

Santa Maria High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Santa Maria High School
Street	901 South Broadway
City, State, Zip	Santa Maria CA, 93454
Phone Number	(805) 925-2567 ext. 3701
Principal	Steve Campbell
Email Address	scampbell@smjuhsd.org
School Website	www.santamariahighschool.org
County-District-School (CDS) Code	42-69310-4236030

2022-23 District Contact Information

District Name	Santa Maria Joint Union High School District
Phone Number	(805) 922-4573
Superintendent	Mr. Antonio Garcia
Email Address	angarcia@smjuhsd.org
District Website Address	www.smjuhsd.org

2022-23 School Overview

Welcome to Santa Maria High School, the home of the "Saints." Santa Maria High School is located in the heart of Santa Maria and is dedicated to meeting the personal needs of all students. Our school has a fantastic staff of teachers and para-professionals who engage all students in innovative educational practices and provides them with a first-class education.

SMHS graduates have attended colleges and universities throughout the nation, including Harvard University, all CSU and UC campuses, several private universities, and the Military Academies, to name a few.

SMHS offers a variety of other programs to meet the varied needs of our students. These include AVID (Advancement Via Individual Determination), BSU (Black Student Union), CSF (California Scholastic Federation), FBLA (Future Business Leaders of America), FFA (Future Farmers of America), GSA (Gay-Straight Alliance), Spanish Honor Society, and other clubs and organizations. SMHS offers 41 AP foreign language, English, Math, and social science courses. Student achievement continues to be the number one priority for Santa Maria High School. We encourage all parents/guardians to partner with our staff, teachers, counselors, coaches, and administration in supporting and ensuring your student's academic and school performance is a successful experience. Parents/Guardians and community members are an integral part of our school. We encourage students to join a club, sport, or extra-curricular activity to become part of an even more excellent Saint experience beyond the regular school day. We also highly encourage parents to get involved in their student's schools. Below are programs and committees parents may join:

- ELAC (English Language Advisory Committee)
- SSC (School Site Council)
- SDM (Shared Decision Making)
- Un Cafecito/Coffee with the Principal

SMHS will be holding its 130th Commencement in June 2023. We are proud of our long history, traditions, and distinguished graduates. A former Saint is currently the Mayor of Santa Maria, and many of our graduates have distinguished themselves in the fields of education, medicine, government, law, and business. We believe that you will be duly impressed with the breadth and scope of our school and the education that is provided to all of our students. For a copy of this SARC report, don't hesitate to get in touch with the Principal's Office at (805) 925-2567, extension 3702.

Vision:

2022-23 School Overview

SMHS develops transparent, unified practices and policies for all stakeholders to improve student learning continually.

Mission:

SMHS assures that all students achieve the high levels of learning required for success in college, careers, or post-secondary training.

Motto:

Enter to Learn, Go Forth to Serve

Expected School-wide Learning Results:

Socially adjusted
Academically advanced
Independent learners
Noteworthy citizens
Technologically savvy

Sincerely,
Steve Campbell, Principal

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	830
Grade 10	858
Grade 11	744
Grade 12	754
Total Enrollment	3,186

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.0
American Indian or Alaska Native	0.4
Asian	0.4
Black or African American	0.3
Filipino	0.8
Hispanic or Latino	96.0
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.1
White	1.9
English Learners	21.1
Foster Youth	0.5
Homeless	13.9
Migrant	7.8
Socioeconomically Disadvantaged	86.6
Students with Disabilities	13.5

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	109.60	80.07	309.30	79.20	228366.10	83.12
Intern Credential Holders Properly Assigned	2.20	1.64	3.40	0.88	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.40	6.19	28.10	7.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	1.10	14.80	3.81	12115.80	4.41
Unknown	15.00	10.99	34.70	8.90	18854.30	6.86
Total Teaching Positions	136.90	100.00	390.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	8.40	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	8.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.50	
Total Out-of-Field Teachers	1.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

SMJUHSD provides standards-based aligned textbooks for all students. The textbooks are adopted from a state-approved list. Every student has access to their own textbooks and instructional materials, including English Learners.

