2019–2020 School Accountability Report Card

Translation Disclaimer

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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.

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.

Katie Barr, Principal

- Principal, Maria Carrillo High

About Our School

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 the 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, are 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.

Contact

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

Phone: 707-890-3820
Email: kbarr@srcs.k12.ca.us

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Santa Rosa High
Phone Number	(707) 890-3800
Superintendent	Diann Kitamura
Email Address	dkitamura@srcs.k12.ca.us
Website	www.srcschools.org

School Contact Information (School Year 2020–2021)	
School Name	Maria Carrillo High
Street	6975 Montecito Blvd.
City, State, Zip	Santa Rosa, Ca, 95409-2787
Phone Number	707-890-3820
Principal	Katie Barr, Principal
Email Address	kbarr@srcs.k12.ca.us
County-District-School (CDS) Code	49709204930244

Last updated: 1/21/2021

School Description and Mission Statement (School Year 2020–2021)

The staff of Maria Carrillo High School, in partnership with students, parents, and community members, provides a challenging, caring and safe educational environment which 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, 31 campus clubs and organizations, and a varied calendar of social activities. Humanities, a ninth grade course integrated with the English program, are

a specialized graduation requirement for MCHS students.

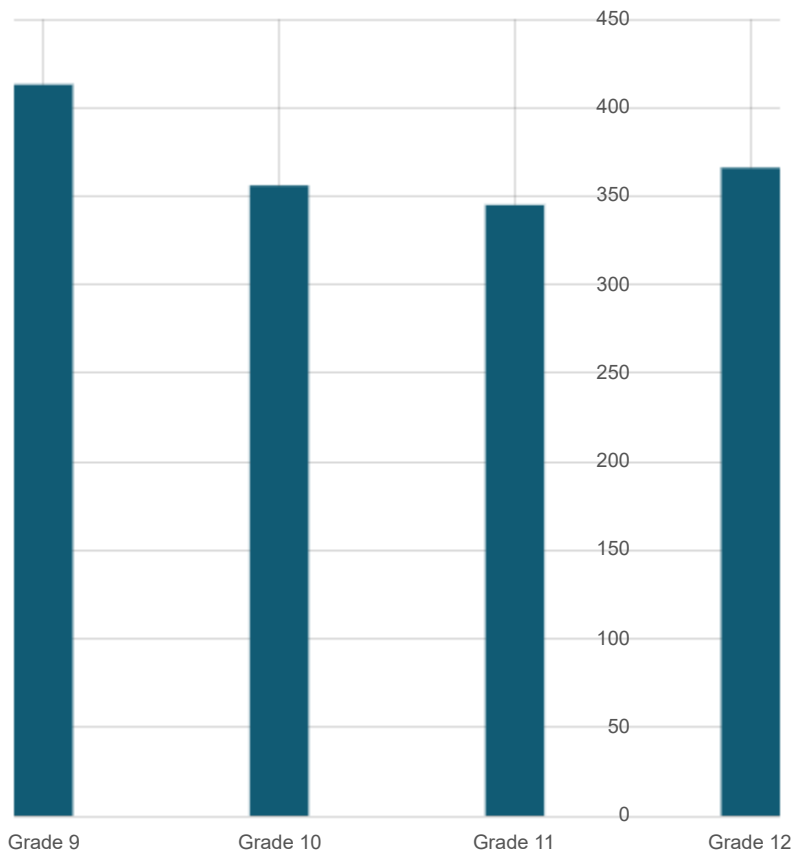
Program Highlights:

• 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, 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: 1/21/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
Number of Students	413	356	345	366	1480



Last updated: 1/21/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native I
Percent of Total Enrollment	1.90 %	0.50 %	9.70 %	1.90 %	25.70 %	

Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless
Percent of Total Enrollment	22.20 %	2.50 %	7.40 %	0.40 %	0.50 %

