

Maria Carrillo High
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	6975 Montecito Blvd. Santa Rosa, CA , 95409- 2787	Principal:	Monique Luke, Principal
Phone:	(707) 890-3820	Grade	9-12
		Span:	

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 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.

About This School

Monique Luke, Principal

Principal, Maria Carrillo High

About Our School



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Contact

Maria Carrillo High
6975 Montecito Blvd.
Santa Rosa, CA 95409-2787

Phone: [\(707\) 890-3820](tel:(707)890-3820)
Email: mluke@srcs.k12.ca.us

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Santa Rosa High
Phone Number	(707) 890-3800
Superintendent	Trunnell, Anna
Email Address	atrunnell@srcs.k12.ca.us
Website	www.srcschools.org

School Contact Information (School Year 2023–24)

School Name	Maria Carrillo High
Street	6975 Montecito Blvd.
City, State, Zip	Santa Rosa, CA , 95409-2787
Phone Number	(707) 890-3820
Principal	Monique Luke, Principal
Email Address	mluke@srcs.k12.ca.us
Website	https://mchs-santarosa-ca.schoolloop.com
County-District-School (CDS) Code	49709204930244

Last updated: 1/31/24

School Description and Mission Statement (School Year 2023–24)

Maria Carrillo High School was founded in 1996. Students engage in activities across the curriculum that require them to be 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 37 different athletic teams, 31 campus clubs and organizations, and a varied calendar of social activities. Humanities, a ninth-grade course integrated with the English program, is a specialized graduation requirement for MCHS students. Academics are the primary focus of any high school and that includes Carrillo. 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.

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.

Maria Carrillo High School was founded in 1996. 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. As a result, students consistently achieve high overall test scores on standardized tests. MCHS offers 37 different athletic teams, 60 campus clubs and organizations, and a varied calendar of social activities. Humanities, a ninth-grade course integrated with the English program, is a specialized graduation requirement for MCHS students.

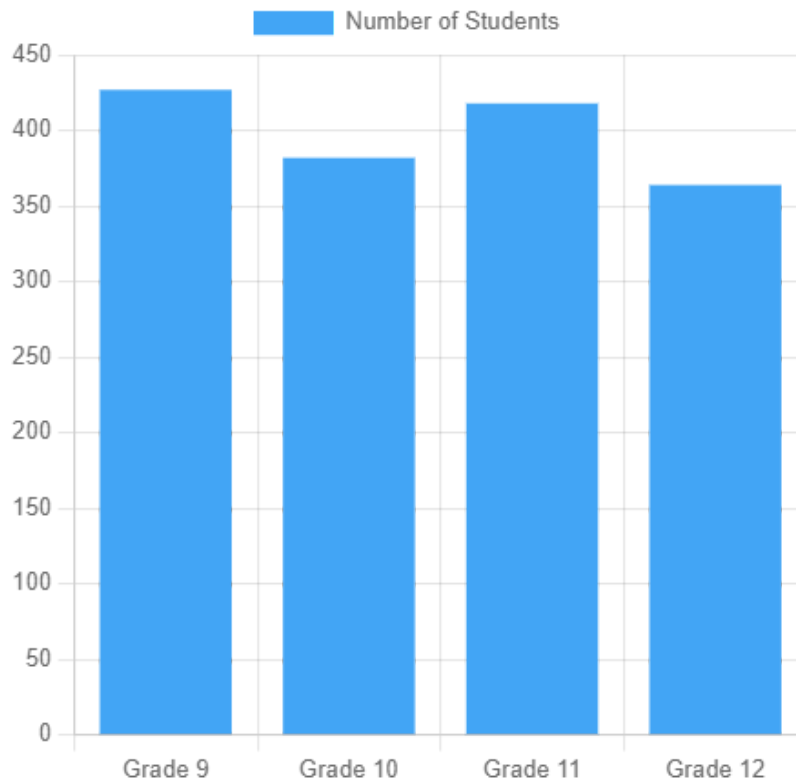
Program Highlights:

- 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.
- Honors and Advanced Placement courses are offered in English, math, science, social science, world language, art, and music.
- Technology is infused throughout the curriculum.

