved 3/23/2005</p> <p>Prentice Hall Literature: Timeless Voices, Timeless Themes – Gold Level 2002, Prentice Hall, Kinsella, Board Approved 3/23/2005</p> <p>Classical Rhetoric for the Modern Student – 4th Ed.: Oxford Univ. Press 1999, Corbett, et al, Board Approved 6/26/2002</p> <p>The Bedford Reader, 11th Edition: Bedford/St. Martin's 2012, X. Kennedy, D. Kennedy &amp; J. Aaron, Board Approved 5/8/2013</p> <p>Modern World Literature: McDougal Littell 2001, Nextext, Board Approved 3/28/2001</p>	0
<b>Mathematics</b>	<p>Dietiker, et al Publisher: College Preparatory Mathematics (CPM)</p> <p>In grades 9-12, students have Board approved texts that support instruction based on California Content Standards. Every student has access to his or her own textbooks. In 2008, each secondary site reviewed and adopted math textbooks.</p> <p>Calculus of a Single Variable, 11th Ed.: Cengage 2017, Larson, Board Approved</p> <p>The Practice of Statistics, 5th ed, Starnes, Moore et al, Freeman 2015</p> <p>Precalculus with Limits 7E: Cengage 2016, Larson, Board Approved</p> <p>Integrated Math 1: CPM 2014, Dietker, Board Approved 1/24/2018</p> <p>Integrated Math 2: CPM 2015, Dietker, Board Approved 1/24/2018</p> <p>Integrated Math 3: CPM 2015, Dietker, Board Approved 1/24/2018</p> <p>Statistical Reasoning in Sports 9781319304843</p>	0

<b>Science</b>	<p>Biology (The Living Earth), Savvas 2020, Miller &amp; Levine          McGraw Hill INSPIRE SCIENCE CHEMISTRY CALIFORNIA          STUDENT EDITION 978-0-07-674695-8          Chemistry: Houghton Mifflin 1997, Zumdahl, 9th ed. 2014 Board          Approved 5/27/1997          Physics – Principles and Applications: 5th ed. Prentice Hall          Revised 1998, Giancoli          Physics: Principals &amp; Problems: Glencoe McGraw-Hill 2008,          Zitzwitz          Animal Diversity: McGraw-Hill 2009, Hickman, et al, Board          Approved 5/12/2010          Exploring Environmental Science (AP), Miller/Spoolman,          Cengage 2019</p>	0
<b>History-Social Science</b>	<p>Geography: The Human and Physical World, Boehm, McGraw-          Hill 2018          World History: The Modern World, Ellis/Esler, Pearson 2019          Western Civilization, Thomson Wadsworth 2006, Spielvogel,          Board Approved 3/14/2007 9th ed., Cengage 2016; 10th ed.,          Cengage 2019          American Pageant, The AP Edition (15th Edition): Wadsworth,          Cengage Learning 2013, Kennedy &amp; Cohen, Board Approved          1/15/2014          American Pageant (AP), 17th ed., Kennedy / Cohen, Cengage          2020          United States History: The Twentieth Century, Levy, Roberts et          al, Pearson 2019          American Spirit – Volume I: to 1887, The: Houghton Mifflin 1998,          Bailey, et al, Board Approved 1/23/2002          American Spirit – Volume II: since 1865, Houghton Mifflin 9th          ed., 1998          GOVT: Principles of American Government, Henschen/Sidlow,          10th ed., Cengage 2019          American Government: Stories of a Nation (AP),          Abernathy/Waples, bfw Worth 2019          Economics: Principles in Action, Sullivan/Sheffrin, Pearson 2019          Krugman's Economics (AP), Anderson/Ray, 3rd ed., bfw Worth          2019          Understanding Psychology: Glencoe McGraw-Hill 2008,          Kasschau, Board Approved 5/12/2010          Thinking About Psychology: The Science of Mind and Behavior,          Blair-Broeker/Ernst, 4th ed., bfw Worth 2019</p>	0
<b>Foreign Language</b>	<p>Curso de introduccion Nuevas Vistas: Holt, Rinehart &amp; Winston          2006, Alvarado, Velasco, Maricoch, Board Approved 9/9/200          Temas, AP Spanish Language and Culture: Vista Higher          Learning 2014, Draggett, P. et al, Board Approved 8/28/2013          Expresate: Levels 1, 2, 3 HOLT, RINEHART AND WINSTON          T'es Branche' Level 1, 2, 3, and 4; Toni Theisen; EMC          Publishing; 2015</p>	0
<b>Health</b>	<p>Health: Making Life Choices: West Educ. 1999, Sizer-Webb, et          al, Board Approved 4/19/2000          What Teens Need to Succeed: Free Spirit 1998, Benson, et al,          Board Approved 9/12/2001          7 Habits of Highly Effective Teens, The: Fireside/Simon &amp;          Schuster 1998, Covey, Board Approved 10/9/2002</p>	0
<b>Visual and Performing Arts</b>	N/A	0

