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/](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/](http://www.cde.ca.gov/fg/aa/lc/).
- For additional information about the school, parents 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 [http://dq.cde.ca.gov/dataquest/](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.
About This School

District Contact Information (School Year 2018-2019)

<table>
<thead>
<tr>
<th>District Name</th>
<th>Elk Grove Unified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Number</td>
<td>(916) 686-5085</td>
</tr>
<tr>
<td>Web Site</td>
<td><a href="http://www.egusd.net">www.egusd.net</a></td>
</tr>
<tr>
<td>Superintendent</td>
<td>Christopher R. Hoffman</td>
</tr>
<tr>
<td>E-mail Address</td>
<td><a href="mailto:choffman@egusd.net">choffman@egusd.net</a></td>
</tr>
</tbody>
</table>

School Contact Information (School Year 2018-2019)

<table>
<thead>
<tr>
<th>School Name</th>
<th>Carroll Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street</td>
<td>10325 Stathos Dr</td>
</tr>
<tr>
<td>City, State, Zip</td>
<td>Elk Grove, CA 95757</td>
</tr>
<tr>
<td>Phone Number</td>
<td>(916) 714-0106</td>
</tr>
<tr>
<td>Principal</td>
<td>Carrie Pearson</td>
</tr>
<tr>
<td>E-mail Address</td>
<td><a href="mailto:cpearson@egusd.net">cpearson@egusd.net</a></td>
</tr>
<tr>
<td>Web Site</td>
<td><a href="http://blogs.egusd.net/carroll/">http://blogs.egusd.net/carroll/</a></td>
</tr>
<tr>
<td>County-District-School(CDS) Code</td>
<td>34673140111112</td>
</tr>
</tbody>
</table>

School Description and Mission Statement (School Year 2018-2019)

Welcome to Carroll Elementary School!

This year, our commitment to providing a quality education--where every student can meet his or her fullest potential--is focused on the core of our work: our students!

Every student who enters our campus will be a part of a thriving educational community where the student is the center of it all. Each child will experience excellent instruction centered on research-based best practices. In addition, each child will experience a supportive and nurturing environment where positive behavior interventions are implemented. Family engagement is a strength at Carroll with many opportunities for families to have fun and learn together.

We look forward to partnering with you for the 2018-2019 School Year.

Sincerely,
Carrie A. Pearson, Ed.D.
### Student Enrollment by Grade Level (School Year 2017-2018)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>140</td>
</tr>
<tr>
<td>Grade 1</td>
<td>144</td>
</tr>
<tr>
<td>Grade 2</td>
<td>121</td>
</tr>
<tr>
<td>Grade 3</td>
<td>128</td>
</tr>
<tr>
<td>Grade 4</td>
<td>151</td>
</tr>
<tr>
<td>Grade 5</td>
<td>175</td>
</tr>
<tr>
<td>Grade 6</td>
<td>174</td>
</tr>
<tr>
<td>Grade 7</td>
<td>0</td>
</tr>
<tr>
<td>Grade 8</td>
<td>0</td>
</tr>
<tr>
<td>Ungraded Elementary</td>
<td>0</td>
</tr>
<tr>
<td>Grade 9</td>
<td>0</td>
</tr>
<tr>
<td>Grade 10</td>
<td>0</td>
</tr>
<tr>
<td>Grade 11</td>
<td>0</td>
</tr>
<tr>
<td>Grade 12</td>
<td>0</td>
</tr>
<tr>
<td>Ungraded Secondary</td>
<td>0</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>1033</td>
</tr>
</tbody>
</table>

### School Enrollment by Student Group (School Year 2017-2018)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>9.10%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.40%</td>
</tr>
<tr>
<td>Asian</td>
<td>29.10%</td>
</tr>
<tr>
<td>Filipino</td>
<td>11.30%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>15.50%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>2.10%</td>
</tr>
<tr>
<td>White</td>
<td>20.00%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>12.40%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>37.70%</td>
</tr>
<tr>
<td>English Learners</td>
<td>14.30%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
</tr>
</tbody>
</table>
A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>With Full Credential</td>
<td>53</td>
<td>48</td>
<td>48</td>
<td>3113</td>
</tr>
<tr>
<td>Without Full Credential</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Teaching Outside Subject Area of Competence (with full credential)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Teacher Misassignments and Vacant Teacher Positions

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Misassignments of Teachers of English Learners</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Misassignments*</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vacant Teacher Positions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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.
Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2018-2019)

All students, including English learners, have sufficient textbooks to use at school and to take home in the following subject areas.