Textbook selection is a collaborative process. Textbooks are selected through content area department meetings at the District level. State approved textbooks are evaluated by certificated staff (who teach that specific area content) to determine which one best meets the needs of all students in the district. The selection is then sent to the Board of Education for approval.

Year and month in which the data were collected

Jan 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	South Western (1999) Language! (2010) Norton Intro to Lit (2005) Houghton Mifflin Harcourt/Collections (2017)	Yes	0%
Mathematics	Houghton Mifflin (1992) Amsco (2006) Thomson (2005) McDougal Littell (2001) Prentice Hall (2004) Holt (2010) CPM Educational Program (2002) Interactive Mathematics Program (2000) McDougal Littell (2003) McGraw Hill (2008)	Yes	0%
Science	Prentice Hall (2005) Holt Reinhart (2007) Glencoe (2004) McGraw Hill (2003) McGraw Hill (2007)	Yes	0%
History-Social Science	McGraw Hill (2005) McGraw Hill (2003) Houghton Mifflin (2006) McDougal Littell (2006) Prentice Hall (2007) Glencoe (2006) Prentice Hall (2006) McGraw Hill (2004)	Yes	0%
Foreign Language	DC Heath & Co. MCDougal Littell (2007) Holt/McDougal (2013) Pearson/Prent Hall Harcourt	Yes	0%
Health	Glencoe/McGraw Hill	Yes	0%
Visual and Performing Arts	MCDougal Littell Pearson/Prent Hall	Yes	0%

Science Laboratory Equipment (grades 9-12)	Microscopes Bunsen Burners Beakers, Tubes, (Misc. Lab Equipment) Various Consumable Chemicals for Labs Dissection Equipment and Consumables	Yes	0%
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School Facility Conditions and Planned Improvements

Santa Maria High School has buildings that date back to the 1920s. New buildings have been constructed nearly every decade since. Approximately half of the permanent buildings were modernized between 2000 and 2005. The school encompasses 36.4 acres in the central section of the City of Santa Maria.

The school consists of the following facilities:

- Total classrooms 128
- Permanent Classrooms 59
- Portable Classrooms 69 (4 added, 7 removed in 2020-21)
- Restrooms 22
- Administration Building
- Library Building
- Cafeteria Kitchen (Added 2006)
- Cafeteria Dining Room (Added 2006)
- Athletic Facilities
- (2) Gymnasiums
- Football Field (Renovated May 2008)
- Football Stadium (Renovated May 2008)
- Baseball Field
- Softball Fields Varsity and Junior Varsity
- Basketball Courts (outdoor)
- Pickleball courts (outdoor)
- Swimming Pool (Added 2012)
-

Santa Maria High School is a closed campus with a controlled access plan in place. Locks, keys, gates, and doors are monitored every day of the year. The school is in good condition, and the school is cleaned daily.

The Custodial Staff consists of 16 FTEs. The distribution is as follows:

- 1-custodial supervisor evenings weekdays
- 10 evenings Monday - Friday
- 4-weekdays (3 classroom vacuuming/student restroom cleaning)
- 2-evenings and weekends

Grounds maintenance is provided by 4 FTEs: 2-Grounds Maintenance on weekdays
 2-Grounds Maintenance days and weekends

Building maintenance is provided by 2 FTEs:
 2-semi-skilled Building Maintenance weekdays

The school shares seven (7) central maintenance personnel with the other schools in the District: Lead Maintenance, two Electricians, Carpenter/Welder, Plumber, and two Painters.

Although the State discontinued the State School Deferred Maintenance Program, the District continues to set aside funds in a restricted account to address expenditures for significant repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, and floor systems. For the 2021-22 fiscal year, the District spent \$107,640 on deferred maintenance. In addition, for the 2021-22 fiscal year, the District spent \$4.41 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 2.62% of the District's General Fund expenditures.

