



**SANTA MARIA HIGH SCHOOL
ACS WASC/CDE MID-CYCLE VISIT
SCHOOL PROGRESS REPORT**

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Accrediting Commission for Schools

Western Association of Schools and Colleges

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I: Student/Community Profile Data

Include the following:

- **Student/community profile that has been updated annually since the last full visit.**
- **From the analysis of the updated student/community profile, include the following:**

O An updated summary with implications of the data, including California Dashboard indicators, and identified student learner needs.

→Note: See ACS WASC/CDE Student/Community Profile Guide, of the ACS WASC/CDE Focus on Learning manual.

A. General Background and History

Community

The Santa Maria Valley, part of northern Santa Barbara County, is a largely agrarian community which according to the April 2020 census, has a population of approximately 109,707 people. Combined with the surrounding valley this number rises to approximately 141,741 people. The valley itself is relatively isolated from large urban communities and services. It is home to Allan Hancock College, a public community college, and about an hour from Cal Poly, San Luis Obispo, Cuesta College, and University California Santa Barbara.

Both the valley's population and the economy have grown considerably in recent times. However, the valley faces considerable challenges as well: Santa Maria's Valley's median household income, in 2019 dollars, was \$63,341, well below the state average of \$75,235. The city's poverty rate is at 14.5 percent; higher than the statewide rate of 11.5 percent. Likewise, the city is less affluent than some surrounding areas. For comparison, Santa Barbara's median income is \$76,606, with a poverty rate of 12.5 percent.

The city hosts six high schools. Four of the public high schools are in Santa Maria Joint Union High School District. In addition to the SMJUHS schools, Santa Maria is home to a private high school, as well as a public charter school. Each high school in the high school district has a population of roughly 2,400 to 3,100 students. The continuation school has a population of 372. Santa Maria High, which held its 128th graduation commencement in 2021, is both the oldest school in the Santa Maria valley and a part of the oldest High School district in California. The district is located on the Central Coast of California at the northern part of Santa Barbara Country. The

district draws from six feeder elementary districts, most with high minority enrollment and high percentage of English language learners.

Parent involvement and communication are a cornerstone of the Santa Maria High School community. Parent involved groups include Parents on a Mission, the Parent Project, Parent Involvement for Quality Education (PIQE), Parents for Inclusion Diversity and Access (PIDA), Cafecito, ELAC, School Site Council, Shared Decision Making. These groups all work together in various ways to promote the voices of our parents and community members in the decisions that shape our school.

There are multiple ways through which our students engage with the community. Local community foundation programs such as *Fighting Back: Santa Maria Valley*, aim to reduce the impact of negative influences our students endure. The campus *Teens Closet* is a result of the school’s collaboration with the *Children’s Resource Network* to provide a free “store” for our students to get clothing/accessories. Our *Future Business Leaders of America* chapter is quite active, and participates in an annual Chamber of Commerce luncheon. Other community resources include local businesses and schools.

At our annual March of the Saints, and college/career fair, we have had local lawyers, architects, engineers, recycling specialists, emergency service employees, Allan Hancock College, Grizzly Academy, military personnel, and others. These professionals have shared experiences with our students, and encourage hard work and positivity. We also have various groups/clubs/classes that engage with local groups frequently. Our students have worked recently with the CA department of Fish and Wildlife, have taught Physical Education at a local elementary, as well as learned life lessons through our Transition Vocational program.

Staff Description

	Female	Male	Hispanic	White	African American	American Indian/Alaskan	Chinese	Pilipino	Other Asian	American Indian	Total
Certificated Staff	97	68	60	104			1		1	1	165
Counselors	8		8	2			0		0	0	10
Administration	1	4	4	1							5
Classified	283	172	260	141	2	2	3	6			455

The pupil support team at SMHS includes 10 counselors, 2 guidance technicians, 3 psychologists, 2 health LVNs, 2 health techs, 1 nurse, 1 speech therapist, 1 speech and language pathologist assistant, 2 migrant advisors, 1 community liaison, 1 homeless liaison, 1 crisis intervention specialist, 1 outreach consultant, 1 mixteco interpreter, and 1 translator.

ACS WASC Accreditation History & School Purpose

The most recent ACS WASC self-study, in 2019, earned SMHS a six-year status with a 2 day mid-cycle review. The previous accreditation cycle earned a 6 year status in 2013, followed by a 2-day visit in 2016. The mid-cycle visiting committee in 2016 required that SMHS develop an Action Plan, and a 2017 follow-up. The 2017 follow-up satisfied the committee.

Santa Maria High School has a clearly stated vision and mission based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), as well as the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by school-wide learner outcomes and the academic standards.

The school's vision is: "Santa Maria High School develops clear, unified practices and policies for all stakeholders in order to continually improve student learning".

The school's mission is: "Santa Maria High School ensures that all students achieve the high levels of learning required for success in college, careers, or post-secondary training".

The Schoolwide Learning Objectives create the acronym SAINT. These learning objectives are to become Socially adjusted, Academically advanced, Independent learners, Noteworthy citizens, and Technologically savvy.

All of these statements were discussed, revised and evaluated by small groups of teachers and administrators and finally voted on by staff members. The new vision and mission statements coincide with our school's adoption of PLC principles as well as a re-commitment to a culture of continual improvement of student learning. The PLC process makes teachers and administrators more aware of pertinent feedback data from common formative assessments. These statements have been vetted and selected in the context of that heightened awareness.