Date of Public Hearing on Sufficiency: September 4, 2018
Year and month in which data were collected: August 14, 2018

<table>
<thead>
<tr>
<th>Subject</th>
<th>Textbooks and Instructional Materials/year of Adoption</th>
<th>From Most Recent Adoption?</th>
<th>Percent Students Lacking Own Assigned Copy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading/Language Arts</strong></td>
<td>All English/Language Arts books K-12 are provided one per student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>World of Wonders</strong> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.</td>
<td>TK - Big Book Package. No student materials. Adopted EGUSD 2016</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td><strong>California Wonders</strong> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</td>
<td>K- Your Turn Practice Book, Close Reading Companion 1st- Literature Anthology units 1-4, Reading Writing Workshop units 1-4, Your Turn Practice Book, Close Reading Companion. 2nd-6th: Literature Anthology, Reading Writing Workshop, Your Turn Practice Book, Close Reading Companion. Adopted EGUSD 2016</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td><strong>CA StudySync</strong> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</td>
<td>7th-8th - Student Edition Adopted EGUSD 2017</td>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td><strong>AP English books</strong> by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</td>
<td>9th-12th - Student Edition CA StudySync by McGraw Hill, © 2017 Adopted EGUSD 2017 10th Honors Advanced Language &amp; Literature, Bedford, Freeman &amp; Worth © 2016 Adopted EGUSD 2018</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td><strong>AP English books</strong> by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</td>
<td>AP Courses: 11th - Language of Composition, Bedford/St. Martins © 2013 Adopted EGUSD 2015 12th - Bedford Introduction to Literature, Bedford/St. Martins © 2016 Adopted EGUSD 2017</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td><strong>IB English books</strong> by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</td>
<td>IB Courses: Theory of Knowledge, Cambridge University Press © 2009 Adopted EGUSD 2010 English A: Literature for the IB Diploma, Oxford University Press © 2012; Adopted EGUSD 2016</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>All Math books K-12 are provided one per student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>World of Wonders</em> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.</td>
<td>TK 1½ <em>Big Book Package</em>. No student materials. Adopted EGUSD 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>CA GoMath</em>, © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</td>
<td>K-6th 1½ <em>Student Edition and Practice workbook</em>. Adopted EGUSD 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics books by multiple publishers in grades 7-8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</td>
<td>7th-8th <em>Go Math</em>, Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015 <em>Integrated Math 1</em>, Houghton Mifflin Harcourt Publishing © 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</td>
<td>9th-12th <em>Trigonometry 5th Edition</em> © 2007, McDougal/Littell; Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015 Statistics &amp; Probability with Applications 3e Bedford Freeman &amp; Worth © 2016; PreCalculus with Limits 4e Cengage © 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</td>
<td>AP Courses: <em>Calculus: Graphical, Numerical</em>, Pearson 2016; <em>Practice of Statistics</em>, 5th Ed., WH Freeman &amp; Co. © 2015 Calculus 11th edition, Cengage © 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</td>
<td>IB Courses: <em>Mathematics for the IB Student</em>, Haese Mathematics © 2012, 3rd Edition, <em>Standard Level Mathematics, Higher Level Mathematics</em>, Pearson © 2012; Calculus 7th edition, McDougal Littell © 2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>All 2-12 Science books are provided one per student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book Title</td>
<td>Editions Provided</td>
<td>Adoption Year</td>
<td>Yes/No</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>------------------</td>
<td>---------------</td>
<td>--------</td>
</tr>
<tr>
<td><em>World of Wonders</em> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education</td>
<td>TK 1/2 Big Book Package. No student materials. Adopted EGUSD 2016</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td><em>California Science</em> by McGraw Hill © 2008 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</td>
<td>K - Literature Big Book Package 1st - Unit Big Book Package 2nd - 5th - Student Edition</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td><em>Science text</em> by Holt © 2007 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</td>
<td>6th - <em>Earth Science</em> 7th - <em>Life Science</em> 8th - <em>Physical Science</em></td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td><em>Science books</em> by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</td>
<td><em>Biology: Dynamics of Life</em>, © 2000, <em>Physics: Principles and Problems</em> © 1999, <em>McGraw Hill, Modern Chemistry, Modern Biology</em>, HRW © 1999;</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><em>Astronomy Today</em>, Prentice Hall © 2002; Adopted EGUSD 2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Agriscience: Fundamentals &amp; Applications</em>, Prentice Hall © 2002; Adopted EGUSD 2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>AP science books</em> by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</td>
<td>AP Courses: <em>Biology by Campbell</em>, Pearson © 2011; Adopted EGUSD 2012</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><em>College Physics, 9th Ed.</em>, Cengage © 2012 Adopted EGUSD 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>IB science books</em> by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</td>
<td>IB Courses: <em>College Physics, 9th Ed.</em>, Cengage © 2012; Adopted EGUSD 2014</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td>Subject</td>
<td>Description</td>
<td>2014; Adopted EGUSD 2015</td>
<td>Supplemental for English Learners:</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>Supplemental for English Learners:</strong></td>
<td><em>Concepts and Challenges in Earth Science, Pearson/Globe Fearon © 2003</em> Adopted EGUSD 2008</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>History-Social Science</strong></td>
<td>All 1-12 History-Social Science books are provided one per student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>World of Wonders</em> by McGraw Hill © 2017</td>
<td>TK 1/2 Big Book Package. No student materials. Adopted EGUSD 2016</td>
<td>Yes 0</td>
<td></td>
</tr>
<tr>
<td><em>Holt © 2006 in 6-8 grades.</em></td>
<td>6th - Ancient Civilizations 7th - Medieval to Early Modern Times 8th - United States History Adopted EGUSD 2007</td>
<td>Yes 0</td>
<td></td>
</tr>
<tr>
<td><strong>IB social science books by multiple publishers in grades 11-12.</strong></td>
<td>IB Courses: History of the Americas © 2015; Adopted EGUSD 2017 The Cold War Superpower Tensions and Rivalries © 2015, Oxford University Press; Authoritarian States, © 2015, Oxford University Press Adopted EGUSD 2018</td>
<td>Yes 0</td>
<td></td>
</tr>
<tr>
<td><strong>Supplemental for English Learners</strong></td>
<td><em>Concepts and Challenges in Earth Science, Pearson/Globe Fearon © 2003</em> Adopted EGUSD 2008</td>
<td>Yes 0</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>All 7-12 World language books are provided one per student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education. | *Adventures in Japanese* III, Cheng & Tsui, © 1998; Adopted EGUSD 2000  
*Genki II*, Japanese Times © 2011; Adopted EGUSD 2017 |
| AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | *AP Courses: Abriendo Puertas*, McDougal Littell © 2003; Adopted EGUSD 2002  
*Kaleidoskop*, Houghton Mifflin © 2007; Adopted EGUSD 2006  
*Yookoso!*, McGraw-Hill © 2006; Adopted EGUSD 2007  
| IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | *IB Courses: Adventures in Japanese* III, Cheng & Tsui © 1998; Adopted EGUSD 2000  
*Yookoso!*, McGraw-Hill © 2006; Adopted EGUSD 2007  
*Abriendo pasa Grammatica*, Pearson © 2014; Adopted EGUSD 2014 |
| Visual and Performing Arts | All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education. |
| 7th-8th:  
*Tradition of Excellence*, Beacon Music © 2011; Adopted EGUSD 2018 |
| 9-12th:  

