

# Santa Maria High School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

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

## 2021-22 District Contact Information

<b>District Name</b>	Santa Maria Joint Union High School District
<b>Phone Number</b>	(805) 922-4573
<b>Superintendent</b>	Mr. Antonio Garcia
<b>Email Address</b>	angarcia@smjuhsd.org
<b>District Website Address</b>	www.smjuhsd.k12.ca.us

## 2021-22 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 remarkable 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 several other clubs and organizations. SMHS offers 41 AP courses in Foreign Language, English, Math, and Social Science. 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 the 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 greater Saint experience that goes beyond the regular school day. We also highly encourage parents to get involved in their student's school. 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 129th Commencement in June 2022. 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, please contact the Principal's Office at (805) 925-2567, extension 3702.

## 2021-22 School Overview

**Vision:**  
SMHS develops clear, unified practices and policies for all stakeholders in order to continually improve student learning.

**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

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	856
Grade 10	776
Grade 11	761
Grade 12	688
<b>Total Enrollment</b>	<b>3,081</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	0.4
Asian	0.3
Black or African American	0.2
Filipino	0.8
Hispanic or Latino	95.9
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.2
White	1.8
English Learners	25.6
Foster Youth	0.5
Homeless	10.7
Socioeconomically Disadvantaged	89.2
Students with Disabilities	13

### 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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	109.6	80.1	309.3	79.2	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	2.2	1.6	3.4	0.9	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	8.4	6.2	28.1	7.2	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.5	1.1	14.8	3.8	12115.8	4.4
<b>Unknown</b>	15.0	11.0	34.7	8.9	18854.3	6.9
<b>Total Teaching Positions</b>	136.9	100.0	390.6	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	8.4
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	8.4

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.0
<b>Local Assignment Options</b>	0.5
<b>Total Out-of-Field Teachers</b>	1.5

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.6

## 2021-22 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
<b>Reading/Language Arts</b>	South Western (1999) Language! (2010) Norton Intro to Lit (2005) Houghton Mifflin Harcourt/Collections (2017)	Yes	0%
<b>Mathematics</b>	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%
<b>Science</b>	Prentice Hall (2005) Holt Reinhart (2007) Glencoe (2004) McGraw Hill (2003) McGraw Hill (2007)	Yes	0%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	DC Heath & Co. MCDougal Littell (2007) Holt/McDougal (2013) Pearson/Prent Hall Harcourt	Yes	0%
<b>Health</b>	Glencoe/McGraw Hill	Yes	0%
<b>Visual and Performing Arts</b>	MCDougal Littell Pearson/Prent Hall	Yes	0%

<b>Science Laboratory Equipment</b> (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 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 and has 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
- 9-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 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 major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, and floor systems. For the 2019-20 fiscal year, the District spent \$354,380 on deferred maintenance. In addition, for 2020-21 fiscal year the District spent \$3.46 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 2.53% of the District's general fund budget.

## School Facility Conditions and Planned Improvements

### Planned Improvements (School Year 2021-22):

A three-story building is under construction along Morrison Street, which will create a new entrance to the school. The new building is 88,000 square feet; it will include fifty classrooms and a new administration and student support area. Construction began in Spring 2021. Several old buildings were demolished to make room for the new building.

Replacement of portable classroom rain gutters.

Add twelve portable classrooms to support growth.

Replace carpet in several classrooms.

Replace roofs on portable restrooms.

Improve landscape along Broadway.

Year and month of the most recent FIT report

December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			112-Classroom: Teacher has concerns on air temperature at 74 degrees. WO10406; 195-Restroom Student Female: First stall flush valve not operational WO11269; HVAC not maintaining temperature within district set points WO11491; Hand dryer warning activated WO11527; 341-Classroom Aerobics: HVAC not performing as designed WO9210; 450-Wilson Gym: Repair thermostat in athletic director office not working. WO3145; Southeast door function erratic WO11162; Gymnasium exterior paint peeling WO2567; 460-Multi-Purpose Room: AC-3 Evaporator motor not operating WO2629; Multiple light fixtures out WO WO2616; 603-Classroom: Heating an issue, not keeping up WO11494; 605-Classroom: Thermostat not operational WO10353; 619-Classroom: Thermostat control disabled WO10072; 626-a-d Classroom: Heater working slow WO9775; 907-Classroom: Ceiling tile stained WO2572; Thermostat not operating WO9196;
<b>Interior:</b> Interior Surfaces	X			332-Classroom: Evidence of leak WO10796; 350-Corridor: Several locations of ceiling stains WO10351; Custodian deep sink plugged WO11155; 527-Classroom: Single ceiling leak WO10352; 907-Classroom: Ceiling tile stained WO2572; Thermostat not operating WO9196;



## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			200-Ethel Pope Auditorium: Light out on porch entry WO10782; Light out in storage room WO9252; Drinking Fountain not operational WO9247; 460-Multi-Purpose Room: AC-3 Evaporator motor not operating WO2629; Multiple light fixtures out WO WO2616; 634-Classroom: Lamps out WO11529; Electrical plate needs replacement WO11536; Swimming Pool: Exterior wall sconces need repair WO2676; South East Walkways: Parking lot lights contactor not working properly WO10814;
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			330A-Classroom: Roof leak WO10325;
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	752	NT	NT	NT	NT
<b>Female</b>	380	NT	NT	NT	NT
<b>Male</b>	372	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	727	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	135	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	120	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	687	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	66	NT	NT	NT	NT
<b>Students with Disabilities</b>	97	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	752	NT	NT	NT	NT
Female	380	NT	NT	NT	NT
Male	372	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	727	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	135	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	120	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	687	NT	NT	NT	NT
Students Receiving Migrant Education Services	66	NT	NT	NT	NT
Students with Disabilities	97	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

REN Student Groups	REN Total Enrollment	REN Number Tested	REN Percent Tested	REN Percent Not Tested	REN Percent At or Above Grade Level
All Students	801	621	77.53	22.47	6.37
Female	406	336	41.95	8.74	3.00
Male	395	285	35.58	13.73	3.37
American Indian or Alaska Native	65	55	0.86	1.25	0.50
Asian	15	15	1.87	0.00	0.37
Black or African American	4	3	0.37	0.12	0.25

<b>Filipino</b>	13	13	1.62	0.00	0.37
<b>Hispanic or Latino</b>	775	598	74.66	22.10	5.74
<b>Native Hawaiian or Pacific Islander</b>	2	2	0.25	0.00	0.00
<b>Two or More Races</b>	801	621	77.53	22.47	6.37
<b>White</b>	683	534	66.67	18.60	5.24
<b>English Learners</b>	0	104	12.98	4.74	0.00
<b>Foster Youth</b>	4	1	0.12	0.37	0.00
<b>Homeless</b>	76	45	5.62	3.87	0.12
<b>Military</b>	2	1	0.12	0.12	0.00
<b>Socioeconomically Disadvantaged</b>	801	785	93.26	93.26	92.01
<b>Students Receiving Migrant Education Services</b>	50	38	4.74	1.50	0.25
<b>Students with Disabilities</b>	101	71	1.11	3.75	0.00

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>REN Student Groups</b>	<b>REN Total Enrollment</b>	<b>REN Number Tested</b>	<b>REN Percent Tested</b>	<b>REN Percent Not Tested</b>	<b>REN Percent At or Above Grade Level</b>
<b>All Students</b>	801	407	50.81	49.19	9.49
<b>Female</b>	406	245	30.59	20.10	6.12
<b>Male</b>	395	162	20.22	29.09	3.37
<b>American Indian or Alaska Native</b>	65	34	0.53	3.87	0.87
<b>Asian</b>	15	7	0.87	1.00	0.12
<b>Black or African American</b>	4	1	0.12	0.37	0.00
<b>Filipino</b>	13	6	0.75	0.87	0.12
<b>Hispanic or Latino</b>	775	394	49.19	47.57	9.11
<b>Native Hawaiian or Pacific Islander</b>	2	2	0.25	0.00	0
<b>Two or More Races</b>	801	407	50.81	49.19	9.49
<b>White</b>	683	352	43.95	41.32	8.24
<b>English Learners</b>	0	58	7.24	10.49	0.37
<b>Foster Youth</b>	4	0	0.00	0.50	0
<b>Homeless</b>	76	36	4.49	4.99	0.62
<b>Military</b>	2	1	0.12	0.12	0.00
<b>Socioeconomically Disadvantaged</b>	801	762	96.13	96.13	91.89
<b>Students Receiving Migrant Education Services</b>	50	30	3.75	2.50	1.12
<b>Students with Disabilities</b>	101	34	0.53	8.36	0.50