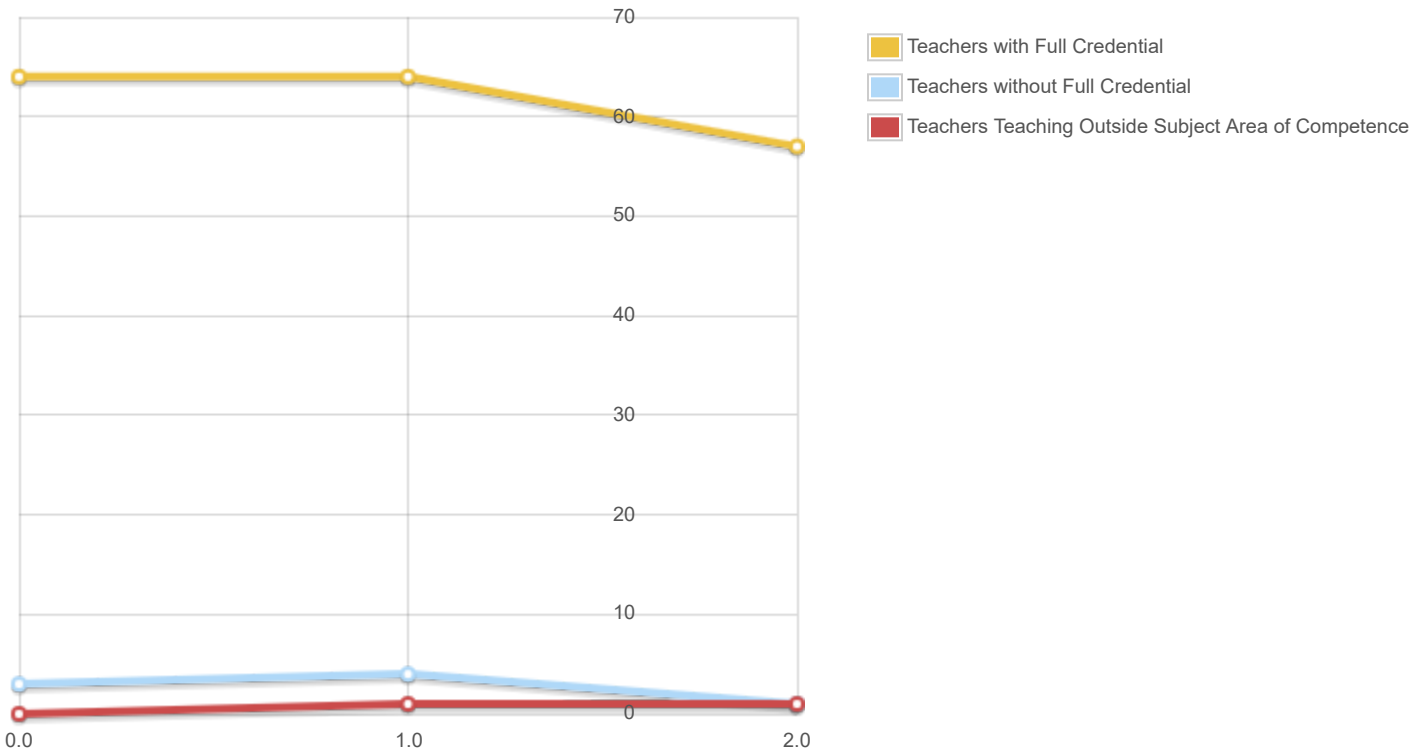
State Priority: Basic

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

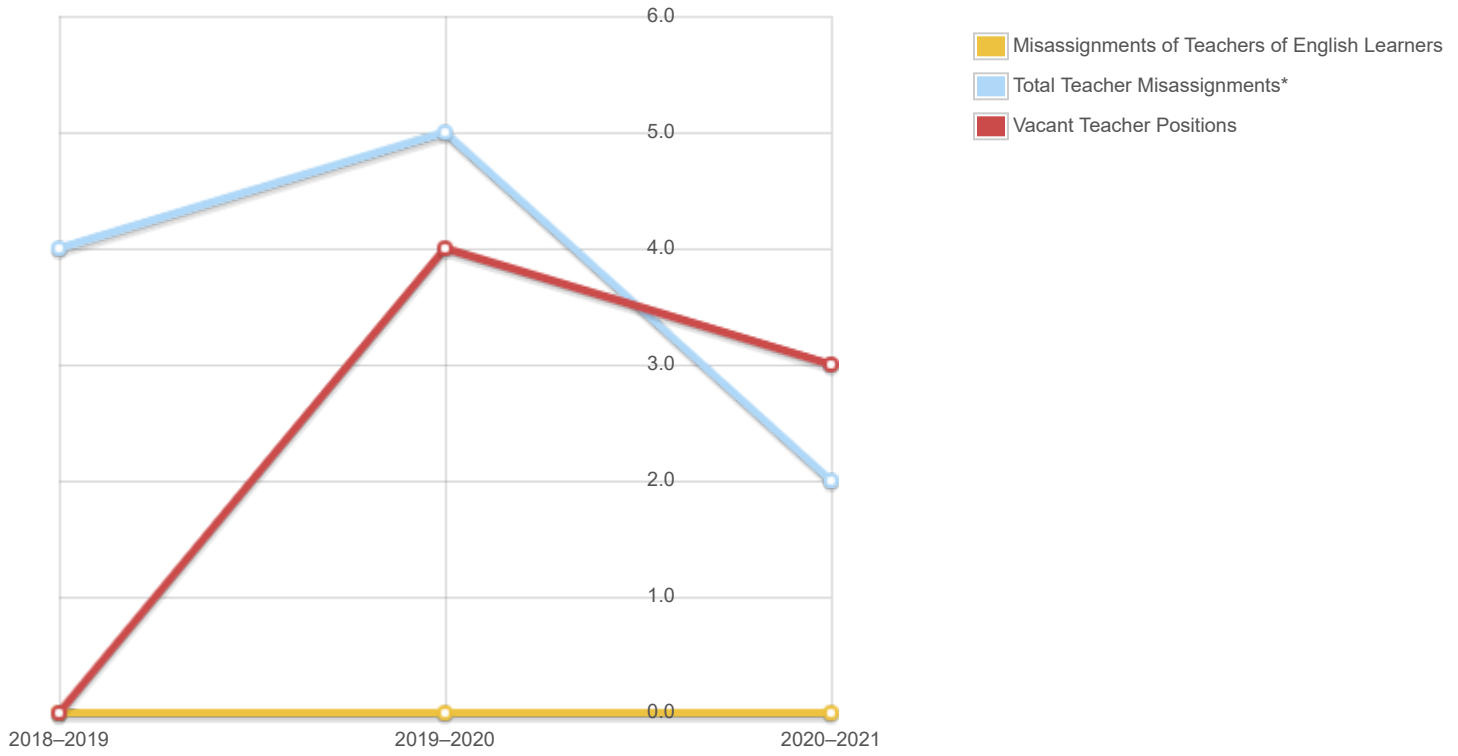
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	64	64	57	667
Without Full Credential	3	4	1	32
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	1	42



Last updated: 1/21/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	4	5	2
Vacant Teacher Positions	0	4	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.