<p>| | | |
| | | |</p>
<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Visual and Performing Arts books</td>
<td>Multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.</td>
</tr>
<tr>
<td>AP Courses</td>
<td>G. Art Through the Ages, Thomson/Wadsworth © 2005; Adopted EGUSD 2005</td>
</tr>
<tr>
<td></td>
<td>M. Guide to Theory and Analysis, WW Norton © 2006; Adopted EGUSD 2018</td>
</tr>
<tr>
<td>Health</td>
<td>All 9-12 Health books are provided one per student.</td>
</tr>
<tr>
<td></td>
<td>All high school textbooks are from the most recent adoption of the local governing Board of Education.</td>
</tr>
<tr>
<td>Science Laboratory Equipment (grades 9-12)</td>
<td>All 9-12 students utilizing a lab have access to appropriate equipment.</td>
</tr>
</tbody>
</table>

Yes 0

Yes 0
School Facility Conditions and Planned Improvements (School Year 2018-2019)

Carroll Elementary School opened in 2006. It was named after the first Carroll School, built in 1877 in the historic town of Bruceville. The current school includes 40 classrooms, an administration building, a multi-purpose room, a computer lab, a learning center and a beautiful library building. Our campus boasts two playground areas: a kindergarten play area, and a larger play area for grades 1-6. Both of these playgrounds include blacktop space, age-appropriate play structures, grassy fields and, in the larger playground, a running track. Our main classroom buildings include teacher and small group instruction areas in a central hallway to which all classrooms have access. Our kindergarten building has a teacher work space separate from the classrooms for use in planning and preparation for instruction. Storage space to accommodate our year-round schedule is included in each building.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

