CARRILLO ELEMENTARY SCHOOL

School Accountability Report Card

Reported Using Data from the 2017-18 School Year
Published During 2018-19

Gary Pope, Principal
gary.pope@smusd.org

Contents

About This School

Mission Statement

At Carrillo, our vision is to create a community of passionate, lifelong learners with a strong sense of citizenship.

The Carrillo School Family believes all students must be challenged through high expectations and rigorous academic standards. Working together as a learning community, we provide every child with the tools necessary to meet the intellectual, social, emotional and physical challenges of the twenty-first century. We ensure equitable access to learning so that all children reach their true potential.

It is only through our daily demonstrations of respect that we truly celebrate our uniqueness as well as our diversity. In this way, we become a community of learners, aware of each other's strengths and needs. We supply the support and structure required for every student to succeed.

All members of the Carrillo School Community educate the whole child and provide a meaning-centered curriculum that connects learning to the student's world. Working as a team, we cooperate to ensure the optimum learning and growth for all students, and since each child learns in a different way and at a different rate, we are dedicated to celebrating every individual's successful journey to a lifelong love of learning. We provide a positive and safe school experience wherein all Carrillo students develop pride in their community, who they are and confidence in all they do.

All staff members believe that every student is their student. We lead by example and follow the Carrillo Way: "Do the right thing, because it's the right thing to do, even when no one is looking."

Principal's Message

The guiding principle of our school is that the students always come first. This understanding leads us to make decisions that are consistently in our children's best interests. It is our task always to evaluate what we do and how we prioritize in relation to this "children first" principle.

Secondly, we are an educational family. Involvement of our families leads to a complete understanding of the educational process and how parents can truly make a difference on behalf of their children. Teamwork is powerful, and it sends a strong message to our students. Finally, we believe we must provide guidance in more than just academic subjects. Children need tools to navigate in society. Through direct instruction and role modeling, we lead them to develop life skills that provide a foundation for behavior as our students grow and move forward in life.

Major Achievements

- Our students consistently demonstrate strong academic achievement, surpassing the state and county averages on the annual CAASP test in both ELA and mathematics.
- In 2014, Carrillo was awarded the prestigious *California Distinguished School* recognition for excellence in educational programs.
- We had made a smooth transition from 234 students in 1999 when our school opened, to our current enrollment of nearly 1,000 students. We have added new classrooms and teachers promptly over the years to accommodate this growth.
- We have opened a new STEM lab to allow students the opportunity to engage in design thinking, collaboration, communication, and creative problem-solving.

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Focus for Improvement

- Our school-wide goals are comprehensive and carefully outlined in our School Single Plan. Additionally, all grade levels develop data-based goals to pinpoint focus areas such as reading comprehension, writing, and math. This year our focus will be to continue staff development centered on Common Core State Standards (CCSS) in Math, Writing, and English Language Arts (ELA). We are fortunate to have highly seasoned experts in this field on staff who will work with all staff members on standards and strategies to improve our classroom practices. All teachers will also participate in district-sponsored staff meetings several times throughout the year which will concentrate on CCSS in Math, Writing, and ELA, in addition to the newly integrated ELD standards.

- We will continue to assist students who need extra help in reading and writing through classroom interventions and a second dose of small group instruction in reading and math with our intervention team. Additional "Supplemental Hours'" monies will be allocated to serve our English language learner (ELL) population, through small group instruction targeting language and vocabulary development. Our GATE program will continue to offer enrichment opportunities inside and outside the classroom, to appropriately challenge students. Our Carrillo Ambassadors program promotes student leadership in the areas of promoting kindness, fostering friendships, community outreach, and school safety.

- Our character education program remains a strong focal point for students and parents alike. This year, we are focusing on eight-character traits based on the research of Angela Duckworth, Carol Dweck, and Paul Tough; Self-Control, Growth Mindset, Gratitude, Social Intelligence, Curiosity, Purpose, Zest, and Grit. We offer anti-bullying assemblies for all students and reinforce our school motto in all settings throughout the school. Our motto is succinct and well known to all students and parents. 'The Carrillo Way' is: 'Doing the right thing, because it's the right thing to do, even when no one is looking.'

