

Executive Summary School Accountability Report Card, 2010–11

For Maria Carrillo High

Address:	6975 Montecito Blvd., Santa Rosa, CA, 95409-2787	Phone:	707-528-5790
Principal:	Rand Van Dyke, Principal	Grade Span:	9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

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. Technology is infused throughout the curriculum. 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 and tenth grades, the English and Humanities/World History classes are integrated so students see the interrelationships between disciplines
- Students select from conventional or integrated (College Preparatory) mathematics.
- Career pathways offerings include: Automotive Technology, Arts and Communications, Culinary Arts, and Engineering.
- University Pathway requires students to meet minimum entrance requirements for the University of California and California State University system.
- Honors and Advanced Placement courses are offered in English, math, science, social science, world language, art, and music

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.

Student Enrollment

Group	Enrollment
Number of students	1,587
Black or African American	2.3%
American Indian or Alaska Native	0.8%

Asian	8.3%
Filipino	0.9%
Hispanic or Latino	15.2%
Native Hawaiian or Pacific Islander	0.5%
White	67.7%
Two or More Races	4.2%
Socioeconomically Disadvantaged	12.7%
English Learners	7.1%
Students with Disabilities	9.5%

Teachers

Indicator	Teachers
Teachers with full credential	69
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	1
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	2

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	75%
Mathematics	52%
Science	78%
History-Social Science	68%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	859
Statewide Rank (from 2010 Base API Report)	5
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 10 of 10
2011–12 Program Improvement Status (PI Year)	Not Title I

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

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 (01/16/2012) and had an overall rating of "exemplary".

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.

Repairs Needed

Based on the FIT inspection, no repairs are needed at this time.

Corrective Actions Taken or Planned

Based on the FIT, no corrective action was necessary.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%

Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,076
District	\$5,692
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	91.1

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	15%
Graduates Who Completed All Courses Required for University of California or California State University Admission	38.4%

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data *is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT)* that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Maria Carrillo High	District Name	Santa Rosa High
Street	6975 Montecito Blvd.	Phone Number	(707) 528-5181
City, State, Zip	Santa Rosa, CA, 95409-2787	Web Site	www.srcs.k12.ca.us
Phone Number	707-528-5790	Superintendent	Sharon Liddell
Principal	Rand Van Dyke, Principal	E-mail Address	sliddell@srcs.k12.ca.us
E-mail Address	rvandyke@srcs.k12.ca.us	CDS Code	49709204930244

School Description and Mission Statement (School Year 2010–11)

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. Technology is infused throughout the curriculum. 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:

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Opportunities for Parental Involvement (School Year 2010–11)

Parents play a vital role in virtually every aspect of campus life. The School Site/Library Council (SSLC) develops and approves the annual school plan. Parents also serve on the school's Advisory Committee, GATE Committee, and English Learners Advisory Committee (ELAC). Parents run the Maria Carrillo Association, Puma Athletic Committee, Fine Arts Committee, and Band Boosters. These organizations not only raise significant funds to enhance school programs, but also recruit and coordinate the volunteers who dedicate countless hours for our students. Anyone interested in volunteering should contact the school at (707) 528-5790.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0

		22	32			22	32			22	32	
English	25.3	23	20	13	25	21	23	17	22.5	19	33	11
Mathematics	23.2	21	24	7	26.1	15	22	14	25.4	15	26	11
Science	28.5	6	24	13	29.5	6	21	17	32.7	0	17	21
Social Science	28.5	6	12	18	29.8	5	23	21	28.3	7	15	12

* 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.

III. School Climate

School Safety Plan (School Year 2010–11)

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 ten-year-old campus has the most up-to-date safety systems.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	4.27%	3.62%	24.26%	3.91%	4.74%	40.31%
Expulsions	1.53%	1.40%	1.89%	1.75%	1.86%	1.81%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

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 (01/16/2012) and had an overall rating of "exemplary".

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.