Last updated: 1/31/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	427
Grade 10	382
Grade 11	418
Grade 12	364
Total Enrollment	1591



Last updated: 1/31/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	49.50%
Male	49.90%
Non-Binary	0.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.50%
Foster Youth	0.50%
Homeless	0.40%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.40%
Asian	9.00%
Black or African American	1.70%
Filipino	1.60%
Hispanic or Latino	26.90%
Native Hawaiian or Pacific Islander	1.30%
Two or More Races	6.80%
White	52.00%

Student Group (Other)	Percent of Total Enrollment
Migrant	0.90%
Socioeconomically Disadvantaged	29.20%
Students with Disabilities	10.60%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	56.70	90.15%	391.70	79.66%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.40	0.64%	12.30	2.51%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	1.51%	21.60	4.41%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	1.29%	15.20	3.09%	12115.80	4.41%
Unknown/Incomplete/NA	4.00	6.39%	50.80	10.33%	18854.30	6.86%
Total Teaching Positions	62.90	100.00%	491.80	100.00%	274759.10	100.00%

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.

Last updated: 1/31/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	54.40	87.03%	359.50	78.28%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	1.71%	5.60	1.23%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	1.52%	14.60	3.19%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.40	2.33%	26.80	5.84%	11953.10	4.28%
Unknown/Incomplete/NA	4.60	7.37%	52.60	11.46%	15831.90	5.67%
Total Teaching Positions	62.50	100.00%	459.20	100.00%	279044.80	100.00%

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.

Last updated: 1/31/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.90	0.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.90	0.90

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.80	1.40
Total Out-of-Field Teachers	0.80	1.40

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.80%	1.2%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.40%	0.6%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature: Timeless Voices, Timeless Themes – Platinum Level; Prentice Hall, 2002, Kinsella: Board Approved 3/23/2005 Prentice Hall Literature: Timeless Voices, Timeless Themes – Gold Level 2002, Prentice Hall, Kinsella, Board Approved 3/23/2005 Classical Rhetoric for the Modern Student – 4th Ed.: Oxford Univ. Press 1999, Corbett, et al, Board Approved 6/26/2002 The Bedford Reader, 11th Edition: Bedford/St. Martin's 2012, X. Kennedy, D. Kennedy & J. Aaron, Board Approved 5/8/2013 Modern World Literature: McDougal Littell 2001, Nexttext, Board Approved 3/28/2001	Yes	0
Mathematics	Dietiker, et al Publisher: College Preparatory Mathematics (CPM) 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	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	textbooks. In 2008, each secondary site reviewed and adopted math textbooks. Calculus of a Single Variable, 11th Ed.: Cengage 2017, Larson, Board Approved The Practice of Statistics, 5th ed, Starnes, Moore et al, Freeman 2015 Precalculus with Limits 7E: Cengage 2016, Larson, Board Approved Integrated Math 1: CPM 2014, Dietker, Board Approved 1/24/2018 Integrated Math 2: CPM 2015, Dietker, Board Approved 1/24/2018 Integrated Math 3: CPM 2015, Dietker, Board Approved 1/24/2018 Statistical Reasoning in Sports 9781319304843		
Science	Biology (The Living Earth), Savvas 2020, Miller & 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 &	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Problems: Glencoe McGraw-Hill 2008, Zitzwitz</p> <p>Animal Diversity: McGraw-Hill 2009, Hickman, et al, Board Approved 5/12/2010</p> <p>Exploring Environmental Science (AP), Miller/Spoolman, Cengage 2019</p>		
History-Social Science	<p>Geography: The Human and Physical World, Boehm, McGraw-Hill 2018</p> <p>World History: The Modern World, Ellis/Esler, Pearson 2019</p> <p>Western Civilization, Thomson Wadsworth 2006, Spielvogel, Board Approved 3/14/2007 9th ed., Cengage 2016; 10th ed., Cengage 2019</p> <p>American Pageant, The AP Edition (15th Edition): Wadsworth, Cengage Learning 2013, Kennedy & Cohen, Board Approved 1/15/2014</p> <p>American Pageant (AP), 17th ed., Kennedy / Cohen, Cengage 2020</p> <p>United States History: The Twentieth Century, Levy, Roberts et al, Pearson 2019</p> <p>American Spirit – Volume I: to 1887, The: Houghton Mifflin 1998, Bailey, et al, Board Approved 1/23/2002</p> <p>American Spirit – Volume II:</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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		
Foreign Language	Curso de introduccion Nuevas Vistas: Holt, Rinehart & 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	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	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 & Schuster 1998, Covey, Board Approved 10/9/2002	Yes	0
Visual and Performing Arts	N/A		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/31/24

School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Too (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 on 12/31/23 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 insolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Last updated: 1/31/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2024

Overall Rating	Good
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Last updated: 1/31/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	74%	72%	41%	38%	47%	46%
Mathematics (grades 3-8 and 11)	54%	45%	25%	24%	33%	34%

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.