School Facility Good Repair Status (School Year 2018-2019)
Using the most recent 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 overall rating

Year and month of the most recent FIT report : 11/14/2018

<table>
<thead>
<tr>
<th>System Inspected</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Systems:</strong> Gas Leaks, Mechanical/HVAC, Sewer</td>
<td>x</td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td><strong>Interior:</strong> Interior Surfaces</td>
<td>x</td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td><strong>Cleanliness:</strong> Overall Cleanliness, Pest/ Vermin Infestation</td>
<td>x</td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td><strong>Electrical:</strong> Electrical</td>
<td>x</td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td><strong>Restrooms/Fountains:</strong> Restrooms, Sinks/ Fountains</td>
<td>x</td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td><strong>Safety:</strong> Fire Safety, Hazardous Materials</td>
<td>x</td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td><strong>Structural:</strong> Structural Damage, Roofs</td>
<td>x</td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td><strong>External:</strong> Playground/School Grounds, Windows/Doors/Gates/Fences</td>
<td>x</td>
<td></td>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>
Overall Facility (School Year 2018-2019)
Year and month of the most recent FIT report: 11/14/2018

<table>
<thead>
<tr>
<th>Overall Rating</th>
<th>Exemplary</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The district’s maintenance and grounds departments work in concert with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. The school’s custodians work as a team and with the principal to develop a daily cleaning process and schedule. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or at the district office.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District’s LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

There are currently no deferred maintenance, modernization or new construction projects being undertaken at Carroll Elementary School. Needed repairs and on-going maintenance are completed by our site and/or district staff in a timely and professional manner as they are encountered. A bond measure--approved last November by voters--will enable EGUSD to update our facility in order to continue meeting the needs of our school community. Please visit the district web page for more information.
B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (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. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percent of Students Meeting or Exceeding the State Standards

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts/Literacy (grades 3-8 and 11)</strong></td>
<td>65%</td>
<td>72%</td>
<td>54%</td>
<td>55%</td>
<td>48%</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Mathematics (grades 3-8 and 11)</strong></td>
<td>63%</td>
<td>66%</td>
<td>44%</td>
<td>45%</td>
<td>37%</td>
<td>38%</td>
</tr>
</tbody>
</table>

Note: Percentages 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The $\frac{\text{Percent Met or Exceeded}}{\text{Total}}$ 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$\frac{1}{2}$Alternate) on the CAAs divided by the total number of students who participated in both assessments.
CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven
(School Year 2017-2018)

<table>
<thead>
<tr>
<th>Student Groups</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>632</td>
<td>629</td>
<td>99.53</td>
<td>71.86</td>
</tr>
<tr>
<td>Male</td>
<td>321</td>
<td>321</td>
<td>100</td>
<td>70.09</td>
</tr>
<tr>
<td>Female</td>
<td>311</td>
<td>308</td>
<td>99.04</td>
<td>73.7</td>
</tr>
<tr>
<td>Black or African American</td>
<td>59</td>
<td>59</td>
<td>100</td>
<td>52.54</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>178</td>
<td>177</td>
<td>99.44</td>
<td>83.05</td>
</tr>
<tr>
<td>Filipino</td>
<td>74</td>
<td>74</td>
<td>100</td>
<td>89.19</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>98</td>
<td>97</td>
<td>98.98</td>
<td>51.55</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>13</td>
<td>13</td>
<td>100</td>
<td>61.54</td>
</tr>
<tr>
<td>White</td>
<td>126</td>
<td>125</td>
<td>99.21</td>
<td>70.4</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>82</td>
<td>82</td>
<td>100</td>
<td>74.39</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>255</td>
<td>254</td>
<td>99.61</td>
<td>59.45</td>
</tr>
<tr>
<td>English Learners</td>
<td>154</td>
<td>152</td>
<td>98.7</td>
<td>63.16</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>58</td>
<td>57</td>
<td>98.28</td>
<td>21.05</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The $\frac{\text{Percent Met or Exceeded}}{\text{Students tested}}$ 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students 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: The number of students tested includes students that did not receive a score; 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 students with scores.
CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven
(School Year 2017-2018)