School Facility Good Repair Status (School Year 2011–12)

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

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	69	67	69	787
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	5	4	1	8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	13	2	1
Total Teacher Misassignments*	18	6	2
Vacant Teacher Positions	0	0	0

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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	97.56%	2.44%
All Schools in District	97.34%	2.66%
High-Poverty Schools in District	96.54%	3.46%
Low-Poverty Schools in District	95.70%	4.30%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.30	481
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	1.30	
Psychologist	0.70	
Social Worker	0	

Nurse	0.20	
Speech/Language/Hearing Specialist	0.25	
Resource Specialist (non-teaching)	2.0	
Other	n/a	

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 11/2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Modern World Literature; Nexttext; McDougal Littell; 2001 The Bedford Reader 9th Edition; Kennedy; Bedford/St. Martin's; 2006 Language! Books A,B,C; Greene; Sopris West; 2005 Step Up to Writing; Auman; Sopris West; 2003	Local Governing Agency Approved	0%
Mathematics	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 1; Larson; McDougal Little; 2007 Algebra 2: Connections; Deitiker, Kysh, Sallee, Hoey; College Prep Math; 2008 Algebra Readiness; Austin, et al; McDougal Littell; 2008 Calculus of a Single Variable, 8th edition; Larson, Hostetler, Edwards; Houghton Mifflin/McDougal Littell; 2006 Geometry; Larson; McDougal Littell; 2007 Geometry Connections; Deitiker, Kysh, Sallee, Hoey; CPM; 2007 Practice of Statistics, The 3rd Edition; Yates, Moore, Starnes; W.H. Freeman; 2008 Pre-Calculus with Limits, A Graphing Approach, 5th Edition; Larson, Hostetler, Edwards; Houghton Mifflin/McDougal Little; 2008	Local Governing Agency Approved	0%

Science	Biology; Johnson-Raven; Holt, Rinehart & Winston; 2007 Biology; Miller/Levine; Prentice Hall; 2007 Biology 7th Edition; Campbell, Reece; Pearson; 2005 Chemistry 5th Edition; Wilbraham; Addison Wesley; 2000 Chemistry 7th Edition; Zumdahl; Houghton Mifflin; 2007 Earth Science; Tarbuck & Lutgens; Prentice Hall; 2006 Science Spectrum, A Physical Approach; Dobson; Holt, Rinehart * Winston; 2001 Conceptual Physical Science, 2nd Edition; Hewitt; Addison Wesley; 2004 Science of Earth Systems; Butz; Delmar Learning; 2004	Local Governing Agency Approved	0%
History-Social Science	World History, World History, American Guidance Service, 2001 American History, The American Pageant 11th Edition, Houghton Mifflin, 1998 Government, American Government 10th Edition, Houghton Mifflin, 2006 Economics, Economics Today 5th Edition, Thompson South-Western, 2008	Local Governing Agency Approved	0%
Foreign Language	Nuevas Vistas: Curso de introducción, 2006 Encuentros Maravillosos – autor: Abby Kanter; Publisher: Pearson AP French Language and Culture : Allons Au-Dela, Author: Ladd, Richard; Publisher: Pearson Education, 2011	Local Governing Agency Approved	0%
Health		Local Governing Agency Approved	0%
Visual and Performing Arts		Local Governing Agency Approved	0%
Science Laboratory Equipment (grades 9-12)	Animal Diversity, 2009, updated version. All Science labs are fully equipped.	Local Governing Agency Approved	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,228	\$1,152	\$5,076	\$66,606
District			\$5,692	\$74,263
Percent Difference –			-10.82%	-5.44%

School Site and District			
State		\$5,455	\$68,203
Percent Difference – School Site and State		-3.60%	-1.18%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

Maria Carrillo is supported by School/Library funding. These funds are used to enhance the educational experience for all students. Common usage of the funds include: additional materials and resources, field trips, artistic presentations, etc. Additionally, Maria Carrillo is also supported by a strong parent community and their independent funding.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43,410	35,288
Mid-Range Teacher Salary	64,650	65,456
Highest Teacher Salary	81,890	95,624
Average Principal Salary (Elementary)	101,891	106,217
Average Principal Salary (Middle)	108,620	111,763
Average Principal Salary (High)	121,815	121,538
Superintendent Salary	176,455	197,275
Percent of Budget for Teacher Salaries	44.15%	39.18%
Percent of Budget for Administrative	6.84%	4.97%

Salaries

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	70%	71%	75%	50%	54%	57%	50%	52%	54%
Mathematics	53%	51%	52%	38%	42%	43%	46%	48%	50%