School Facility Conditions and Planned Improvements

Planned Improvements (School Year 2022-23):

A three-story building is under construction along Morrison Street, creating a new entrance to the school. The new building is 88,000 square feet, including fifty classrooms and a new administration and student support area. Construction began in the Spring of 2021. Several old buildings were demolished to make room for the new building. Estimated completion is Spring 2023, with occupancy in Fall 2023.

Replacement of Administration Building rain gutters.

Add six portable classrooms to support growth.

Replaced flooring in the athletic trainer room, Small Gymnasium Laundry and storage, and cafeteria freezer.

Replace roofs on portable restrooms.

Replace roof flashing on 330 Agriculture Science Building Built-up roof.

Improve landscape along Broadway.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			608: Clean HVAC grills; 611: Clean HVAC grills; 613: Clean HVAC grills; 625: Clean HVAC grills; 644: Clean HVAC grills;
Interior: Interior Surfaces		X		100: Paint interior walls; 109: Minor patch and paint repair; 110: Repaired minor holes in wall; 111: Repaired minor holes in wall; 113: Replaced one missing ceiling panel; 233: Repaired a small hole in the wall; 350: Replaced one ceiling tile; 357: Repaired one ceiling panel; 511-Classroom: Clean drinking fountain WO-21109; 526: Repair torn carpet; 529: Replace one ceiling tile; 602: Repaired torn carpet; 604: Replace ceiling tile; 605: Replace ceiling tile; 621: Replace ceiling tile; 622: Replace ceiling tile; 626: Patch and paint holes in walls; 630: Replace damaged ceiling tiles; 636: Replace ceiling tiles; 637: Replace ceiling tiles; 639: Replace ceiling tiles; 640: Replace ceiling tiles; 644: Replace ceiling tiles; 904: Replace ceiling tiles; 905: repair torn south wall surface; glue loose carpet tiles at entry; 906: Replace ceiling tiles; 908: Replace ceiling tiles;
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		120: Repair flickering lights; 230: Repair a broken light and ethernet wall covers; 250: Replace multiple light bulbs; 332: Replace one light bulb; 336: Replace multiple light bulbs;