- We will continue to involve our parents in all aspects of our school community. Our PTO has maintained its number of board members and welcomes all parents to participate in meetings and the planning and execution of school-wide events. The Art Docent Program, also run by PTO volunteers, continues to thrive.

- We are continuing to refine our Professional Learning Community model, which more strongly addresses teacher collaboration, focus on Common Core State Standards, and differentiation of the curriculum to meet the needs of each student. New teachers are involved in our district's CTI program.

- We also continue to refine our Learning Center model, which more fully integrates students with special needs into general education settings for a greater portion of the day. All students begin their day in a general education classroom and move in and out, in flex groups, to smaller groups of instruction throughout the day as needed or specified on their IEPs. We implemented a co-teaching model in grades K-5, in which general education teachers and education specialists team teach within the least restrictive environment, sharing responsibility for planning, instruction, and progress monitoring. We see a plethora of advantages to children with special needs, as well as to students in the general education population, under the co-teaching model.

Student Enrollment by Grade Level (2017-18)

This table displays the number of students by grade level that were enrolled at the school on the previous year Fall Census Day (first Wednesday in October). The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Grade Level	Enrollment
Kindergarten	143
Grade 1	141
Grade 2	166
Grade 3	145
Grade 4	180
Grade 5	183
Total Enrollment	958

Student Enrollment by Subgroup (2017-18)

This table includes the percentage of students enrolled at the school on the previous year Fall Census Day (first Wednesday in October) by racial/ethnic student group, and the percentage of students at the school who are identified as socioeconomically disadvantaged (SED), English Learners (ELs), students with disabilities, and foster youth. The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Student Group	Percent of Total Enrollment
Black or African American	1.5%
American Indian or Alaska Native	0.1%
Asian	9.9%
Filipino	0.8%
Hispanic or Latino	23.2%
Native Hawaiian or Pacific Islander	0.3%
White	64.2%
Two or More Races	0.0%
Other	0.0%
Student Group	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	20.5%
English Learners	9.1%
Students with Disabilities	7.2%
Foster Youth	0.0%

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Conditions of Learning

Teacher Credentials

Here we report the number of teachers assigned to the school and the district with a full credential, without a full credential, and those teaching outside their subject area of competence.

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	44	44	43	929.1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course during the first 20 days of the school year or semester).

	2016-17	2017-18	2018-19
Misassignments of Teachers of EL	0	0	0
*Total Teacher Misassignments	0	0	0
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 (EL).

Teacher Assignment

All Carrillo teachers participate on committees or in additional activities. Our Leadership team has representatives from every grade level working together to improve all aspects of education at Carrillo. A reading committee encourages students to read outside the school day. Teacher representatives are on the School Site Council and the PTO board.

Homework

Our school-wide homework initiative emphasizes the importance of reading. Our primary goal for students is that they devote a portion of each evening to developing a love of different text types. Proficiency in reading can positively impact all curricular areas. First, through fifth-grade teachers may assign homework Monday through Thursday designed to reinforce concepts taught in class. Teachers may assign meaningful work to reinforce the standards taught, and enrichment options are available. Our staff also encourages the integration of digital curriculum to support student learning at home. All students have access to digital resources including Lexia, Brainpop, Newsela, Tenmarks, and Dreambox to further foster the development of reading and math skills. Parents consistently receive regular updates on current instruction and how they can help at home.

Attendance

We have an active Attendance Committee which is working on ideas to further improve attendance, and the district supplies us with incentives which we distribute monthly to students with perfect attendance the past month. The truancy rate for students is defined by the State of California is any student with three unexcused absences

Specialized Services

Gifted and Talented Education: Toward the end of third grade, educators identify academically gifted and talented students based on the teacher recommendation and standardized testing. Our Gifted and Talented Education (GATE) coordinator meets with parents, implements a variety of programs throughout the year to address the needs of our GATE identified students. GATE students also receive specialized instruction within the regular classroom as most of our fourth and fifth-grade teachers are GATE certified.

Special Education Program: Students with identified learning difficulties are entitled to individual education plans and specialized academic instruction. Appropriate programs and services in our school district are provided to all students with disabilities, between the ages of 3 and 21. Special needs students at Carrillo receive the support services they require from special education teachers, speech therapists, a school psychologist, Adapted PE Teacher, Occupational Therapist, Assistive Technology Specialists, Behavior Specialists, and instructional aides. Our part-time health clerk also monitors daily medications for students with special needs. As mentioned earlier, our Learning Center model is thriving and proving to be extremely beneficial to all Carrillo students.