LCAP Needs, Goals, Actions and Services

The Santa Maria Joint Union High School District's LCAP 2021-2024 was published during last school year (20-21). We provide access and support for stakeholder participation in the LCAP process, as well as other school/district

processes, by facilitating the following parent groups: Parents on a Mission, Parent Project, Parent Involvement for Quality Education (PIQE), Parents for Inclusion Diversity and Access (PIDA), Parent Portal Training, Cafecito, ELAC, School Site Council. Translators for Spanish, and an interpreter for Mixteco speakers were available.

Goal 1: Challenge and support all students to demonstrate proficiency in the Common Core State and other state adopted standards and acquire the knowledge and skills, to be successful and prepared to continue their education, and be successful in transitioning to a meaningful career. The metrics/indicators used to measure school progress are teachers appropriately assigned/fully credentialed, student access to instructional materials, maintained facilities, college/career readiness indicators.

Goal 2: Create a culture of respect and caring that supports positive relationships among all stakeholders. The metrics/indicators used to measure school progress are parent engagement programs and parent participation in translating services for parent meetings.

Goal 3: Strengthen the quality for career education programs and services. The metrics/indicators used to measure school progress are the graduation rate and the students with disabilities graduation rate.

Goal 4: Strengthen district wide support systems, processes and practices that support student learning. The metrics/indicators used to measure school progress are the AP Exam pass rates, and A-G completion.

Goal 5: Expand the ways in which technology may be used to support student engagement and learning, while improving the efficiency of district operations. The metrics/indicators used to measure school progress are students' use of tablets.

Goal 6: Maintain a safe, secure and healthy environment for all students and staff. The metrics/indicators used to measure school progress are maintained facilities, pupil suspension rate, chronic absenteeism rate, school/district attendance rate.

Goal 7: Strengthen programs and services to support English Language Learners becoming proficient in academic areas. The metrics/indicators used to measure school progress are the EL Progress indicator (CA School Dashboard), Reclassification rate, ELPAC pass rate and the EL graduation rate.

Goal 8: Develop support systems for Foster Youth to improve academic achievement. The metrics/indicators used to measure school progress are A-G completion for foster youth and % of foster youth pupils college ready (EAP scores).

B. School Program Data – Description of Programs

General Education Program

SMJUHSD supports the curriculum and instructional techniques that prepare all students for success in college and career at graduation. The general education

program at Santa Maria High involves 3 years of social studies (A), 4 years of English (B), 2 years of Math (C), 2 years of science (D), 10 units total of foreign language, ASL, CTE, or visual/performing arts (E & F), 1 year of health. Our school offers electives (G) in all of the above core departments as well as in Business and Family/Consumer Science departments. As a reflection of our community, a large portion of our students are also enrolled in Agriculture electives, as well as Agriculture science courses (D).

College and Career

Santa Maria High School has a variety of programs and course offerings that work in conjunction with our general education program to prepare our students for college and careers. Our counselors put on an annual SMHS College and career fair. We also have a College and Career Center located in the MMLC Building (inside the library), with a full-time specialist to assist our students with career research, college applications, etc.

At the end of 2021 SMJUHSD opened a state of the art Career Technical Education Center and Agricultural Farm (CTECAF) here in Santa Maria that will serve our school and the other schools in our district. Specific pathways offered at our school and at our new CTE center currently include: Ag. Farm, Culinary, Diesel, Machining, Residential & Commercial, Construction. Each course taught at the CTECAF is a double block, year-long class. Classes are for juniors and seniors. In addition to providing curriculum and hands-on opportunities many of the classes work to provide our students with the certifications needed to join the workforce in these areas. Example certifications include OSHA 10 Safety, NCCER Trade Craft Cert., Food Handlers, Safe Serv, Automotive HVAC, ASE Level 1 Diesel, SolidWorks, etc.

Our AVID Program supports the advancement of first generation college students and takes field trips to universities each year in grades 9-12. There are currently 176 students in AVID. 2 class sections exist for every grade level except there are 3 sections for 11th graders.

This year there are 595 students enrolled in Allan Hancock College concurrent enrollment courses. These courses are French 101 A/B, AG 152, Environmental Horticulture 156, PROD 301, Mechanical Ag 155, WLD 106, Political Science 103, US History 107/108, SOLIDWRK 113, MT116MSTCAM1, ENTR 101, BUS 101, & PHYS 100.

Online Instruction/Programs

Various online programs exist at SMHS. Online courses where students can get back on the A-G plan are On Track Credit Recovery, Virtual Learning Academy, and Cyber High. OTCR courses are available online to students via counselor referral, there are currently around 600 students enrolled. The Virtual Learning Academy is an A-G course program which is also available to our students via counselor referral or via Alternate Ed. Referral. VLA enrollment is currently at 93. Cyber High is a program run

from our Multilingual & Migrant Education program for our migrant and EL students, with a current enrollment of 50 students. OTCR and Cyber High allow our students to recover credits that they have fallen behind on, while VLA exists as a stand alone program that was developed Fall 2021 in response to COVID and Assembly Bill 130. In the past, our independent study has existed separately, as a program with packets and paper. With the creation of an online course program this year our independent study has combined under the Virtual Learning Academy umbrella. The OTCR is run by our school's intervention specialist, Cyber High is overseen by our migrant education TOSA, and the VLA program has a full-time VLA instructor, as well as a supporting instructor for each of the core classes. Both OTCR and VLA utilize the online program Edmentum to provide the program content.