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	587	NT	NT	NT	NT
<b>Female</b>	310	NT	NT	NT	NT
<b>Male</b>	276	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	565	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	114	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	178	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	520	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	40	NT	NT	NT	NT
<b>Students with Disabilities</b>	71	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

Santa Maria High School (SMHS) offers a comprehensive, high-quality Career Technical Education (CTE) Programs designed to offer industry-recognized skills, hands-on curriculum, and work-based experiences to ensure career opportunities after graduating from 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, and 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 or work-based learning. The Business program now includes Certipoint 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 application. This program includes access to industry utilized technology, certifications, and 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 which are 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. For CTE pathway, courses, and contact information, please see the District's website.

SMHS has a Career Center, with a College and Career Specialist and two counseling positions dedicated to making sure 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 pathway.

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.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2,024
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	25.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	18.3



## 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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	95.68
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	36.14

## 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

## 2021-22 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](http://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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	8.8	5.7	2.8	8.2	4.8	3.6	9.0	8.9	9.4
Graduation Rate	89.8	87.5	91.3	91.0	91.0	92.5	84.5	84.2	83.6

### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	598	546	91.3
Female	314	295	93.9
Male	283	251	88.7
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	574	526	91.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	174	138	79.3
Foster Youth	--	--	--
Homeless	122	103	84.4
Socioeconomically Disadvantaged	580	530	91.4
Students Receiving Migrant Education Services	67	62	92.5

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3202	3154	360	11.4
Female	1585	1562	123	7.9
Male	1616	1591	237	14.9
American Indian or Alaska Native	13	13	3	23.1
Asian	10	10	1	10.0
Black or African American	9	7	0	0.0
Filipino	27	26	1	3.8
Hispanic or Latino	3062	3022	344	11.4
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	5	5	1	20.0
White	66	62	10	16.1
English Learners	857	835	121	14.5
Foster Youth	32	30	10	33.3
Homeless	373	360	48	13.3
Socioeconomically Disadvantaged	2889	2851	338	11.9
Students Receiving Migrant Education Services	234	229	32	14.0
Students with Disabilities	431	423	73	17.3

## 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	2.38	0.06	1.56	0.02	3.47	0.20
<b>Expulsions</b>	0.14	0.00	0.07	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.37	1.79	2.45
<b>Expulsions</b>	0.29	0.22	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.06	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.12	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.07	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.07	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 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.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	23	60	25	45
Mathematics	25	32	27	45
Science	25	20	13	31
Social Science	21	36	25	28

## 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

## 2020-21 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	385.1

## 2020-21 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)	10
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	2
Psychologist	3
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	4.1

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	9,952.97	2,123.78	7,829.20	88,484.79
District	N/A	N/A	9,150.30	\$90,193
Percent Difference - School Site and District	N/A	N/A	-15.6	-1.9
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	-7.6	-4.1

## 2020-21 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>	\$49,286	\$54,687
<b>Mid-Range Teacher Salary</b>	\$89,402	\$92,222
<b>Highest Teacher Salary</b>	\$107,040	\$114,208
<b>Average Principal Salary (Elementary)</b>	\$0	\$143,647
<b>Average Principal Salary (Middle)</b>	\$0	\$145,785
<b>Average Principal Salary (High)</b>	\$166,569	\$162,322
<b>Superintendent Salary</b>	\$260,000	\$258,950
<b>Percent of Budget for Teacher Salaries</b>	32%	32%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## 2020-21 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	15.9
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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
<b>Computer Science</b>	0
<b>English</b>	6
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	7
<b>Mathematics</b>	3
<b>Science</b>	2
<b>Social Science</b>	6
<b>Total AP Courses Offered</b>	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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	3

# Santa Maria Joint Union High School District 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Santa Maria Joint Union High School District
<b>Phone Number</b>	(805) 922-4573
<b>Superintendent</b>	Mr. Antonio Garcia
<b>Email Address</b>	angarcia@smjuhsd.org
<b>District Website Address</b>	www.smjuhsd.k12.ca.us