<table>
<thead>
<tr>
<th>Student Groups</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>632</td>
<td>631</td>
<td>99.84</td>
<td>65.93</td>
</tr>
<tr>
<td>Male</td>
<td>321</td>
<td>321</td>
<td>100</td>
<td>68.85</td>
</tr>
<tr>
<td>Female</td>
<td>311</td>
<td>310</td>
<td>99.68</td>
<td>62.9</td>
</tr>
<tr>
<td>Black or African American</td>
<td>59</td>
<td>59</td>
<td>100</td>
<td>45.76</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>178</td>
<td>178</td>
<td>100</td>
<td>79.21</td>
</tr>
<tr>
<td>Filipino</td>
<td>74</td>
<td>74</td>
<td>100</td>
<td>83.78</td>
</tr>
<tr>
<td>Asian or Latino</td>
<td>98</td>
<td>97</td>
<td>98.98</td>
<td>46.39</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>13</td>
<td>13</td>
<td>100</td>
<td>46.15</td>
</tr>
<tr>
<td>White</td>
<td>126</td>
<td>126</td>
<td>100</td>
<td>63.49</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>82</td>
<td>82</td>
<td>100</td>
<td>65.85</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>255</td>
<td>255</td>
<td>100</td>
<td>51.76</td>
</tr>
<tr>
<td>English Learners</td>
<td>154</td>
<td>154</td>
<td>100</td>
<td>59.74</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>58</td>
<td>57</td>
<td>98.28</td>
<td>10.53</td>
</tr>
</tbody>
</table>

Students Receiving Migrant Education Services

Foster Youth

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students 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: The number of students tested includes students that did not receive a score; 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 students with scores.
CAASPP Test Results in Science for All Students
Percentage of Students Meeting or Exceeding the State Standard

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Science (grades 5, 8, and 10)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

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

Note: The 2016\text{\textcopyright}17 and 2017\text{\textcopyright}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\text{\textcopyright}19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016\text{\textcopyright}17 and 2017\text{\textcopyright}18) and the CAA for Science will be field-tested in 2018\text{\textcopyright}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\text{\textcopyright}Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.
State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2017-2018)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percent of Students Meeting Four of Six Fitness Standards</th>
<th>Percent of Students Meeting Five of Six Fitness Standards</th>
<th>Percent of Students Meeting Six of Six Fitness Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>21.4</td>
<td>34.1</td>
<td>32.9</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2018-2019)

There are many ways to become involved at Carroll Elementary. Joining the Carroll PTA is a good starting point. Other opportunities to contribute to our school include joining various parent advisory committees, volunteering in classrooms, or by attending or volunteering for one of the many family and community events Carroll sponsors each year. Contact Carrie Pearson for more information: (916)714-0106 or cpearson@egusd.net.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>2.89%</td>
<td>1.87%</td>
<td>1.99%</td>
<td>4.28%</td>
<td>4.72%</td>
<td>4.34%</td>
<td>3.65%</td>
<td>3.65%</td>
<td>3.51%</td>
</tr>
<tr>
<td>Expulsions</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0.04%</td>
<td>0.03%</td>
<td>0.05%</td>
<td>0.09%</td>
<td>0.09%</td>
<td>0.08%</td>
</tr>
</tbody>
</table>

School Safety Plan (School Year 2018-2019)

Your child's safety is important to us at Carroll Elementary. We believe that nothing should get in the way of the academic achievement of our students, which is why it is important that our students feel safe. Our staff reviewed and updated our School Safety Plan in December, 2018. Part of our site plan includes before and after school safety, as well as a secure, locked campus during the school day. An "Emergency Handbook," outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. On-site fire, earthquake and other emergency drills are practiced regularly to ensure staff and students are adequately prepared in case of an emergency. Our district supports our efforts, including ongoing support by our Safety and Security Department.
D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2015-2016)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average Size</th>
<th>Number of Classes* 1-20</th>
<th>Number of Classes* 21-32</th>
<th>Number of Classes* 33+</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>22</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>22</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>21</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>28</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>28</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>23</td>
<td>2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Other**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2016-2017)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average Size</th>
<th>Number of Classes* 1-20</th>
<th>Number of Classes* 21-32</th>
<th>Number of Classes* 33+</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>24</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>24</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>22</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>22</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>29</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>27</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>26</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Other**</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2017-2018)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average Size</th>
<th>Number of Classes* 1-20</th>
<th>Number of Classes* 21-32</th>
<th>Number of Classes* 33+</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>23</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>24</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>21</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>25</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>28</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>26</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Other**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.
### Academic Counselors and Other Support Staff (School Year 2017-2018)