In addition to the designated online instruction tools our school uses, each department uses an array of other online tools to supplement/support our general education program. This list includes (but is not limited to):

Mathematics: Khan Academy, IXL, Get More Math, Nearpod, Peardeck, Delta Math, Formative

Social Sciences: Kahoot, Nearpod, Padlet, EdPuzzle, Open History Project, TCI, Facing History

English: ReadingPlus, EdPuzzle, Khan Academy, Peardeck, NewsELA, Vocaroo.com, Padlet, Vocabulary.com, Kahoot, NoRedInk, Quizlet

Science: Kahoot, HHMI BioInteractive, CK12, GIZMOS, Phet simulations, Quizlet, PIVOT interactives

International Languages: Classkick, Quizlet, Conjuguemos, NewsELA, Fipgrid, Blooket, Kamiapp

Support and Intervention Program Funding

Federal Title I funds provide...Title II funds provide certificated salaries and benefits of district TOSAs, as well as provide the funds for the county Teacher Induction Program. Title III funds exclusively provide supplemental support through after-school enrichment programs, virtual ELA instruction, Smart Tutor, professional development for teachers/bilingual instructional assistants, and curriculum materials. Other funding includes the lottery funds, which SMHS uses for textbooks.

Support Programs for High Need Students

In the 2020 school year our ELD course program changed in order to comply with legislation impacting our EL students. Our school now has 2 English Learner course programs, one for newcomers (1-3 years in U.S. schools), and one for students who have been in U.S. schools longer than three years. Both of these programs involve

our ELs having 2 class periods of English. The 4-year plan in place for newcomer students involves both integrated and designated supports. Integrated supports include BIAs in core classes and scaffolded approaches, along with our designated EL Specialist. Our EL Specialist has begun a resource database available to the whole staff in Teams. She hosts workshops for teachers and students, is available to model practices and to help plan/collaborate, gives department specific presentations to help staff members support EL students, and has designed posters to put in classrooms upon teacher request. The EL specialist works to give each student a practice ELPAC test, the results of which are used to assist in class placement and to spark discussion amongst teachers on the progress, growth, and language proficiency of each EL student.

Designated supports involve the coupling of an ELD course with an ELD Lab course to create a double class block. In Year 3, newcomer students are placed in English 1 along with an accelerated ELD Lab course. The 4-year plan in place for English Learners in US Schools for 4+ years is similar, and involves the coupling of English 1,2,3, & 4 with Advanced ELD Lab 1,2,3, & 4 to create a double class block. Both of the 4-year plans for EL students share similar characteristics. Key differences are that the newcomers have Bilingual Instructional Assistants in their core classes, and instruction takes place in Spanish initially. These students form a cohort before they are grouped with the general ed. population after year 1. The two 4-year plans are referenced in Appendix __. To assist with the large amount of EL and migrant students on campus we are lucky to have the MMEP located right next to campus.

Our Multilingual and Migrant Education Program (MMEP) is housed just off campus at the Lincoln Center. The mission of the MMEP is to promote equity and opportunity for all English learner, immigrant, and migrant students. Services rendered by the MMEP include an ELA based college/career readiness afterschool program held twice a week. A math leadership academy which focuses on teaching procedures, math concepts, problem solving, and data. Cyber High, which is an after school lab designed for credit recovery. Tutoring services on Monday-Friday in the MMLC where students can receive help in any class from the Bilingual Instructional Assistants. Finally, the MMEP facilitates a Speech and Debate team, a competing team whose objectives are to improve public speaking, communication, and leadership.

The MMEP works closely with our teachers to support our EL and migrant population. The EL reclassification criteria includes an overall 4 on the ELPAC, along with RenLearn results, teacher recommendations, and parent notifications. Title III funds exclusively provide supplemental support through after-school enrichment programs, virtual ELA instruction, Smart Tutor, professional development for teachers and bilingual instructional assistants, and curriculum materials.

Our school has a close working relationship with the local community foundation *Fighting Back: Santa Maria Valley*. The *Fighting Back* mission and vision involve the

fight against drugs, alcohol, gangs, and all other negative influences. SMHS has a full-time *Fighting Back* employee on campus, who specializes in working with foster, homeless and general low-income kids, restorative mediation, working with probation, and parent outreach. According to EdData, the number of foster youth at SMHS has increased from 12 to 15 this last year. The *Fighting Back* representative spends time daily checking in on these students, working with them on their grades, attendance, behavior, school supplies, and he also works with their social workers and probation officers if applicable. If a student has an IEP, SST, or CFT (child's family team) meeting, he may also attend to provide support.

To support additional high need students our school has a community liaison, as well as a homeless liaison. The liaisons work to communicate with parents, teachers and administrators regarding attendance, health, finances and academic and social adjustment of identified students; provide assistance to school families and refer to community resources and agencies as appropriate; conduct fundraisers and recruit for volunteer/donated services from outside agencies. Our liaisons work closely with our *Fighting Back* staff member to help provide students with what they need. The homeless liaison additionally works to solve shelter and housing issues, and provides referrals to assist with food, internet, bus passes, etc. As well as provides gift cards for clothing and many more services.

Another indispensable SMHS asset is the POR VIDA program, which works towards identifying families and youth that are in need of, and are requesting, help to address at-risk behaviors that could result in suspension and expulsion from school, failing academically and/or dropping out of school, or other behavioral actions that may lead to the juvenile justice system.

Special Learning Programs

Students who are qualified with a Mild/Moderate Specific Learning Disability have access to full inclusion general education classes with SPED support, self-contained core curricular classes in an SDC setting as well as SPED specific Virtual Learning Academy for students who are not able to be on campus. These students are given access to grade level academic curriculum with accommodations and support. Outside of the designated programs and school day, the SPED department has after school tutoring offered Tuesday – Friday with SPED teachers and instructional aides there to support student learning. Students in this program are hindered by minor disabilities which require support to gain access to their education.