Referrals for special education identification and special education services come from the on-site Student Study Team and parents. Our student study team (made up of teachers, administrators, a special education teacher, school social worker, and psychologist) meets with families and follow the Multi-Tiered System of Supports (MTSS) model. If a child is not responding to intensive general education interventions, the decision to conduct a full psycho-educational assessment is a team decision. Results are reviewed in depth and decisions regarding special programs are made by all team members.

English Learner Program: Students not yet fluent in English have daily access to computers and the research-based programs, including *Rosetta Stone.* Staff members are trained in GLAD strategies and ELD standards, which are implemented in classrooms. ELD curriculum is provided in tandem with the adopted ELA curriculum, and all students identified as English learners access designated ELD instruction time within the classroom setting. All teachers work closely with children and their families to emphasize gaining fluency in English as we strive to reclassify our English Learners as Fluent English Proficient as soon as each individual is ready. We also hold regularly scheduled English Learner Advisory Committee (ELAC) meetings for parents of our English learners. We currently have 53 English Learner students who come to us speaking a wide variety of languages and who are given the state language assessment in the fall of each year to assess progress.

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2018-19)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of instructional and supplemental instructional materials for fiscal year 2018-19 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on October 4, 2018.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Reading/ Language Arts	K-5 Benchmark Advance Step Up to Literacy	2016	Yes	0%
Math	K-2 Houghton Mifflin Math Expressions 3-5 Curriculum Associates	2008	Yes	0%
	Ready Mathematics	2015	Yes	0%
Science	Scott Foresman Science	2009	Yes	0%
History Social Science	Harcourt California Reflections	2007	Yes	0%
Supplemental Instructional Materials	See Below	2013-14	Yes	—

Curriculum and Instructional Materials

Reading and Writing: Students receive a standards-based curriculum designed to "help build creativity and innovation, critical thinking and problem solving, collaboration, and communication fulfilling California's vision that all students graduate from our public-school system as lifelong learners and have the skills and knowledge necessary to be ready to assume their position in our global economy." ELA CCSS

Students use a variety of instructional materials in ELA to meet these instructional goals.

ELA Supplemental Instructional Materials
- K-5 Nancy Fetzer Writing manual, Fetzer publisher
- K-5 Benchmark Universe, digital library, Benchmark
- Enterprise STAR Assessment – Lexile assessment, Renaissance Learning, and Lexia personalized digital program

Math: Students receive standards-based curriculum designed to provide instruction that focuses on "concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom." Math CCSS

Students use a variety of instructional materials in math to meet these instructional goals.

Mathematics Supplemental Instructional Materials
- K-5 Math Investigations Kit, 2012 Pearson
- K-5 Math Manipulatives, Nasco, Lakeshore, Really Good Stuff suppliers
- K-5 Teaching Student Centered Math Teacher resource, Barnes and Noble
- K-5 Math Journals, K-5 Math publisher
- Ten Marks digital program
- Dream Box personalized digital program

Science: The district has adopted the *Scott Foresman California Science* program for Kindergarten through fifth grade. This program is used as a resource for teaching the California science content standards. Emphasis is on physical, life, and earth science, with investigation and experimentation a central focus of instruction. District is in the building awareness phase of NGSS Standards.

Social Studies: The district has adopted *California Reflections* published by Harcourt as a resource for teaching the California content standards in history-social science. The curriculum content at each grade level focuses on chronology, research evidence, point of view, and historical interpretation.

Library
Since we opened, our library collection has grown from 2,500 to over 30,000 volumes. We maintain a wide selection of teacher resources. We will continue to promote and expand our *Accelerated Reader* program school-wide, and our knowledgeable librarian is available to assist students to find books that match their interests and reading levels. Our PTO purchases yearly magazine subscriptions to supplement our reading program with non-fiction articles. Each class visits the library weekly, and students may check out books before school and during recess. We also sponsor two book fairs annually which generate income for the school and provide families with a viable alternative to purchasing books in large commercial bookstores.