Science	68%	80%	78%	52%	59%	59%	50%	53%	56%
History-Social Science	61%	63%	68%	41%	42%	48%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	57%	43%	59%	48%
All Students at the School	75%	52%	78%	68%
Male	71%	53%	81%	73%
Female	78%	51%	76%	63%
Black or African American	53%	28%	54%	42%
American Indian or Alaska Native				
Asian	89%	76%	88%	84%
Filipino				
Hispanic or Latino	58%	36%	61%	51%
Native Hawaiian or Pacific Islander				
White	78%	54%	82%	70%
Two or More Races	70%	52%	83%	67%
Socioeconomically Disadvantaged	48%	30%	57%	42%
English Learners	16%	9%	0%	6%
Students with Disabilities	25%	21%	37%	22%
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	75.8	76	84	59.2	67	69	52.0	54	59
Mathematics	80.5	82	82	62.5	71	65	53.3	54	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	31	24	45	35	37	28
All Students at the School	16	21	63	18	40	43
Male	23	19	58	21	39	40
Female	11	22	67	15	40	45
Black or African American	50	25	25	55	45	0
American Indian or Alaska Native						
Asian	16	12	72	7	10	83

Filipino						
Hispanic or Latino	25	30	46	23	54	23
Native Hawaiian or Pacific Islander						
White	13	18	69	15	41	44
Two or More Races	16	32	53	28	33	39
Socioeconomically Disadvantaged	38	25	38	47	36	18
English Learners						
Students with Disabilities	77	15	8	80	20	0
Students Receiving Migrant Education Services						

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.50%	36.30%	31.50%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	9	9
Similar Schools	4	5	5

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	15	6	10
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	36	-17	37
Native Hawaiian or Pacific Islander			
White	9	13	5
Two or More Races			
Socioeconomically Disadvantaged	N/D	-71	48
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1173	859	11,790	780	4,683,676	778
Black or African American	30	719	304	712	317,856	696
American Indian or Alaska Native			126	651	33,774	733
Asian	102	936	618	859	398,869	898
Filipino			106	850	123,245	859
Hispanic or Latino	173	792	5,202	710	2,406,749	729
Native Hawaiian or Pacific Islander			68	770	26,953	764
White	796	871	4,884	844	1,258,831	845
Two or More Races	51	837	436	834	76,766	836
Socioeconomically Disadvantaged	149	721	5,807	705	2,731,843	726
English Learners	73	712	4,043	684	1,521,844	707
Students with Disabilities	115	567	1,640	580	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	yes	no
Met Participation Rate - English-Language Arts	yes	yes
Met Participation Rate - Mathematics	yes	yes
Met Percent Proficient - English-Language Arts	yes	no
Met Percent Proficient - Mathematics	yes	no
Met API Criteria	yes	yes
Met Graduation Rate	yes	yes

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not Title I	In PI
First Year of Program Improvement	n/a	2008-2009
Year in Program Improvement	n/a	Year 3
Number of Schools Currently in Program Improvement		13
Percent of Schools Currently in Program Improvement		43%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	1.0	1.9	2.3	4.2	4.9	4.0	4.9	5.7	4.6
Graduation Rate	95.9	92	91.1	84.9	80.3	82.1	80.2	78.6	80.4

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	98.2%	88.4%	N/D
Black or African American		84.6%	N/D
American Indian or Alaska Native		93.7%	N/D

Asian	100%	88.9%	N/D
Filipino		94.1%	N/D
Hispanic or Latino	93.5%	81.3%	N/D
Native Hawaiian or Pacific Islander		72.7%	N/D
White	98.4%	92.3%	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	90.0%	77.9%	N/D
English Learners			N/D
Students with Disabilities	95.0%	78.6%	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010–11)

For the 2010-11 school year Maria Carrillo High School had 344 students in 15 sections of Career Technical Education. That is a decrease of 50 students from the previous school year. MCHS has Career Pathways in the following areas: Automotive Technology, Culinary Arts & Hospitality, and Engineering (CADD drafting). 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. Additionally, there were 1087 students in 36 sections of Visual, Performing and Technical Arts courses. Pathway programs in the arts also require a three year commitment to a single artistic discipline which allows students to hone their skills in preparation for post-secondary education.

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	344
Percent of pupils completing a CTE program and earning a high school diploma	15%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	22.4%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	38.4%

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	4	
Fine and Performing Arts	1	
Foreign Language	3	
Mathematics	3	
Science	5	
Social Science	1	
All courses	17	4.6%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Staff Development is supported through funding by School/Library and GATE funds. Common development would include: Advanced Placement training and educational improvement conferences.

Maria Carrillo High

School Accountability Report Card, 2010-2011

Santa Rosa High

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org