The Moderate/Severe program works with students whose intellectual disabilities are more significant than those of the Mild/Moderate setting and therefore require more support with simple to moderate academic tasks, daily living skills, social communication skills and social/emotional regulation strategies. These students are given access to their ability level education and goals are developed to help them improve their academic skills regardless of grade level. These students are also provided with access to work experience opportunities on campus as well as adapted physical education classes.

The Therapeutic Learning Center (TLC) program focuses on students whose disabilities are centered around their social/emotional/behavior skills rather than IQ and traditional learning disabilities. These students are given increased access to behavioral and psychological support and services, as well as more individualized support from teachers and instructional aides than they would receive in the Mild/Moderate setting. These students are able to participate in both Mild/Moderate self contained classes and generalized education classes as is appropriate to the students' development.

Students with severe and profound mental and physical disabilities have access to the SESP (Severely Profound) program which provides daily living skills training as well as basic academic support for students whose physical and mental abilities are significant enough that they are not able to fully support their own learning as students in our Mild/Moderate program are able.

The Transitional Vocational Program (TVP) helps to support transition of all of our SPED students into appropriate programs after "graduation". Since SPED services can continue until a student reaches the age of 22, our TVP program helps to provide adult support for students between 18 and 22 years of age. These programs offer comprehensive work experience training opportunities as well as generalized support for students transitioning from high school student to fully recognized adult.

With all of our programs, there is opportunity for support for speech and language, psychology, behavior, audiology, vision, assistive technology, and much more based on the needs of the students. The campus currently supports 27 fully credentialed SPED teachers and 58 instructional aides across all SPED programs, and these students also work closely with our pupil support team.

C. Schoolwide Learner Outcomes/Graduate Profile

The SMHS Schoolwide-Learner Objectives create the acronym S.A.I.N.T., and were created collaboratively by our staff members in 2018. Student achievement in regards to these objectives has been measured through staff perceptual data, examinations of student work, and teacher observations. The results are as follows:

Rank from 1-4 "students are achieving objective S (socially adjusted)

● 1 = strongly agree	9
● 2 = agree	82
● 3 = disagree	44
● 4 = strongly disagree	9



63.2% of staff had a positive perception of students achieving objective "S". There was a wide spectrum of observations to support this perception. It seems as if most staff members have observed our students interacting in positive manners with each other, but some are observing a lack of participation, lack of self-advocacy, and lack of social skills. Multiple staff members commented that COVID and school shutdowns may be coming into play here.

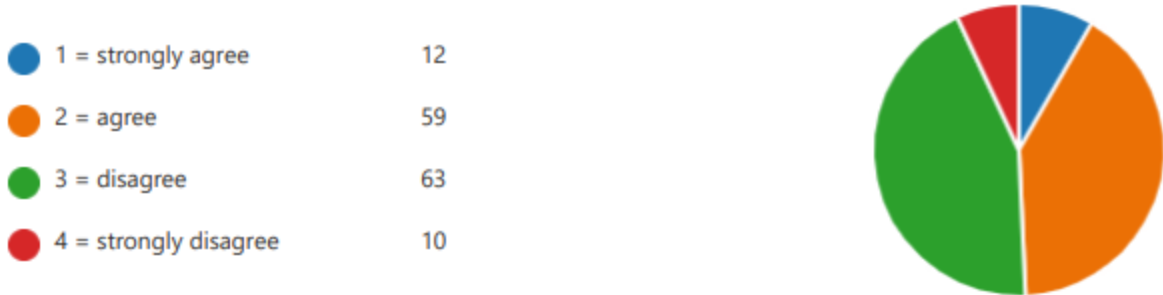
Rank from 1-4 "students are achieving objective A (academically advanced)

● 1 = strongly agree	8
● 2 = agree	48
● 3 = disagree	72
● 4 = strongly disagree	16



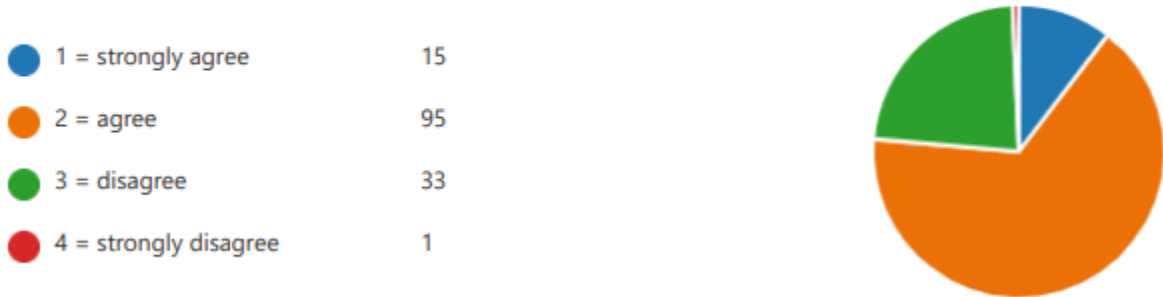
38% of staff had a positive perception of students achieving objective "A". This is by far the lowest of all 5 schoolwide objectives. Staff members with a positive view point to proficient CFA scores, high Canvas participation rates, and good homework/classwork completion. Staff who believe our students are not achieving this objective referred to poor CFA results in their classroom, students struggling to complete A-G, lack of participation, lack of homework completion. Multiple teachers referenced the COVID pandemic and shutdowns as having a negative impact.