Last updated: 1/21/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

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, Nextext, Board Approved 3/28/2001 Modern World Literature: McDougal Littell 2001, Nextext, Board Approved 3/28/2001 Bedford Reader, The- 9th Ed.: Bedford/St. Martin’s 2006, Kennedy, et al, Board Approved 6/27/2007	Yes	0.00 %
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 textbooks. In 2008, each secondary site reviewed and adopted math textbooks. Algebra Readiness: McDougal Littell 2008, Austin, et al, Board Approved 4/23/2008 Calculus of a Single Variable, 11th Ed.: Cengage 2017, Larson, Board Approved The Practice of Statistics, 5thed, Starnes, Moore et al, Freeman 2015 Precalculus with Limits 7E: Cengage 2016, Larson, Board Approved Integrated Math 1: CPM 2015, Dietker, Board Approved 1/24/2018 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	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Biology - 10th Ed.: Pearson 2014, Campbell, Reece, Board Approved 2/8/2006 Biology (The Living Earth), Savvas 2020, Miller & Levine Chemistry 5th ed: Addiston Wesley 2000, Wilbraham, Board Approved 7/12/2000 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 & 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	Yes	0.00 %
History-Social Science	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 & 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	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Mayan Safari: Longman 1992, Smith, Board Approved 12/12/2001 Imagina-espanol sin barreras: Vista Higher Learning 2007, Blanco, Board Approved 9/27/2006 Curso de introduccion Nuevas Vistas: Holt, Rinehart & Winston 2006, Alvarado, Velasco, Maricoch, Board Approved 9/9/2009 Abriendo Puertas: Antología de Literatura en Espanol–Tomo I (A Spanish Reader, Vol. I): McDougal Littell 2003, Board Approved 5/22/2002 Abriendo Puertas: Antología de Literatura en Espanol – Tomo II (A Spanish Reader, Vol. II): McDougal Littell 2003, Cervantes, Lorca, et al, Board Approved 5/22/2002 Momentos cumbres de las literturas hispanica: Pearson Prentice Hall 2004, Rodriguez, Richard, Board Approved 4/22/2009 Graded Spanish Reader: Heath/ McDougal 1996, Ulloa et al, Board Approved 5/30/2001 Triangulo: Wayside 2000, Gatski, McMullan, Board Approved 5/30/2001 Temas, AP Spanish Language and Culture: Vista Higher Learning 2014, Draggett, P. et al, Board Approved 8/28/2013 Reflexiones: Introducción a la literature hispánica: Pearson (AP Edition) 2013, Rodriguez, Rodney T., Board Approved 6/26/2013 Concise American Heritage, The (American-Spanish Dictionary): Houghton Mifflin 2001, Senerth, Sola, et. Al, Approved by Assistant Superintendent 4/26/2002	Yes	0.00 %
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	0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/21/2021

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 on 12/03/2020 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.

Last updated: 1/21/2021

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: December 2020

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: December 2020

Overall Rating	Good

Last updated: 1/21/2021

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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	77.0%	N/A	48.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	58.0%	N/A	32.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
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.

Last updated: 1/21/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/21/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/21/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	41	N/A	26	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/21/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/21/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

MCHS has Career Pathways in the following areas: Automotive Technology, Culinary Arts & Hospitality, and Engineering (CADD drafting), Performing and Technical Arts courses. Each career pathway consists of a three year integrated or sequential pattern of courses that leads to industry certification or an equivalent measure of skill attainment. Students in the Automotive Technology program work in a state of the art computer diagnostic classroom and attached shop that is in the process of receiving NATEF certification. Students in the Culinary Arts pathway participate in catering events throughout Sonoma County. One student was selected to appear on a Food Network website video featuring high school students aspiring to be chefs. Visual Pathway programs in the arts require a three-year commitment to a single artistic discipline which allows students to hone their skills in preparation for post-secondary education.

Last updated: 1/21/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	259
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	90.90%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	76.00%

Last updated: 1/22/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	52.99%

Last updated: 1/21/2021

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 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/21/2021

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 2020–2021)

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.