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Technology

All classrooms in grades 3-5 have chrome book carts with 1:1 access. Grades 1-2 share multiple chrome books in addition to having access to our computer lab. Our chrome book carts and up-to-date computer lab allow entire classes to work on projects simultaneously and have access to technology-based instructional supplements, including Tenmarks, Lexia, and Newsela throughout the school day. This fully equipped computer lab contains 34 networked PCs, each with headphones. All computers have Internet access, and each classroom can access all software via our all-school network. All 44 classrooms are connected to the Internet. Our teachers collaborate to run the computer lab and facilitate technology lessons, and our PTO consistently supports the purchases of additional software and equipment.

School Facilities

School Facility Conditions and Planned Improvements

Carrillo Elementary School opened its beautiful, well-supplied, state-of-the-art facility on August 6, 1999. Our school includes six building sections, of which three are portables. We have 44 classrooms, a multipurpose room, a library, computer lab, Kids on Campus buildings (for before and after school daycare) and an administration building. Each classroom is equipped with numerous resources for student use. Each classroom also includes a document camera, projector, and teacher iPad. We recently added a large screen & LCD projector in our multipurpose room to facilitate professional development and parent workshops. We also have site licenses for Tenmarks, Dreambox, Newsela, Lexia, Kodable, BrainPOP, EL, Accelerated Reader, and numerous other apps and computer programs used by students daily. Our office, computer lab, library, and multipurpose room effectively support our programs.

In December 2014, we proudly opened five newly constructed classrooms to accommodate our student growth. All students and faculty also need a reasonable amount of outdoor open space, and despite our growth, we still have a large playfield and blacktop area for students to enjoy. This year we continue working with various organizations in the surrounding community to expand our Science Garden. We believe we must maintain what we have, and work with the district to improve the facilities and land we've been given. We also enjoy a wonderful relationship with the Carrillo Rancho which is adjacent to our school. This is a historical California landmark site originally owned by Leo Carrillo. Our students can walk down to the Rancho for educational field trips, and we are given the privilege of using the parking lot for drop off and pick up. We are always more than willing to reciprocate by allowing the Rancho to use our facilities if need be.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (School Year 2018-19)

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on September 12, 2018.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed at the time of inspection.
Interior: Interior Surfaces	X			More than one room stained ceiling tile. One restroom handicap sign off the wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.
Electrical: Electrical		X		More than one room lights out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Two restrooms faucet leaks, one restroom toilet handle leaking, one restroom needs new faucet, & one restroom faucet corroded. One drinking fountain needs adjustment.
Safety: Fire Safety, Hazardous Materials	X			No repairs needed at the time of inspection.
Structural: Structural Damage, Roofs	X			No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			More than one room door does not close properly. More than one room door sets stuck.

Overall Facility Rating	Exemplary	Good	Fair	Poor
		95%		

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Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
ELA/Literacy	78%	78%	65%	65%	48%	50%
Mathematics	74%	77^	49%	51%	37%	38%

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.

CAASPP Assessment Results by Student Group

ELA test results and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Assessment Results—Test Results in ELA by Student Groups, Grades 3– 5 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	511	510	99.80%	77.65%
Male	246	246	100.00%	71.95%
Female	265	264	99.62%	82.95%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	45	45	100.00%	91.11%
Filipino	--	--	--	--
Hispanic or Latino	115	114	99.13%	57.89%
Native Hawaiian or Pacific Islander	--	--	--	--
White	332	332	100.00%	83.43%
Two or More Races			--	--
Socioeconomically Disadvantaged	127	127	100.00%	55.91%
English Learners	58	58	100.00%	56.90%
Students with Disabilities	51	51	100.00%	23.53%
Students Receiving Migrant Education Services			--	--
Foster Youth			--	--

Note: CAASPP assessment results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e. achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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CAASPP Assessment Results—Test Results in Mathematics by Student Groups, Grades 3-5 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	511	511	100.00%	76.91%
Male	246	246	100.00%	76.42%
Female	265	265	100.00%	77.36%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	45	45	100.00%	95.56%
Filipino	--	--	--	--
Hispanic or Latino	115	115	100.00%	55.65%
Native Hawaiian or Pacific Islander	--	--	--	--
White	332	332	100.00%	83.13%
Two or More Races			--	--
Socioeconomically Disadvantaged	127	127	100.00%	51.18%
English Learners	58	58	100.00%	53.45%
Students with Disabilities	51	51	100.00%	25.49%
Students Receiving Migrant Education Services			--	--
Foster Youth			--	--

Note: CAASPP assessment results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e. achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

California Standards Tests in Science for All Students Grades Five, Eight, and High School

Subject	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Other Pupil Outcomes

California Physical Fitness Test Results (2017-18)

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**.