Rank from 1-4 "students are achieving objective I (Independent learners)



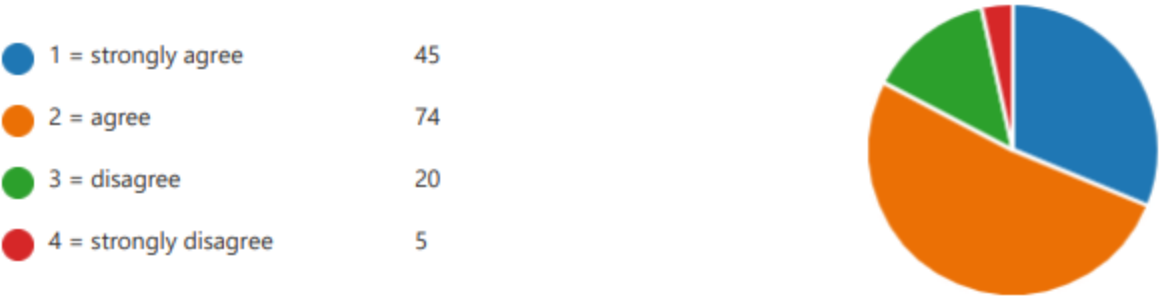
49.3% of staff members had a positive perception of students achieving objective "I". Staff with a positive perception listed an increase in basic skills, students' completion of work without having to be asked twice, an increase in students seeking out tutoring services, and improving research skills as positive factors. Staff who viewed the achievement of this objective negatively referred to struggling VLA students, lack of Canvas completion, lack of basic high school skills, lack of autonomy in the classroom.

Rank from 1-4 "students are achieving S objective N (noteworthy citizens)



76.3% of staff members view our students as achieving objective "N". Our students have been observed to be respectful of peers and adults, helpful towards each other, and have worked on community projects in multiple classes. Staff with a negative viewpoint here have observed crude/foul language, and a lack of respect for our school.

Rank from 1-4 "students are achieving S objective T (technologically savvy)



The objective which our staff overwhelmingly believe that our students are achieving was objective "T", 87.6% of teachers have observed this achievement. Responses showed our staff looking at the bright side of recent school shutdowns. Our students have become proficient with their computer literacy skills. Now that we are back in the classroom this proficiency is positively impacting their overall experience.

D. Demographic Data

According to the California Department of Education, in 2020-2021, Santa Maria High School's enrollment was 3,081 students. This is an increase of over 400 students in the last three years.

Parent education levels show that 54% of parents did not graduate high school, 17% of parents graduated high school, and 14.5% completed at least some college.

Parent Education Level	Not H.S. Graduate	High School Graduate	Some College	College Graduate	Grad. School/Post Grad.	Declined to State/Unknown
#	1722	532	207	146	108	454
%	54%	17%	6.5%	5%	3%	14%

Santa Maria High is in the center of the city where the most socioeconomically disadvantaged residents live. The high school has 78.6% of students receiving free and reduced lunches. This is well above the 68% district average, as well as the 59% state average.

Student enrollment data by grade shows the consistency in our school's increasing enrollment numbers. The 2020-2021 enrollment numbers showed 27.8% of our school in Grade 9, 25.2% Grade 10, 24.7% Grade 11, and 22.3% Grade 12.

Student enrollment by gender has remained balanced over the past 3 years. 2020-2021 enrollment numbers show 1,534 female, 1,546 male, and 1 non-binary student.

Data Quest shows a breakdown of our enrollment numbers by ethnicity. 95.9% of our students are Hispanic. Predominant primary languages other than English include Spanish (18.2% of students), Mixteco (6.7%), and less than 1% of Arabic, Pilipino/Tagalog, and Ilocano. The trend at SMHS shows a consistently Hispanic demographic, and the dominance of Spanish and Mixteco in predominant primary languages other than English.

Language Proficiency Numbers have remained relatively static over the past 3 years:

English Language Acquisition Status	2018-19	2019-20	2020-21
English Learner	26.6 %	26.5 %	25.6 %
Fluent English Proficient	59.96 %	60.96 %	63.39 %
Redesignated FEP	13.08%	6.78%	10.03%

Consistency in these numbers might represent the recent consistency in our EL program. One outlier to note is the RFEP % dropping significantly in 2019/2020. This could be a reflection of the lack of testing and overall confusion towards the end of the 2019/2020 school year during the beginning of the lockdowns. ELPAC scores

E. Data on Addressing the Eight State Priorities

1. LCFF Priority 1 - Basics

98.19% of SMHS teachers are fully credentialed in the subject areas and for the pupils they are teaching. 3 out of 165 certificated teachers are placed outside of their subject area. These are science teachers teaching various types of science, and they are all appropriately covered by Ed. Code. There are also 4 interns successfully progressing in their program by working here on campus.

Our school has a 5 year plan for professional development. We have made significant progress with the plan and have continued adding to it each year. In 2019/2020 the plan was highlighted by an outside consultant working with core departments on CFA analysis, the implementation of department TOSAs, and work determining/utilizing available data resources (RenLearn, Read 180, CFAs, SBAC, AP Exams). 2020/2021 was supposed to be highlighted by the implementation of an RTI committee coupled with an outside consultant providing RTI guidance but this had to be pushed off until the next year. Outside consultants the school has worked on to assist with PLCs and data analysis were also pushed back a year. The plan has gone through multiple changes due to COVID and a severe sub shortage.