Last updated: 1/21/2021

State Priority: Pupil Engagement

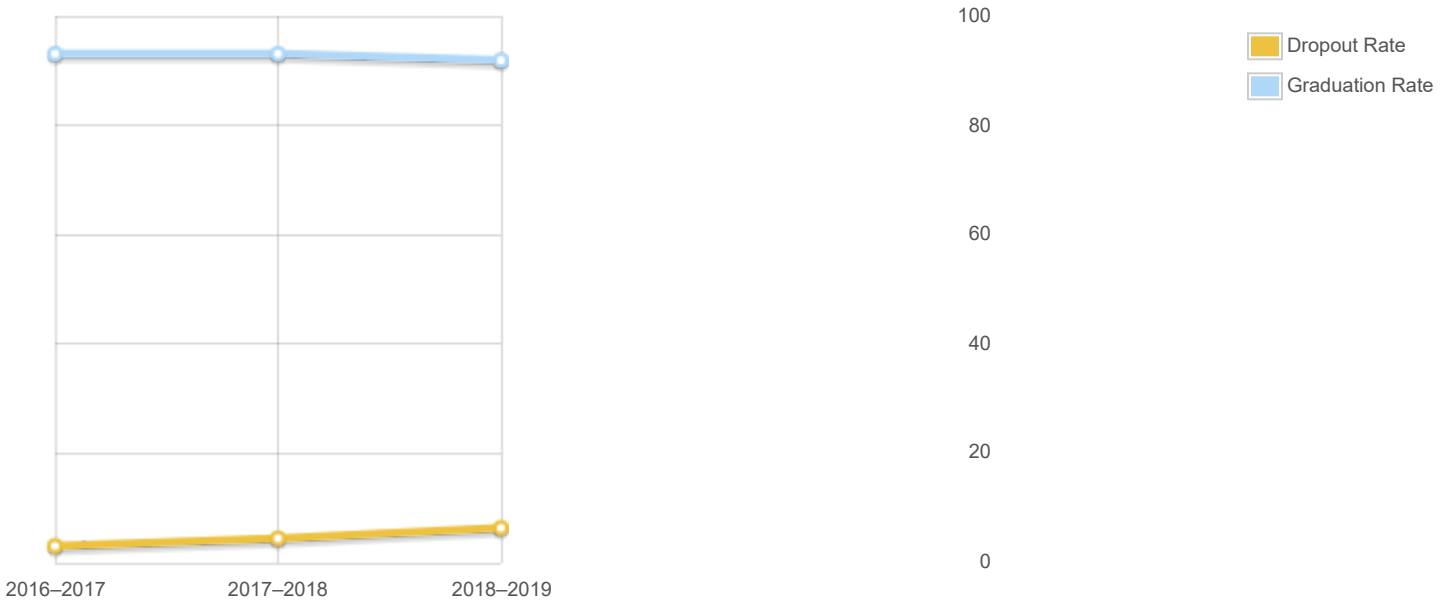
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	3.10%	4.50%	6.40%	11.60%	10.30%	12.20%	9.10%	9.60%	9.00%
Graduation Rate	93.10%	93.10%	91.90%	80.80%	83.10%	81.40%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/21/2021

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
(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	0.90%	0.06%
School 2018–2019	2.30%	0.00%
District 2017–2018	6.10%	0.10%
District 2018–2019	7.20%	0.07%
State 2017–2018	3.50%	0.10%
State 2018–2019	3.50%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	--	--
District 2019–2020	--	--
State 2019–2020	--	--

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/21/2021

School Safety Plan (School Year 2020–2021)

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: 1/21/2021

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 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	20.00	23.00	26.00	18.00
Number of Classes * 1-22	39	23	9	37
Number of Classes * 23-32	27	28	25	34
Number of Classes * 33+	14	11	15	15

* 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 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	17.00	22.00	25.00	19.00
Number of Classes * 1-22	47	24	10	32
Number of Classes * 23-32	40	27	33	33
Number of Classes * 33+	3	8	6	10

* 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 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	19.00	22.00	24.00	25.00
Number of Classes * 1-22	30	19	13	20
Number of Classes * 23-32	42	34	35	13
Number of Classes * 33+	6	6	3	16

* 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: 1/21/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	411.1

*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: 1/21/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.30
Psychologist	1.30
Social Worker	
Nurse	0.50
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	
Other	

*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: 1/21/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10254.00	$2703.00	$7551.00	$73904.00
District	N/A	N/A	$7698.00	$76302.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7750.12	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/21/2021

Types of Services Funded (Fiscal Year 2019–2020)

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.