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six	Five of Six	Six of Six
5	32.2%	17.5%	7.7%

Engagement

State Priority: Parental Involvement

Contact: Carrillo PTO
Phone Number: 760-290-2919

Parents are a vital component of our educational program. Parent members serve on our School Site Council, which approves our annual Single Plan for Student Achievement and our School Safety Plan. Large numbers of parents provide regular in-class and out of class assistance. Our Parent-Teacher Organization (PTO) is tireless in supporting academic and social needs of our school community and is our major funding source which allows us to offer Reading Intervention, Math Intervention, Science Labs, a learning garden, a Music program, increased technology in all classrooms, art

programs, and Running Club. One of the major reasons for our school's continued success is the extensive network of dedicated parent volunteers.

State Priority: School Climate

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School		
	2015-16	2016-17	2017-18
Suspensions	0.1%	0.0%	0.3%
Expulsions	0.0%	0.0%	0.0%
	District		
Suspensions	1.5%	2.0%	1.8%
Expulsions	0.1%	0.1%	0.0%
	State		
Suspensions	3.7%	3.7%	3.5%
Expulsions	0.1%	0.1%	0.1%

Discipline

Our goal is to develop good citizenship and self-discipline through positive reinforcement. We teach and enforce established rules and consequences. The campus is safe and orderly, and students care about themselves, others, and the school. We have implemented a new 'Dads on Campus' program and increased site security check-in with a strict policy of allowing pre-designated adults only, on campus. Each student knows our "Three Personal Standards," which are: Be Safe, Be Respectful, and Be Responsible. This year we continue to implement our Kindness Campaign and train students as Carrillo Ambassadors who organize positive activities for all students throughout the year. During weekly awards assemblies, we recognize students for their positive behavior, academic improvement, grit, and achievement.

Students at our school are very responsible. Behavioral disruptions are minimal and handled quickly and are positively centered on our school-wide three personal standards. In those instances, when problems do occur, our students know that they need to be held responsible for their behavior and are made aware that classroom disruptions impede learning for everyone. We also believe that it is not fruitful to bar students from attending school and therefore have a myriad of interventions to encourage proper behaviors. Our progressive discipline policy provides consequences based on the seriousness of student actions.

We have a `7 Habits' ticket program, which offers incentives to encourage appropriate behavior and enhance our focus on character education. In rare instances, it is necessary to suspend students who break certain school rules. We work closely with parents and other support personnel as needed, to help students improve and become more productive members of our school community.

School Safety
SB187 Safety Plan
Date the plan was last updated: 9/22/2018
Date the plan was last reviewed with staff: 9/2018
The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lock down procedures. A copy of the plan is available for inspection by the public at each school.

Average Class Size and Class Size Distribution (Elementary)

The average class size is calculated by dividing the number of students enrolled in classes, excluding special education and a few other minor categories, divided by the number of classes. The following table provides three years of data.

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	25.0		7		23.0		7		21.0	4	3	
Grade 1	21.0	7			23.0		7		23.0		6	
Grade 2	26.0		7		21.0	1	6		24.0		7	
Grade 3	26.0		7		27.0		7		24..0		6	
Grade 4	33.0		2	3	27.0	1	6		33.0		1	4
Grade 5	33.0		1	5	27.0	1	3	2	33.0		1	5

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

There is staff supervision 30 minutes before the start of school and immediately after dismissal. Crossing guards help children cross the streets near our school every morning and afternoon. We also hold monthly fire, earthquake, disaster, and intruder drills. All gates are monitored before and after school and are locked once school begins, to ensure a safe environment. Carrillo joined all other SMUSD schools in implementing a secure campus policy. All visitors and volunteers must register in the front office using the Ident-A-Kid visitor and volunteer check-in software, show picture identification, and enter campus with purpose.