In addition to our school-wide PD plan, our departments and individual teachers have tried to get back to normal by pursuing professional development. The numbers of teachers engaging last year were low due to the pandemic, and the numbers engaging this year are still low due to our sub shortage. PD is occurring, just on a smaller scale. Members of the English Department have recently attended AVID, ERWC, AP Lit/Lang, ELPAC, ELD workshops. They have also attended various trainings such as HMH-Collections, READ 180, Reading Plus, and National Council of Teachers of English. Our Math Department recently had a few members work with one of the PLC consultants our district uses. 2 teachers have also attended multiple CPM (curriculum) weekend workshops. The Science department has worked on professional development as a group, as well as across the district (creating equity amongst the 4 district campuses). Department members are currently engaged in a cultural fellowship with Cal Poly San Luis Obispo, and have attended other workshops with Cal Poly (modeling and central coast physics), Howard Hughes Medical Institute, PocketLabs, PIVOT interactives, and Next Generation Science Innovations. Social Science members have been recent AP Test graders as well as attended the summer Advanced Placement Institutes, have worked with UC Santa Cruz History project, and have attended the California Council for Social Sciences annual conferences. Our counseling team also engages often with PD opportunities. Counselors have worked with Hatching Results consulting, CA Student Aid Commission. They have worked to engage in college specific PD such as CSU conference, UC conference, AHC Equity summit. They also work to complete PD on software/programs we use such as Xello and RAWEE.

2. LCFF Priority 2 - Implementation of Academic Standards

The courses at our school are extensively analyzed for curriculum content before being approved. To get a course approved one must write up a proposal and get it signed by department chairs at each school site, as well as a principal/assistant principal signature at each district school. Proposals include the content standards, essential standards, and learning objectives for each course. Curriculum council will then examine, analyze, and check for alignment of the content standards, and the district board of directors will approve the course.

Santa Maria High School has made a continual effort to refine the consistency and quality of our instructional program through the implementation of school-wide professional learning communities centered on student learning. During weekly collaboration meetings PLCs have worked on selecting essential standards, turning standards into student learning targets, developing common formative assessments (CFAs) to monitor student performance in achieving the learning targets, and discussing data from the CFAs to guide teacher practices considering student learning. The collaboration teams have provided the groundwork for a more systematic, school-wide

structure for teachers to analyze the standards and curriculum and refine instructional strategies.

All PLCs on campus are in various stages of the PLC process. There are TOSAs who help guide the implementation of academic standards for the core departments. These TOSAs assist with the examination of the subject-specific standards, the alignment with available curriculum, the expansion of available curriculum, and the actual implementation of the content and performance standards.

3. LCFF Priority 3 - Parent Engagement

Parent involvement and communication are vital for helping promote the SMHS Mission and vision.. Parent involved groups are many, and work to support parents in multiple ways. Parents on a Mission helps our parents with the tools they need to sustain a healthy parent-child relationship. The Parent Project is a 10 week program designed to help the parent build on many skills they need to help their children. Parent Involvement for Quality Education (PIQE) is a program that helps our parents with the knowledge needed to support their child through their education. Parents for Inclusion Diversity and Access (PIDA) gives our parents the tools to advocate for equitable and inclusive education. Cafecito is a quarterly meeting with SMHS parents to discuss and address school policies, activities and campaigns, address parent concerns/issues, disseminate school information, and request for school community feedback. The School Site Council develops and evaluates our yearly learning goals. Shared Decision Making allows our teachers, other employees, and parents to discuss school decisions, and our ELAC team focuses on issues of bilingual education. These groups all work together in various ways to promote the voices of our parents and community members in the decisions that shape our school.

4. LCFF Priority 4 - Performance on Standardized Tests

ELA SBAC Scores

In 2017-2018 93% of 11th graders were tested. In 2018-2019, 96.4% of 11th graders were tested. The following table shows the % of students who exceeded or met standards:

Group	2017-18	2018-19	2019-20	2020-21
Santa Maria High	42.44%	44.73%		
SMJUHSD	43.97%	49.72%		

Santa Maria High School ACS WASC/CDE Progress Report

CA State	49.88%	51.1%		
Female SMHS	49.81%	50.54%		
Male SMHS	34.9%	37.97%		
English learners SMHS	2.27%	7.26%		
Homeless SMHS	No data	30.65%		
Economically Disadvantaged SMHS	41.61%	44.25%		
Reported Disabilities SMHS	0%	0%		

ELA scores increased for the 2018-2019 year at SMHS. Many of the focus groups saw slight increases or decreases. Of note is the large 5% jump in the English Learner scores. This jump could correspond to the developing comfortability that our students have with our new English Language Development programs.

Math SBAC Scores

In 2017-2018 93.5% of 11th graders were tested. In 2018-2019, 96.2% of 11th graders were tested. The following table shows the % of students who exceeded or met standards:

Group	2017-18	2018-19	2019-20	2020-21
Santa Maria High	23.9%	24.31%		
SMJUHSD	19.36%	22.33%		
CA State	38.65%	39.73%		

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Female SMHS	25.38%	23.55%		
Male SMHS	22.4%	25.21%		
English learners SMHS	2.17%	1.61%		
Homeless SMHS	No data	17.75%		
Economically Disadvantaged SMHS	23.46%	22.98%		
Reported Disabilities SMHS	0%	0%		

Math scores increased slightly for the 2018-2019 year at SMHS. Many of the focus groups saw slight increases or decreases.