School Facility Conditions and Planned Improvements

			<p>338: Replace multiple light bulbs; 354: Replace an electrical outlet cover plate; 362: Repair a ceiling drop down cord; 460: Replace multiple light bulbs; 480: Replace one light bulb; 520: Replace one broken cover plate; 529: Replace one light bulb; 601: Replace cover plate; 603: Replace cover plate; 604: Replace cover plate; repair loose light fixture cover; 606: Classroom: Replace light bulbs; 607: Replace cover plate; 609: Replace one light bulb; 615: VOIP PA system affected by analog system; 617: Replace one light bulb; 618: Replace light bulbs; 621: Replace light bulb; 623: Replace light bulb; 628: Check PA system and dim lighting; replace outlet cover plate; 629: Check lighting; 631: Exterior lighting not working; 636: tighten loose outlets; 639: Exterior lighting not working; 640: Replace light bulb and outlet cover; 641: Replace light bulbs; 643: Replace light bulbs; 644: Replace light bulbs; 830: Replace light bulbs; 901: Replace light bulbs; 902: Replace light bulbs - interior and exterior; 903: Replace light bulb - exterior; 906: Replace light bulb;</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>100: Replaced drinking fountain filter; 250: Cleaned multiple drinking fountains; 450: Cleaned multiple drinking fountains; 511: Cleaned one drinking fountain;</p>
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		200: Mounted a downspout;
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>103: Repaired door leak; 528: Repaired broken window latches; 614: Adjust door closer; 630: Adjust door closer; 631: Adjust door closer;</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	28	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	12	N/A	15	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	724	654	90.33	9.67	28.07
Female	355	314	88.45	11.55	31.25
Male	369	340	92.14	7.86	25.08
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	682	614	90.03	9.97	28.57
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	21	20	95.24	4.76	20.00
English Learners	152	128	84.21	15.79	1.61
Foster Youth	--	--	--	--	--
Homeless	91	76	83.52	16.48	27.03
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	695	628	90.36	9.64	27.79
Students Receiving Migrant Education Services	62	56	90.32	9.68	20.75
Students with Disabilities	80	64	80.00	20.00	5.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	724	669	92.40	7.60	11.52
Female	355	323	90.99	9.01	11.95
Male	369	346	93.77	6.23	11.11
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	682	629	92.23	7.77	11.27
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	21	19	90.48	9.52	15.79
English Learners	152	131	86.18	13.82	0.00
Foster Youth	--	--	--	--	--
Homeless	91	78	85.71	14.29	8.97
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	695	642	92.37	7.63	11.37
Students Receiving Migrant Education Services	62	59	95.16	4.84	12.28
Students with Disabilities	80	65	81.25	18.75	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	10.18	NT	14.72	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1367	1234	90.27	9.73	10.18
Female	694	631	90.92	9.08	8
Male	673	603	89.6	10.4	12.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1306	1177	90.12	9.88	9.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	27	26	96.3	3.7	19.23
English Learners	245	201	82.04	17.96	0
Foster Youth	--	--	--	--	--
Homeless	166	140	84.34	15.66	7.35
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1309	1181	90.22	9.78	9.87
Students Receiving Migrant Education Services	119	106	89.08	10.92	9.52
Students with Disabilities	149	126	84.56	15.44	0.84

2021-22 Career Technical Education Programs

Santa Maria High School (SMHS) offers comprehensive, high-quality Career Technical Education (CTE) Programs designed to offer industry-recognized skills, a hands-on curriculum, and work-based experiences to ensure career opportunities after graduating high school. SMHS offers high-quality CTE pathways in the following sectors: Agriculture and Natural Resources, Arts, Media and Entertainment, Business and Finance, Engineering, Family and Consumer Science, Hospitality, Recreation, Tourism, Information and Communication Technology, Manufacturing and Architecture, and Transportation. The SMHS Agriculture Program is a top-ranked program in the State of California and FFA Regional Chapter of the year, holding the second largest quantity of industry-recognized certifications by students, and offers many opportunities for work-based learning. The Business program now includes Certiport Microsoft Certifications, a student-run store, and we are building multiple partnerships for work-based learning. SMHS has an active FBLA Chapter. Students in the Transportation pathway not only learn auto mechanics, they learn professional racecar mechanics with a driver on an SMHS Top Alcohol Dragster and Funny Car. The students form the crew, travel, and compete against other professional racing teams. The SMHS Sports Motor club is one of only a few high schools in the United States competing in racing events with their own vehicle. SMHS just began an Engineering Pathway with a state-of-the-art, hands-on lab focusing on architectural design, transportation, energy, environment, robotics, manufacturing, and construction design as the students focus on real-world engineering applications. This program includes access to industry-utilized technology, certifications, skill-building experiments, data collection activities, and work-based learning activities. SMHS has several Concurrent Enrollment classes and holds many articulation agreements with Allan Hancock College.

SMHS CTE Curriculum includes a few ROP offerings blended and supported with other CTE Pathways through Perkins, ROP, CTEIG, and our district LCAP plan. We currently share Advisory Committees and Advisory events such as the District Advisory Committee and Student and Industry Advisory, as well as Allan Hancock College's State of the College. We have industry and college advisors for every CTE pathway offered. We have over 21 industries informing our educational practice and well over 100 industry partners. Please see the District's website for CTE pathways, courses, and contact information.