Our Second Step Program is available for students in grades Kindergarten through fifth to promote conflict resolution, empathy, and problem-solving. We also include Digital Citizenship classes for all students K-5 as required by our district and the state. Teachers are trained in positive progressive discipline, restorative practices, and focus on a system of rewards and consequences. They also hold classroom meetings as needed to discuss conflicts between students. We employ a part-time school social worker to facilitate social skills and self-regulation groups and provide counseling support as needed. Our social worker also organizes and runs a 'Lunch Bunch' to address social skills development through structured activities and facilitate play.

Other SARC Information:

Academic Counselors and Other Support Staff

The following table provides the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part-time at our school and some may work at more than one school.

Title	Number of FTEs* Assigned to the School
Psychologist	1.0
Social Worker	1.0
Nurse	0.33
Speech/Language/Hearing Specialist	1.5
TOSA Intervention Support Teacher	1.0

* 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.

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	$6,712	$1,086	$5,626	$79,134
District			$7,664	$79,218
State			$7,125	$80,764
Percent Difference: School/District			(27%)	0%
Percent Difference: School/State			(21%)	(2%)

- **Restricted** source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds.

For more information, 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**.

Teacher & Administrative Salaries (Fiscal Year 2016-17)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at **http://www.cde.ca.gov/ds/fd/cs/**.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$37,922	$47,903
Mid-Range Teacher Salary	$75,842	$74,481
Highest Teacher Salary	$95,873	$98,269
Average Principal Salary (Elem)	$120,248	$123,495
Average Principal Salary (Middle)	$127,163	$129,482
Average Principal Salary (High)	$143,974	$142,414
Superintendent Salary	$333,971	$271,429
Percent of District Budget		
Teacher Salaries	37.0%	35.0%
Administrative Salaries	5.0%	5.0%

Other Funding (Fiscal Year 2017-18)

Funding is provided for the following special programs to supplement the core instructional program provided by the school district.

- Gifted and Talented Education (GATE)
- Teacher Credential Block Grant
- Professional Development Block Grant
- English Language Acquisition Program (ELAP)
- Lottery Instructional Materials
- Title I
- Title III-Immigrant
- Title III LEP

Professional Development

San Marcos Unified School District (SMUSD) is committed to the belief that the strongest predictor of student achievement is the quality of the teacher inside the classroom. In support of this belief, SMUSD is deeply committed to teacher learning and professional development as evidenced by our district mission statement.

San Marcos Unified School District's Mission Statement includes these commitments:

- "hiring and retaining only the best educators and investing in their success."
- "providing quality education based on high standards, effective practices, continuous improvement, and innovation."

Every new teacher in our district engages in a rigorous 2 year training program where the new employee receives 30 hours of professional development on our research-based instructional framework, the *Essential Elements of Instruction* (EEI). These instructional strategies apply to any curricular area and any grade level. New administrators to the District receive professional learning in this instructional framework as well.

In 2017-18, the district continued to focus professional learning on the implementation of state academic content standards in English language arts, English language development, mathematics and science. Understanding the more rigorous expectations of the content standards, learning evidence-based instructional strategies that best support the standards and using newly purchased resources that align to the standards have been topics over time. The use of devices and digital curriculum to support the implementation of the new standards has required on-going professional development for teachers to confidently and effectively use these tools.

Various means of professional learning were offered: face-to-face workshops during the regular workday, during school breaks, and after school as well as online sessions available for staff to access during times that best work with their schedule. Principals provided staff development during regularly scheduled staff meetings throughout the year. Teachers who work with students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

Teachers continued to engage in professional development each week as they worked collaboratively during their structured teacher collaboration time (early release Wednesdays for elementary/middle school staff and late start Tuesdays for high school staff). This provided teachers the opportunity to share best practices to meet students' needs. Teachers on Special Assignment (TOSAs) provided professional development and worked with teachers in their classrooms modeling strategies, planning collaboratively, and providing support.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 **http://www.cde.ca.gov/ta/ac/sa/**.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at **http://www.cde.ca.gov/fg/aa/lc/**.
- For additional information about the school, parents/guardians and community members should contact the school or the district office.

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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