<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	0
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Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good, fair, or poor" The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary" good, fair or poor. Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.

This school was inspected in October 2025 and had an overall rating of "Good".

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

<b>Year and month of the most recent FIT report</b>	October 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	74	65	39	40	47	48
<b>Mathematics</b> (grades 3-8 and 11)	46	47	25	24	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	404	387	95.79	4.21	64.86
Female	172	160	93.02	6.98	68.75
Male	230	225	97.83	2.17	61.78
American Indian or Alaska Native	0	0	0	0	0
Asian	39	39	100.00	0.00	92.31
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	119	115	96.64	3.36	44.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	26	96.30	3.70	76.92
White	202	191	94.55	5.45	72.25
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	85	95.51	4.49	50.59
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	44	93.62	6.38	22.73

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	404	390	96.53	3.47	46.79
<b>Female</b>	172	163	94.77	5.23	40.12
<b>Male</b>	230	225	97.83	2.17	51.56
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	39	39	100.00	0.00	79.49
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	119	115	96.64	3.36	22.61
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	27	26	96.30	3.70	53.85
<b>White</b>	202	195	96.53	3.47	53.61
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	89	85	95.51	4.49	29.41
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	47	44	93.62	6.38	9.09

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	46.66	43.61	25.17	24.54	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	778	749	96.27	3.73	46.39
<b>Female</b>	376	357	94.95	5.05	45.94
<b>Male</b>	399	390	97.74	2.26	46.53
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	68	68	100.00	0.00	72.06
<b>Black or African American</b>	17	15	88.24	11.76	28.57
<b>Filipino</b>	13	13	100.00	0.00	38.46
<b>Hispanic or Latino</b>	228	220	96.49	3.51	26.36
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	50	48	96.00	4.00	56.25
<b>White</b>	394	377	95.69	4.31	54.11
<b>English Learners</b>	19	16	84.21	15.79	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	15	15	100.00	0.00	26.67
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	179	170	94.97	5.03	32.94
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	95	89	93.68	6.32	6.82

## 2024-25 Career Technical Education Programs

Career Technical Education (CTE) provides students with the academic, technical, and real-world knowledge, skills and experience they need to be prepared for college, career, and life. A CTE program involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Several CTE courses are college-preparatory and/or are articulated with the local community college, where students can earn college units through the Credit by Exam process. In addition, some CTE Programs provide students the opportunity to earn industry-recognized certifications. Below is a list of CTE Programs at our site:

**Automotive Technology-** We have three levels of automotive technology which train students in various areas of automotive maintenance and repair.

**Culinary Arts-** We have three levels of culinary arts which provide students with a strong foundation in cooking and kitchen skills.

**Sports Medicine & Athletic Training-** We have a Sports Medicine pathway where students learn how the anatomy and physiology of the human body systems interact with each other through sports.