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

Last updated: 1/31/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	413	387	93.70%	6.30%	71.83%
Female	223	211	94.62%	5.38%	77.73%
Male	188	175	93.09%	6.91%	64.57%
American Indian or Alaska Native	--	--	--	--	--
Asian	44	40	90.91%	9.09%	80.00%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	108	99	91.67%	8.33%	48.48%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33%	6.67%	85.71%
White	218	210	96.33%	3.67%	80.48%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	128	115	89.84%	10.16%	55.65%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	37	86.05%	13.95%	27.03%

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

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.

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.

Last updated: 1/31/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	413	383	92.74%	7.26%	44.91%
Female	223	203	91.03%	8.97%	43.35%
Male	188	179	95.21%	4.79%	46.37%
American Indian or Alaska Native	--	--	--	--	--
Asian	44	40	90.91%	9.09%	60.00%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	108	99	91.67%	8.33%	19.19%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	13	86.67%	13.33%	53.85%
White	218	206	94.50%	5.50%	53.88%
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	128	116	90.63%	9.37%	21.55%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	37	86.05%	13.95%	5.41%

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

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.

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.

Last updated: 1/31/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	49.83%	46.69%	26.52%	24.05%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST 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.

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.

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.

Last updated: 1/31/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	780	726	93.08%	6.92%	46.69%
Female	402	370	92.04%	7.96%	49.46%
Male	370	349	94.32%	5.68%	43.55%
American Indian or Alaska Native	--	--	--	--	--
Asian	79	74	93.67%	6.33%	67.57%
Black or African American	14	13	92.86%	7.14%	46.15%
Filipino	16	16	100.00%	0.00%	75.00%
Hispanic or Latino	195	178	91.28%	8.72%	26.97%
Native Hawaiian or Pacific Islander	14	13	92.86%	7.14%	7.69%
Two or More Races	51	47	92.16%	7.84%	46.81%
White	407	382	93.86%	6.14%	52.36%
English Learners	13	12	92.31%	7.69%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	14	12	85.71%	14.29%	33.33%
Socioeconomically Disadvantaged	224	202	90.18%	9.82%	30.20%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	76	64	84.21%	15.79%	17.19%

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.

Last updated: 1/31/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	339
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/31/24***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.94%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	39.94%

Last updated: 1/31/24

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

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
9	95.54%	94.37%	95.31%	92.49%	78.17%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

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.

Last updated: 1/31/24

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

Opportunities for Parental Involvement (School Year 2023–24)

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

Anyone interested in volunteering should contact the school at (707) 890-3820.

State Priority: Pupil Engagement

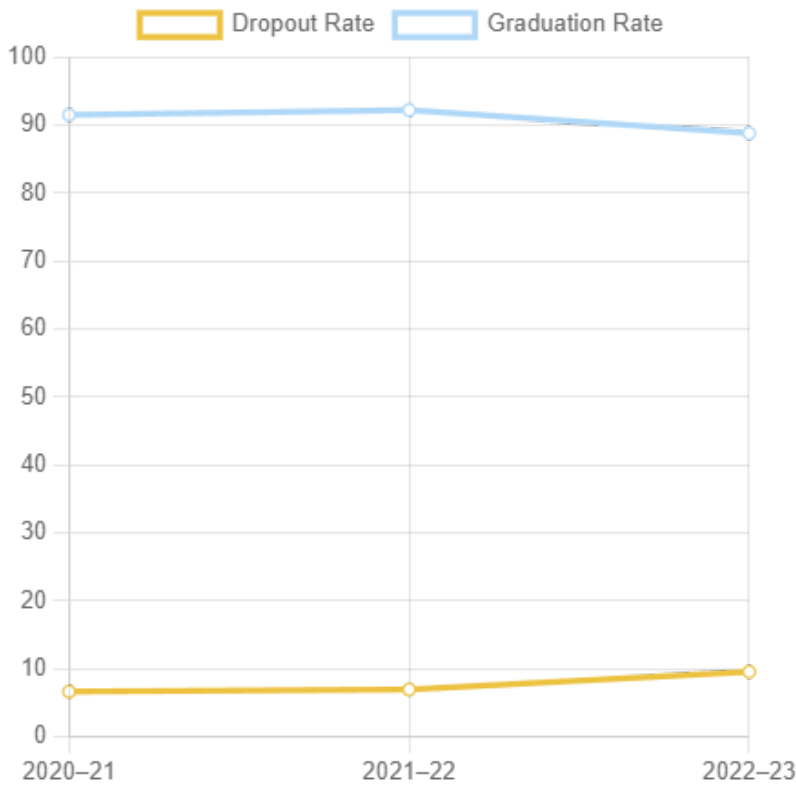
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	6.7%	7.0%	9.6%	14.0%	11.5%	12.5%	9.4%	7.8%	8.2%
Graduation Rate	91.5%	92.2%	88.8%	80.4%	84.2%	82.6%	83.6%	87.0%	86.2%