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2258	NT	NT	NT	NT
<b>Female</b>	1086	NT	NT	NT	NT
<b>Male</b>	1172	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	14	NT	NT	NT	NT
<b>Black or African American</b>	19	NT	NT	NT	NT
<b>Filipino</b>	43	NT	NT	NT	NT
<b>Hispanic or Latino</b>	1973	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	12	NT	NT	NT	NT
<b>White</b>	189	NT	NT	NT	NT
<b>English Learners</b>	354	NT	NT	NT	NT
<b>Foster Youth</b>	19	NT	NT	NT	NT
<b>Homeless</b>	416	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	1754	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	126	NT	NT	NT	NT
<b>Students with Disabilities</b>	241	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2258	NT	NT	NT	NT
Female	1086	NT	NT	NT	NT
Male	1172	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	14	NT	NT	NT	NT
Black or African American	19	NT	NT	NT	NT
Filipino	43	NT	NT	NT	NT
Hispanic or Latino	1973	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	12	NT	NT	NT	NT
White	189	NT	NT		NT
English Learners	354	NT	NT	NT	NT
Foster Youth	19	NT	NT	NT	NT
Homeless	416	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	1754	NT	NT	NT	NT
Students Receiving Migrant Education Services	126	NT	NT	NT	NT
Students with Disabilities	241	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

REN Student Groups	REN Total Enrollment	REN Number Tested	REN Percent Tested	REN Percent Not Tested	REN Percent At or Above Grade Level
All Students	2586	1921	283.45	116.55	34.41
Female	1225	944	133.06	48.65	15.92
Male	1361	977	150.39	67.89	18.49
American Indian or Alaska Native	158	125	3.34	5.52	2.05
Asian	98	79	10.94	3.09	2.37
Black or African American	36	23	3.80	2.29	1.03

<b>Filipino</b>	71	58	7.82	2.26	1.95
<b>Hispanic or Latino</b>	2250	1710	250.91	95.50	26.43
<b>Native Hawaiian or Pacific Islander</b>	8	6	1.03	0.29	0.12
<b>Two or More Races</b>	2586	1921	283.45	116.55	34.41
<b>White</b>	2022	1530	225.24	87.46	25.20
<b>English Learners</b>	0	279	42.24	18.99	0.15
<b>Foster Youth</b>	20	7	1.14	2.20	0.36
<b>Homeless</b>	279	179	27.70	18.03	3.03
<b>Military</b>	11	7	1.00	0.56	0.15
<b>Socioeconomically Disadvantaged</b>	2586	2398	339.15	339.15	318.22
<b>Students Receiving Migrant Education Services</b>	88	69	8.97	3.56	0.49
<b>Students with Disabilities</b>	282	200	4.84	11.99	0.80

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>REN Student Groups</b>	<b>REN Total Enrollment</b>	<b>REN Number Tested</b>	<b>REN Percent Tested</b>	<b>REN Percent Not Tested</b>	<b>REN Percent At or Above Grade Level</b>
<b>All Students</b>	2586	1778	265.41	134.59	42.63
<b>Female</b>	1225	900	129.06	52.66	22.27
<b>Male</b>	1361	878	136.35	81.94	20.37
<b>American Indian or Alaska Native</b>	158	101	2.64	9.16	2.55
<b>Asian</b>	98	79	11.14	2.89	1.93
<b>Black or African American</b>	36	23	3.85	2.25	0.44
<b>Filipino</b>	71	56	7.70	2.38	1.51
<b>Hispanic or Latino</b>	2250	1528	226.97	119.45	36.17
<b>Native Hawaiian or Pacific Islander</b>	8	7	1.17	0.15	0
<b>Two or More Races</b>	2586	1778	265.41	134.59	42.63
<b>White</b>	2022	1375	204.80	107.90	32.20
<b>English Learners</b>	0	218	33.96	27.27	2.66
<b>Foster Youth</b>	20	6	1.05	2.30	0
<b>Homeless</b>	279	175	26.01	19.72	4.58
<b>Military</b>	11	7	1.00	0.56	0.15
<b>Socioeconomically Disadvantaged</b>	2586	2431	333.18	333.18	319.02
<b>Students Receiving Migrant Education Services</b>	88	60	8.10	4.43	1.61
<b>Students with Disabilities</b>	282	155	4.02	17.82	1.62

\*At or above the grade-level standard in the context of the local assessment administered.