For more information, please visit the Santa Rosa City School website at <https://www.srcschools.org/departments/educational-services/educational-programs>.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	334
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	3.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	99.68
Graduates Who Completed All Courses Required for UC/CSU Admission	58.95

## B. Pupil Outcomes

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	87.10%	85.70%	90.60%	87.60%	88.00%

## 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 regarding the school district and at each school site.

## 2025-26 Opportunities for Parental Involvement

Parents play a vital role in virtually every aspect of campus life. The School Site Council (SSC) develops and approves the annual school plan. Parents also serve on the Principal's Advisory Committee, and English Learners Advisory Committee (ELAC). Parents run the Maria Carrillo Association, Puma Athletic Boosters, Fine Arts Committee, and Band Boosters. These

## 2025-26 Opportunities for Parental Involvement

organizations not only raise significant funds to enhance school programs, but also recruit and coordinate the volunteers.

Parents volunteer to help for special events (classroom activities, dances, performances, Project Grad, transporting students for athletic events and practices, staff appreciation luncheons, etc.).

Anyone interested in volunteering should contact the school at (707) 890-3820 or visit our website at <https://mchs.srcschools.org/>.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	9.6	5.7	4	12.5	9.8	7	8.2	8.9	8
Graduation Rate	88.8	92.6	94.9	82.6	86.3	89.7	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	376	357	94.9
Female	204	196	96.1
Male	171	160	93.6
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	30	29	96.7
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	108	100	92.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	24	23	95.8
White	193	186	96.4
English Learners	23	19	82.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	192	179	93.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	51	45	88.2

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1633	1611	270	16.8
Female	783	775	138	17.8
Male	843	830	130	15.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	127	127	7	5.5
Black or African American	26	25	7	28.0
Filipino	30	29	3	10.3
Hispanic or Latino	512	504	112	22.2
Native Hawaiian or Pacific Islander	12	12	2	16.7
Two or More Races	116	116	17	14.7
White	803	791	118	14.9
English Learners	79	75	27	36.0
Foster Youth	14	--	--	--
Homeless	27	26	7	26.9
Socioeconomically Disadvantaged	655	644	155	24.1
Students Receiving Migrant Education Services	22	22	8	36.4
Students with Disabilities	209	203	78	38.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.78	4.15	3.25	10.12	7.74	6.83	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.12	0.18	0	0.21	0.21	0.29	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.25	0.00
Female	1.92	0.00
Male	4.51	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.79	0.00
Black or African American	15.38	0.00
Filipino	3.33	0.00
Hispanic or Latino	4.69	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.59	0.00
White	2.37	0.00
English Learners	10.13	0.00
Foster Youth	14.29	0.00
Homeless	3.70	0.00
Socioeconomically Disadvantaged	5.19	0.00
Students Receiving Migrant Education Services	13.64	0.00
Students with Disabilities	6.70	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

The 2025-2026 School Safety Comprehensive Framework by Santa Rosa City Schools emphasizes creating a safe, inclusive, and empowering environment that supports both academic success and emotional well-being. Grounded in the values of embrace, engage, and empower, the framework outlines nine focus areas: campus security enhancements like controlled access and surveillance, sufficient safety equipment, and professional development for staff regarding safety protocols and wellness. It also highlights mental health supports such as counseling services and conflict resolution programs, and collaboration with first responders and community partners for coordinated incident responses. A multidisciplinary threat assessment protocol, standardized emergency responses, and the implementation of an Incident Command System (ICS) ensure the district is prepared for various emergencies. Finally, reunification and recovery protocols aim to restore normalcy post-crisis, focusing on emotional and logistical support for students and families.

The plan also integrates continuous improvement measures, such as regularly updating emergency plans and conducting drills, and is aligned with the district's Facilities Master Plan to ensure feasibility and sustainability. The framework underscores the collective responsibility of staff, families, students, and community partners in fostering a culture of belonging, safety and readiness. By addressing physical, emotional, and systemic aspects of school safety, the framework sets the foundation for nurturing an environment where students feel secure and empowered to achieve their full potential. It reaffirms the district's commitment to collaborative, data-driven approaches to enhance safety across all campuses. A safety committee reviewed the current plan during the 2024-2025 school year, the School Site Council approved the school safety plan on April 22, 2025 and the SRCS Board approved the plan on May 28, 2025.