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



Last updated: 1/31/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	384	341	88.8%
Female	185	170	91.9%
Male	192	165	85.9%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	36	35	97.2%
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	91	77	84.6%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	35	31	88.6%
White	199	178	89.4%
English Learners	11	10	90.9%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	143	120	83.9%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	41	30	73.2%

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 student population is ten or fewer.

Last updated: 1/31/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1645	1628	311	19.1%
Female	808	802	165	20.6%
Male	825	814	138	17.0%
Non-Binary	12	12	8	66.7%
American Indian or Alaska Native	7	6	3	50.0%
Asian	146	145	16	11.0%
Black or African American	29	29	5	17.2%
Filipino	26	25	3	12.0%
Hispanic or Latino	452	447	100	22.4%
Native Hawaiian or Pacific Islander	22	22	4	18.2%
Two or More Races	109	109	17	15.6%
White	851	842	162	19.2%
English Learners	50	49	16	32.7%
Foster Youth	10	9	6	66.7%
Homeless	15	14	7	50.0%
Socioeconomically Disadvantaged	553	545	147	27.0%
Students Receiving Migrant Education Services	16	16	4	25.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	191	187	79	42.2%

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.

Last updated: 1/31/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	2.34%	5.78%	0.08%	6.40%	10.12%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.12%	0.00%	0.05%	0.21%	0.00%	0.07%	0.08%

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.

Last updated: 1/31/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.78%	0.12%
Female	4.46%	0.00%
Male	7.03%	0.24%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.68%	0.00%
Black or African American	6.90%	0.00%
Filipino	3.85%	0.00%
Hispanic or Latino	8.41%	0.44%
Native Hawaiian or Pacific Islander	13.64%	0.00%
Two or More Races	3.67%	0.00%
White	5.41%	0.00%
English Learners	14.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	20.00%	0.00%
Socioeconomically Disadvantaged	9.40%	0.36%
Students Receiving Migrant Education Services	18.75%	6.25%
Students with Disabilities	14.66%	1.05%

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

Last updated: 1/31/24

School Safety Plan (School Year 2023–24)

Maria Carrillo maintains a closed campus. Two 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. Our twenty-year-old campus has the most up-to-date safety systems.

Last updated: 1/31/24

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	33	31	11
Mathematics	23.00	18	28	12
Science	24.00	14	29	9
Social Science	22.00	21	15	18

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	42	26	16
Mathematics	22.00	33	33	21
Science	21.00	23	37	3
Social Science	20.00	28	14	24

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	28	27	21
Mathematics	24.00	20	28	16
Science	24.00	15	33	7
Social Science	23.00	18	17	17

* 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.

Last updated: 1/31/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	294.63

* 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.

Last updated: 1/31/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.40
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.40
Social Worker	
Nurse	0.30

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.10

* 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.

Last updated: 1/31/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12899.00	\$3350.00	\$9549.00	\$98391.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/24

Types of Services Funded (Fiscal Year 2022–23)