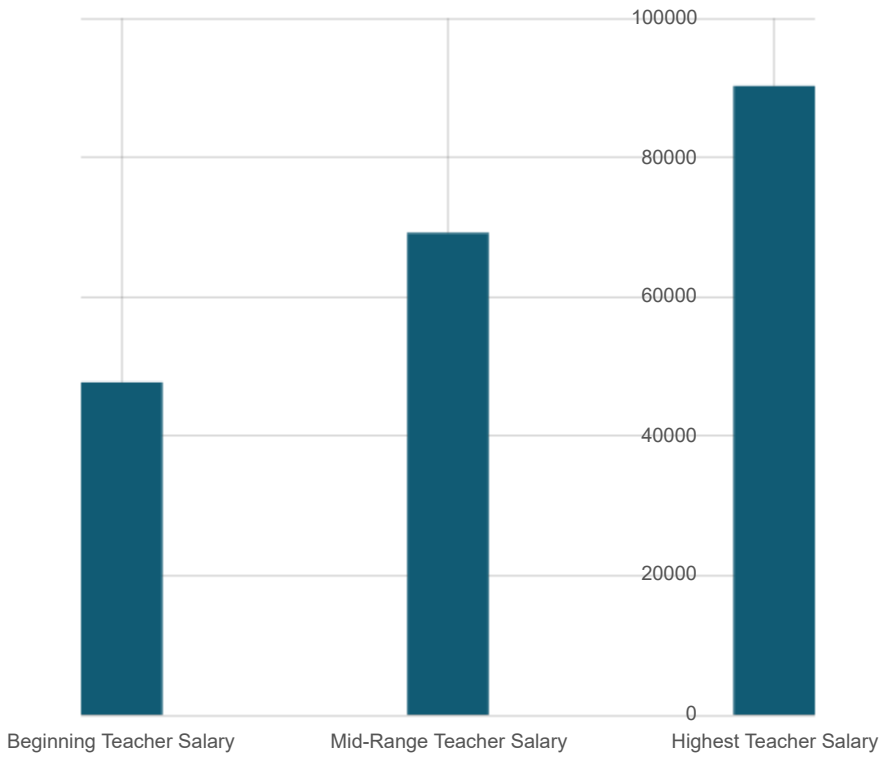
Last updated: 1/21/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

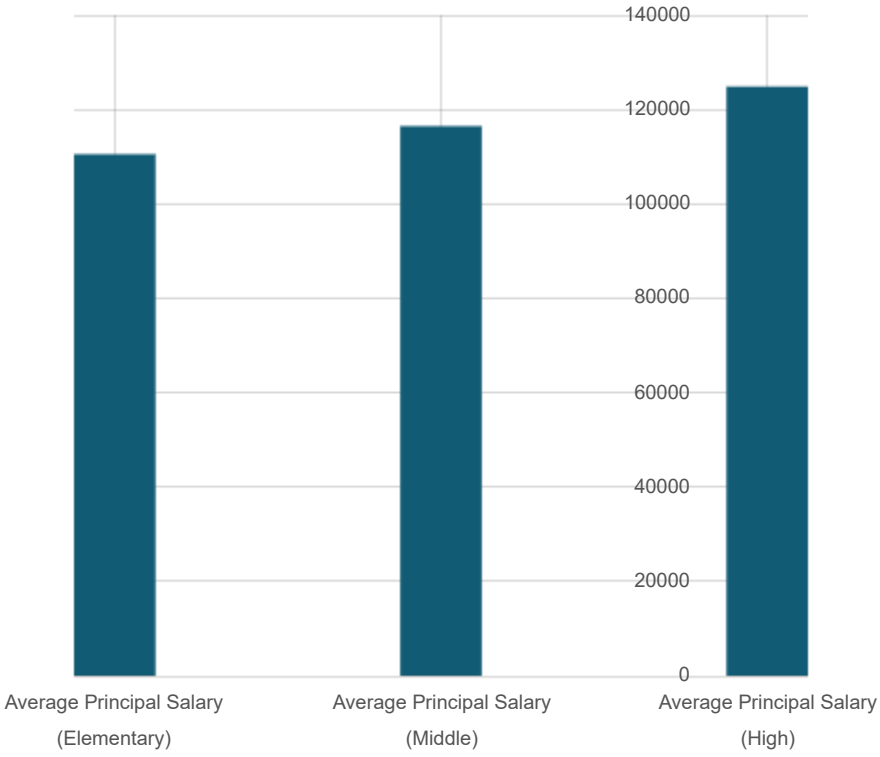
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,730	--
Mid-Range Teacher Salary	$69,181	--
Highest Teacher Salary	$90,250	--
Average Principal Salary (Elementary)	$110,517	--
Average Principal Salary (Middle)	$116,472	--
Average Principal Salary (High)	$124,842	--
Superintendent Salary	$200,000	--
Percent of Budget for Teacher Salaries	40.25%	--
Percent of Budget for Administrative Salaries	5.96%	--

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/21/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 25.10%

Subject	Number of AP Courses Offered*
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	2
Mathematics	3
Science	6
Social Science	9
Total AP Courses Offered*	24

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

Last updated: 1/21/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	8