SMHS has a Career Center, with a College and Career Specialist and two counseling positions dedicated to ensuring students' future goals and objectives are supported and pursued. There is also a full-time Allan Hancock College Counselor and an EOAP Advisor from UCSB. Students receive assistance and support filling out FASFA applications, college and university applications, and career pathway and employment skills information. SMHS utilizes Career Cruising for student interest surveys, resume development, and college transfer preparation. SMHS collects student interest surveys from every incoming student to better inform our offerings and Guidance Counselors for student course placement. SMHS also possesses CTE pathway brochures promoting their programs and informing students and families about the CTE Pathways offered and the local employment wages ties to that pathways.

Starting 2021-2022, students have the ability to take classes at the District's Brand new CTE Facility, the Mark Richardson Career Technical Education Center & Agricultural Farm. 2021-2022 classes include Residential and Commercial Construction, Solidworks, MasterCam, and Survey of Machining. Future Classes include Culinary Arts, Diesel, and AG.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1955
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	93.23
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	35.55

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	80%	81%	80%	81%	74%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Contact Person Name: Steve Campbell
Contact Person Phone Number: 925-2567 ext. 3701

SMHS's School Site Council (SSC) has three parent members and three students. The council approves the Single School Plan for Student Achievement (SPSA). The site's Shared Decision Making (SDM) committee has three parent members and three students. Santa Maria High School also has an English Language Advisory Committee (ELAC) which has meetings to address issues of our English Learner student population. We also have a parent forum named Un Cafecito for English and Spanish speaking parents, which serve as informational themed sessions and a parent open forum for school improvement. These meetings have an average of over 300 parents in attendance. Our parent communication is promoted through use of Parent Square notifications, the school website (www.santamariahighschool.org), a Weekly Update from the principal to all parents via Parent Square delivered in Spanish, Mixteco, and English. We also host a Parent Center in our administration building to personally assist parents in registration, translation, guidance and alignment to other community services.

FFA, FBLA and ROP have Parent-Community Advisories that meet twice a year to provide guidance and direction to their respective courses and programs.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		5.7	8.2		4.8	4.6		8.9	7.8
Graduation Rate		87.5	88.3		91	92.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	684	604	88.3
Female	357	328	91.9
Male	327	276	84.4
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	661	582	88.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	187	136	72.7
Foster Youth	--	--	--
Homeless	93	69	74.2
Socioeconomically Disadvantaged	669	590	88.2
Students Receiving Migrant Education Services	68	55	80.9
Students with Disabilities	93	67	72.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3343	3277	576	17.6
Female	1658	1633	298	18.2
Male	1681	1641	278	16.9
American Indian or Alaska Native	14	13	5	38.5
Asian	13	13	0	0.0
Black or African American	9	8	2	25.0
Filipino	27	27	0	0.0
Hispanic or Latino	3197	3139	555	17.7
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	4	4	1	25.0
White	71	65	13	20.0
English Learners	773	751	145	19.3
Foster Youth	27	24	8	33.3
Homeless	487	466	103	22.1
Socioeconomically Disadvantaged	3189	3132	559	17.8
Students Receiving Migrant Education Services	277	271	39	14.4
Students with Disabilities	450	441	121	27.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.37	1.79	2.45
Expulsions	0.29	0.22	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.06	4.07	0.02	3.74	0.20	3.17
Expulsions	0.00	0.30	0.00	0.25	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.07	0.30
Female	2.29	0.06
Male	5.83	0.54
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.10	0.28
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.23	1.41
English Learners	5.43	0.65
Foster Youth	11.11	0.00
Homeless	5.34	0.21
Socioeconomically Disadvantaged	4.17	0.31
Students Receiving Migrant Education Services	2.89	0.36
Students with Disabilities	7.11	0.44

2022-23 School Safety Plan

Santa Maria High School is dedicated to providing a safe and orderly learning environment for all students. The School Safety Plan was developed with the assistance of the Santa Maria Police Department and District stakeholders to provide a safer school environment as well as guidelines for use during a disaster or on-site crisis.