### Site-Based Safety Plan Information:

Maria Carrillo maintains a closed campus. Staff supervisors monitor the grounds for 30 minutes before and 30 minutes after school. We update the school safety plan annually, and the entire staff and student body participate in monthly safety, evacuation, and disaster drills in conjunction with local emergency services. As part of the school safety plan, we maintain emergency supplies.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	28	27	21
Mathematics	24	20	28	16
Science	24	15	33	7
Social Science	23	18	17	17

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	36	20	20
Mathematics	21	34	23	16
Science	24	17	32	9
Social Science	18	34	22	12

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	34	25	19
Mathematics	22	31	24	16
Science	20	28	24	6
Social Science	17	36	19	15

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	273.28

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.9
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,413.18	\$17.18	\$7,395.99	\$111,230.62
District	N/A	N/A	\$8,203.39	
Percent Difference - School Site and District	N/A	N/A	-10.4	
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	-37.2	

## Fiscal Year 2024-25 Types of Services Funded

A positive and welcoming school culture that makes every stakeholder feel like they belong on our campus is one of our goals. To this end, we funded a section of Leadership (Student Government) to help increase school spirit and a sense of belonging. We funded a group of teachers exploring equity via Zaretta Hammond's Culturally Responsive Teaching. We fund our Puma Peers program which provides support for our freshman. We also funded Safe School Ambassadors, Supplemental Instructional Materials, and trainings around UDL.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	27.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	6
Fine and Performing Arts	0
Foreign Language	2
Mathematics	4
Science	9
Social Science	8
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	30

## Professional Development

District Level Professional Development:  
Secondary department chairs participate in quarterly meetings to discuss curriculum and instructional practices, analyze data, build districtwide coherence around instructional practices, and receive professional learning on equity based strategies to increase academic achievement for all students. The district offers opportunities for staff to engage in Ethnic Studies professional development at three levels: Ethnic Studies 1.0, 2.0 and 3.0. Math Redesign professional learning focused on building district-wide coherence in grades Elementary -12th through professional learning with an emphasis on teaching to big

## Professional Development

ideas, culturally relevant math modeling, Building Thinking Classrooms, formative assessment, and Boaler's strategies for growth mindset and positive math identity. Redesign efforts included professional learning support to sites and leaders with a focus on implementation of the New California Math Framework. Wellness and Engagement staff provide professional development to site Restorative staff and School Safety Advisors. Opportunities to be part of a collaborative focusing on supporting the needs of our multilingual learners is offered multiple times throughout the year.

Secondary Principals participate in Instructional Rounds of professional development five times a year. Vice Principals participate in professional learning specific to their roles and responsibilities, equity, master schedule, instructional leadership, SRCS Mission, Vision, and Priorities, data analysis for improving schools, using data in support of an aligned assessment system, supervision and evaluation, along with specific district and site based programs and initiatives. All instructional administrators participate monthly in professional development on topics ranging from Essential 5, Incident Command, Data Protocols, and Differentiated Instruction.

The district offers 2 full days of professional development for all Classified and Certificated staff.

### Site Specific Professional Development:

We have a team of teachers and admin that are part of our Equity Leadership Team. They have been working with both Joe Truss on Anti-Racist Education and they been reading and doing work around Zaretta Hammond's Culturally Responsive Teaching. We also have a focus this year on Grading For Equity. A team of teachers and admin have worked with the Sonoma County Office of Education and Joe Feldman's book Grading for Equity to examine grading practices. Staff participates in professional development around English language learner teaching strategies. Staff also participates in Puma Snapshots which are similar to instructional rounds. Our WASC coordinator has been working with the whole staff analyzing school data, survey results, and school culture to prepare for our WASC visit.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2