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of FTE* Assigned to School</th>
<th>Average Number of Students per Academic Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor (Social/Behavioral or Career Development)</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Library Media Teacher (Librarian)</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Library Media Services Staff (paraprofessional)</td>
<td>0.4375</td>
<td>N/A</td>
</tr>
<tr>
<td>Psychologist</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Social Worker</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Speech/Language/Hearing Specialist</td>
<td>1.1</td>
<td>N/A</td>
</tr>
<tr>
<td>Resource Specialist (non-teaching)</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>7.875</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Note: Cells with N/A values 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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-2017)

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Expenditures Per Pupil</th>
<th>Expenditures Per Pupil (Supplemental/Restricted)</th>
<th>Expenditures Per Pupil (Basic/Unrestricted)</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site</td>
<td>$6,544</td>
<td>$1,000</td>
<td>$5,544</td>
<td>$80,177</td>
</tr>
<tr>
<td>District</td>
<td>N/A</td>
<td>N/A</td>
<td>$6,376</td>
<td>$76,341</td>
</tr>
<tr>
<td>Percent Difference - School Site and District</td>
<td>N/A</td>
<td>N/A</td>
<td>-13.96%</td>
<td>4.90%</td>
</tr>
<tr>
<td>State</td>
<td>N/A</td>
<td>N/A</td>
<td>$6,574</td>
<td>$79,228</td>
</tr>
<tr>
<td>Percent Difference - School Site and State</td>
<td>N/A</td>
<td>N/A</td>
<td>-17.00%</td>
<td>1.19%</td>
</tr>
</tbody>
</table>

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

### Types of Services Funded (Fiscal Year 2018-2019)

At our school we have many highly qualified staff to assist students with special learning needs. Our Learning Center services special education students and others needing additional support to meet the standards. Our special education program includes two self-contained classes for students with exceptional needs. We have a speech therapist working with students having identified speech needs. Our inclusion program provides support for students with significant needs in the regular education environment. English Learners benefit from our specialized curriculum during English Language Development instruction. Gifted and Talented students participate in accelerated instruction, a weekly pull-out program, and have the opportunity to participate in after school enrichment activities. This year, we have introduced a reading intervention program to ensure that all of our students are progressing toward grade level in this critical skill area.
### Teacher and Administrative Salaries (Fiscal Year 2016-2017)

<table>
<thead>
<tr>
<th>Category</th>
<th>District Amount</th>
<th>State Average For Districts In Same Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher Salary</td>
<td>$44,635</td>
<td>$47,903</td>
</tr>
<tr>
<td>Mid-Range Teacher Salary</td>
<td>$66,187</td>
<td>$74,481</td>
</tr>
<tr>
<td>Highest Teacher Salary</td>
<td>$93,258</td>
<td>$98,269</td>
</tr>
<tr>
<td>Average Principal Salary (Elementary)</td>
<td>$120,368</td>
<td>$123,495</td>
</tr>
<tr>
<td>Average Principal Salary (Middle)</td>
<td>$122,739</td>
<td>$129,482</td>
</tr>
<tr>
<td>Average Principal Salary (High)</td>
<td>$134,048</td>
<td>$142,414</td>
</tr>
<tr>
<td>Superintendent Salary</td>
<td>$320,050</td>
<td>$271,429</td>
</tr>
<tr>
<td>Percent of Budget for Teacher Salaries</td>
<td>38.00%</td>
<td>35.00%</td>
</tr>
<tr>
<td>Percent of Budget for Administrative Salaries</td>
<td>4.00%</td>
<td>5.00%</td>
</tr>
</tbody>
</table>

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

### Professional Development

Our site professional development program changes each year in response to the needs of our staff. This year, we will continue to focus on implementation of Common Core State Standards (CCSS) in Mathematics and English Language Arts. This work supports our Local Control Accountability Plan (LCAP), which is available for viewing on our site web page. New teachers who have been teaching fewer than two years participate in the district’s beginning teacher support program. Our special education teachers and staff have numerous opportunities to learn how to best meet the needs of students with learning disabilities. At the district level, our Curriculum/Professional Learning department offers a variety of workshops for teachers as well as other support staff. Paraprofessional staff, school secretaries, office assistants, and custodians may take coursework--offered through their job-specific departments--that relate to their work. Additionally, all staff is encouraged to become competent in computer skills and to learn to work more efficiently and in ergonomically correct ways.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>