2018-2019 CAST Results

In 2018-2019, 93.1% of eligible students were tested. The following table shows the % of students who exceeded or met standards:

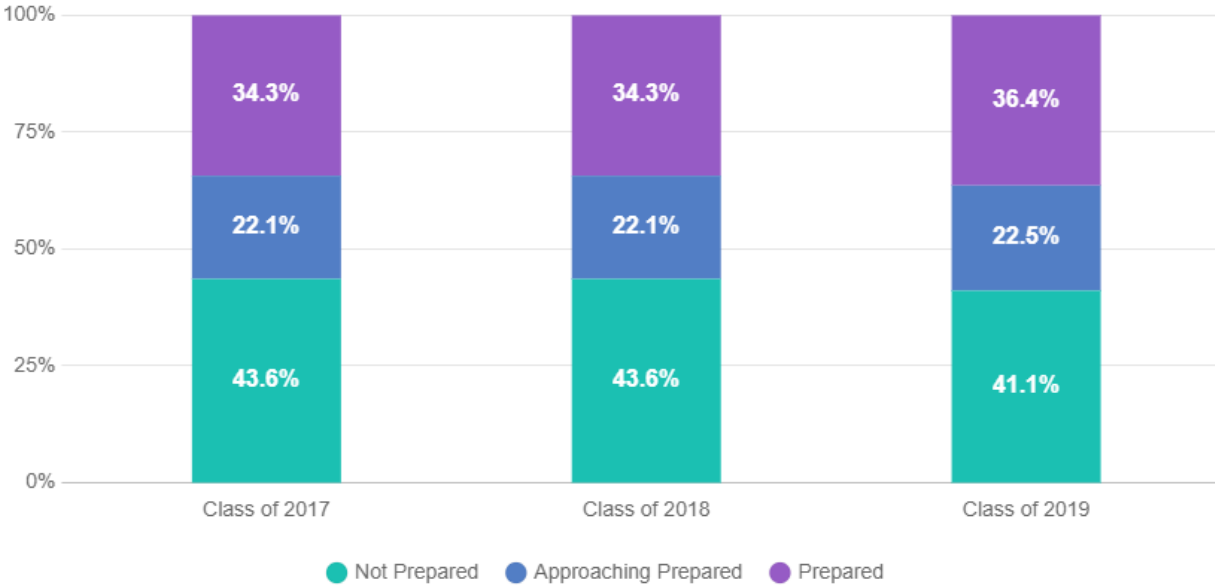
Group	SMHS	SMJUHSD	CA State
Total	10.01%	15.56%	29.93%
Hispanic	9.58%	12.85%	18.8%
Filipino	9.50%	39.28%	44.35%
White	18.18%	27.89%	44.42%
Female	9.4%	16.06%	29.91
Male	10.68%	15.09%	29.96%
English Learner	0.43%	1.12%	2.9%

Homeless	6.6%	11.1%	14.84%
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The CAST was not given during the last 2 school years due to COVID. Results from 2018-2019 (first year given) show SMHS scores coming in slightly lower than the district average, and much lower than the state. Data for many groups was restricted, but for the groups present SMHS scored lower than both the district and the state. Reasons for the low scores could be tied to the very different nature of the SMHS student population, as well as the minor setback of PLC implementations. The SMHS Science department has worked hard to fully implement PLCs. For the first few years of PLC implementation there is a lot of work to do to get everyone on the same page, but the hope is that scores will see large increases in the future as the department begins to run as actual PLC units. Having time to implement, reflect on, and analyze both common formative and common summative assessments. In addition, the Science Department is working on district wide articulation to help guide PLCs, through assistance of the district science TOSAs, and district wide science PD.

College/Career

The percentage of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



College/Career Indicator from the CA School Dashboard shows zero change between 2017 and 2018, and a slight increase for class of 2019. 2019 is the most recent data available on the dashboard.

SAT Scores

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The 2018/2019 school year was the last year that our school had large numbers of students taking the SAT exam, as it is no longer necessary for admission to our CA state schools. Results are as follows:

Total Exams	# Students	% taking the exam
648	380	14%

AP Results

	2018-19	2019-20	2020-21
Total AP enrollment	451	511	479
# Taking Exam	72.5%	66.3%	43.8%
# Passing Exam	47%	53%	48%

AP enrollment has remained consistent. The percentage of students taking the exam decreased significantly in 2020/2021, due to a possible lack of content confidence after completing the course in distance learning. The percentage of students passing the exam (percentage of students based off of the number who took the exam) remained consistent between 47%-53%.

ELPAC Scores

Initial ELPAC

	2018-19	2019-20	2020-21
IFEP	30.77%	4.55%	0 %

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Intermediate English Learner	0 %	0 %	0 %
Novice English learner	69.23%	95.45%	100%

A majority of students taking the Initial ELPAC at SMHS are Novice English Learners, with 100% Novice English learners in 2020/2021.

Summative ELPAC

English Language Acquisition Status	2018-19	2019-20	2020-21
1	41.96%		30.25%
2	31.81%		28.91%
3	21.49%		29.75%
4	4.74%		11.09%

2019/2020 results are unavailable due to COVID, but 2020/2021 saw a decrease in level 1 and 2 students, and an increase in level 3 and 4 students. Increased test scores were from a combination of students feeling more comfortable being back on campus, having more supports, and an increased identification of students who were misplaced who were provided with the appropriate supports. Our new SPED coordinator has been working in conjunction with our new EL Specialist.

D & F Rate last 3 Semesters

Term	Percentage of D/F
Fall 2021/2022	28.7%
Spring 2020/2021	33.7%
Fall 2020/2021	32.7%

This data hit a school-wide low point during the distance learning year. Since then, administrators (including our new dean of students) have had meetings with teachers to share D/F rates and to brainstorm ways of helping our students master the content.