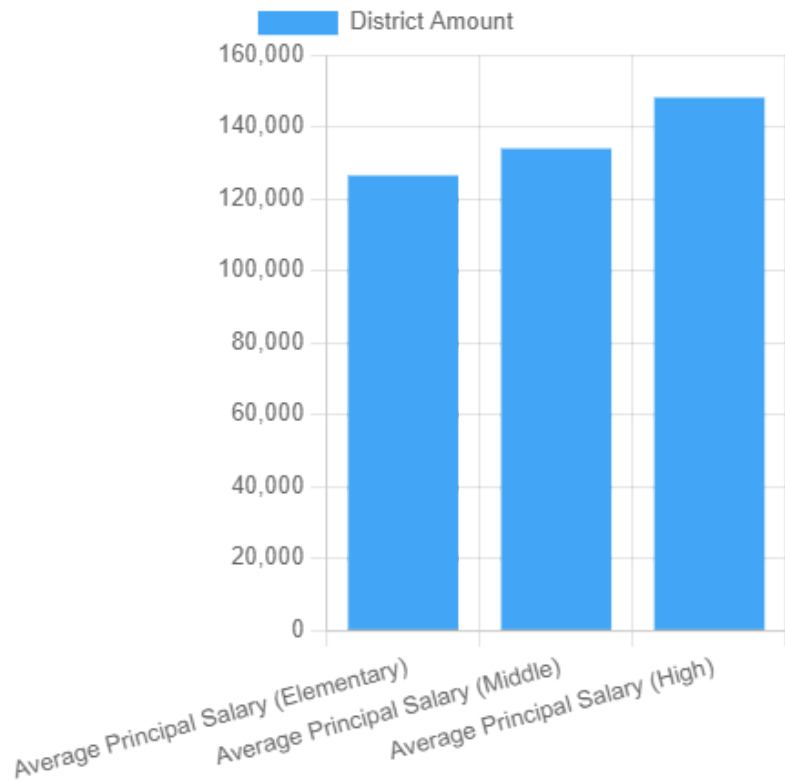
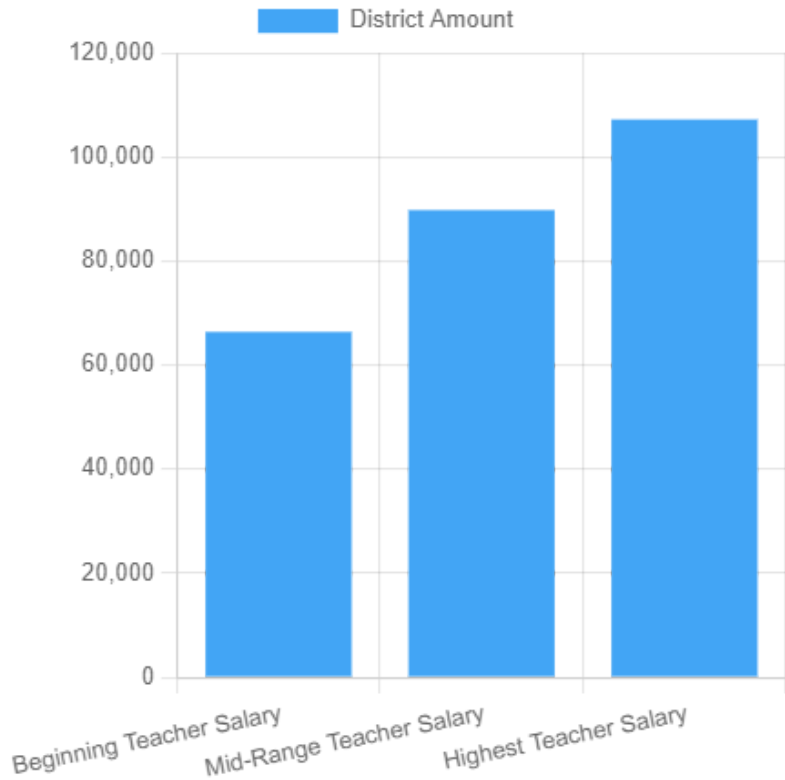
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Last updated: 1/31/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$66412.00	\$0.00
Mid-Range Teacher Salary	\$89824.00	\$0.00
Highest Teacher Salary	\$107235.00	\$0.00
Average Principal Salary (Elementary)	\$126503.00	\$0.00
Average Principal Salary (Middle)	\$134014.00	\$0.00
Average Principal Salary (High)	\$148194.00	\$0.00
Superintendent Salary	\$250275.00	\$0.00
Percent of Budget for Teacher Salaries	--	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/31/24

Advanced Placement (AP) Courses (School Year 2022–23)**Percent of Students in AP Courses** 29.9 %

Subject	Number of AP Courses Offered*
Computer Science	2
English	6
Fine and Performing Arts	0
Foreign Language	2
Mathematics	4
Science	8
Social Science	9
Total AP Courses Offered*	31

* Where there are student course enrollments of at least one student.

*Last updated: 1/31/24***Professional Development**

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Last updated: 1/31/24