The Comprehensive School Safety Plan was reviewed by the School Site Council on March 01, 2021, and includes an assessment of crime in and around the school. It also includes the following programs and strategies to address the crime and provide a safe school environment:

- A tardy policy reminds students that they are responsible for getting to school on time
- School Resource Officer staffed by Santa Maria Police Department
- Two-way radio communication between site administrators and Campus Security staff
- Telephones in every classroom for quick access to emergency resources utilizing a designated 3000 phone extension that connects to 10 simultaneous administrative lines
- An Outreach Consultant which is involved in activities to promote parent involvement
- Student Identification cards must be presented when entering the campus
- Visitor parking provided with handicap accessibility to enter the administration building
- More than 45 clubs sponsored by the Associated Student Body and over 20 athletic teams
- Implementation of an anti-bullying program which is designed to educate students to build a bully-free school environment

To provide safe ingress and egress, all school gates are numbered for easy identification in an emergency. During normal school hours, Santa Maria High School observes a closed campus policy. Additionally, campus security officers are monitoring the campus before, during, and after school to assure the safety of the students.

An incident command system is in place to provide order and direction in the event of an emergency. The plan complies with California's Standardized Emergency Management System (SEMS) as well as the Federal National Incident Management System (NIMS).

Fire/Duck and Cover drills are conducted every semester.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	71	31	47
Mathematics	26	37	22	55
Science	23	26	30	18
Social Science	23	40	16	45

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	39	41	67
Mathematics	28	29	29	65
Science	29	16	16	31
Social Science	31	17	15	48

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	76	34	50
Mathematics	25	48	38	50
Science	24	27	20	24
Social Science	23	38	35	35

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	398.25

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	8.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	11.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,902.53	2,297.09	7,605.44	88,514.72
District	N/A	N/A	8,473.16	\$89,577
Percent Difference - School Site and District	N/A	N/A	-10.8	-1.2
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	14.2	-6.1

2021-22 Types of Services Funded

Santa Maria High School receives funding from the General Fund, Title I, LCFF (Local Control Funding Formula) and Lottery Monies. These funds are used for certificated salaries, staff development, student mentors, consultants, technology upgrades, and intervention programs.

Categorical Funds provide remediation/intervention support for students in English Language Arts, and Math. The school has upgraded our classrooms significantly to meet the demands of online teaching including tablets to all student (1:1 device ratio), Laptops to all teachers, an additional computer monitor for all classrooms, upgrades to microphones and cameras for the classrooms, 75" interactive wall monitor in every classroom, and various addition software purchases and upgrades. After school tutoring and the purchase of student planners are also supported through Categorical Funds.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,286	\$55,947
Mid-Range Teacher Salary	\$89,402	\$90,080
Highest Teacher Salary	\$107,040	\$117,121
Average Principal Salary (High)	\$166,569	\$164,633
Superintendent Salary	\$260,000	\$261,984
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	15
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	6
Fine and Performing Arts	0
Foreign Language	7
Mathematics	4
Science	1
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	24

Professional Development

The site and district establish staff development needs by analyzing student test data. Site goals are developed for the SPSA (School Plan for Student Achievement) focusing on improving student achievement and are aligned to the district's Local Education Agency Plan (LEAP), through Title I and LCFF (Local Funding Control Formula) dollars. Santa Maria High School faculty have been able to attend a variety of core content area conferences. They have also participated in staff development workshops: RTI (Response To Intervention), PLC's (Professional Learning Communities), Equity and Access, EL (English Learner) instructional strategies, and sustainable leadership capacity that increase student achievement. Faculty may also apply to attend conferences, workshops, or trainings that align to the SPSA's (School Plan for Student Achievement) goals. As a site and district, we have focused on instructional strategies for our English Learner (EL) students. Santa Maria High School has early out on Mondays for faculty collaboration, and two staff development days per year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	5