Other Assessments

Students who are previously identified as needing special education services participate in Triennial Reevaluations which include testing specific to the students identified disability/areas of concern for the student. These assessments cover disabilities with academics, social/emotional behavior, speech/language skills, social communication, daily living skills, auditory processing/oral communication, hearing/vision screenings, and more. Students who are not yet qualified as SPED students undergo an initial assessment which provides testing similar to that of a Triennial review, but focuses on the areas of concern for the student as determined by parents, teachers, student, and any other IEP team members.

Outside of initial and triennial assessments Santa Maria also uses IXL, Connect Ed, and RenLearn to continuously collect data on student achievement specifically in the areas of mathematics and English language arts. This data helps to support benchmarks and progress on student goals on a more frequent assessment timeline.

5. LCFF Priority 5 - Pupil Engagement

5 Year Graduation Rate

Group	2018-19	2019-20	2020-21
CA state	85.5%	87.0%	87.3%
Santa Maria High School	87.9%	90.2%	88.6%
SMJUHSD	92.4%	91.9%	92.6%
English Learners	79.7%	74.6%	74.9%
Homeless	75.0%	76.7%	79.6%
Socioeconomically Disadvantaged	87.8%	90.0%	88.6%

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Students with Disabilities	58.2%	68.6%	52.5%
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Graduation rates have increased across the state, and this increase has been reflected at SMHS. Both 2020 and 2021 graduating classes were above the baseline 2019. The 2021 graduating class took a step back from 2020, this was caused by a lack of participation and class completion for various students who struggled with distance/hybrid learning. Now that we are 100% back in the classroom the school has been focusing on student support services as well as credit recovery to bring this number up to the district average.

Chronic Absenteeism Rate

Group	2018-19	2019-20	2020-21
CA state	12.1%		14.3%
Santa Maria High School	9.8%		11.4%
SMJUHS	13.1%		10.4%
English Learners	14.9%		14.5%
Foster Youth	52.9%		33.3%
Homeless	11.3%		13.3%
Socioeconomically Disadvantaged	9.8%		11.9%
Students with Disabilities	18.7%		17.3%

2019/2020 data was deemed invalid/unreliable and was unavailable for public release. Between 2019-2021 the district saw a decrease in chronic absenteeism, yet SMHS and the state in general witnessed an increase. Teachers reported a huge lack of attendance numbers during distance learning, however this contradicts the district's decreasing chronic absenteeism rate. We are aware of the issue and are examining pathways such as our counselors, community liaison, parent groups, etc. to work to increase attendance.

5 year Cohort Dropout/Non-Completer Rate

Group	2018-19	2019-20	2020-21
CA state		10.2%	%
Santa Maria High School		7.9%	9.3%
SMJUHS		7.1%	6.5%
English Learners			20.6%
Homeless			16.1%
Socioeconomically Disadvantaged			9.3%
Students with Disabilities			39%

The average daily attendance rate for this school year 2021/2022 is below:

Average Daily Enrollment	Average Daily Attendance	Average Daily Absences	Average Daily Attendance %
3176	2986	190	94.01%

Our pupil support services team are constantly working to reach every student, and encourage every student to maintain positive attendance habits.

6. LCFF Priority 6 - School Climate

Suspension Rate

Group	2017-18	2018-19	2019-20	2020-21
CA state	3.7%	3.6%	2.5%	0.2%
Santa Maria High	3.8%	2.4%	2.4%	0.1%

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SMJUHSD	3.3%	1.6%	1.8%	0%
English Learners	5%	3.4%	7.1%	
Homeless	7.7%	4.8%	5.9%	
Socioeconomically Disadvantaged	3.8%	2.5%	5.0%	
Students with Disabilities	5.3%	4.7%	12.1%	

Suspension Rates at Santa Maria High School have decreased over the last 3 years. Last school year's rate was extremely low at SMHS as well as for the state of CA. This is most likely due to our school being in distance learning mode almost all year. The 19/20 year was the year in which COVID hit. During this last mostly normal year there were significant increases in the suspension rates of EL, homeless, socioeconomically disadvantaged, and students with disabilities. These groups had their data restricted in 20/21 due to a low sample size. The top reasons for suspension this year were violent incidents (no injury) and illicit drug related.

The California Healthy Kids Survey (Appendix 03) does not have data for 2019/2020. However, when comparing the 2018/2019 survey results with the 2020/2021 survey results

Expulsion Rate

Group	2017-18	2018-19	2019-20	2020-21
CA state	0.08%	0.11%	0.05%	0%
Santa Maria High School	0%	0.15%	0.29%	0%
SMJUHSD	0%	0.09%	0.22%	0%
English Learners	0%	0%	0.46%	0%
Homeless	0%	0%	0.53%	0%

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Socioeconomically Disadvantaged	%	0.29%	0.28%	0%
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In the recent past, SMHS had a higher expulsion rate than the rest of the district, and higher than the state average. Numbers decreased to 0 during distance learning last school year.

Discipline Referrals

Year	Total Referrals	Top reasons
2017/2018	2675	P.E. non-suit, defiance, electronic device
2018/2019	2521	P.E. non-suit, defiance, electronic device
2019/2020	334	Drug Possession, Drug Paraphernalia

The number of disciplinary actions and the reasons for disciplinary actions were both very different during our year of distance learning.

Co- & Extracurricular Activities

Our data for this year shows 650 students participating in athletics this year, on 21 teams.

Our club data shows over 2100 members of clubs and organizations such as Alpine Club, ASB, Band, Black Student Union Club, Ce'eni club, CSF, Dance, Future Business Leaders of America, FFA, Yearbook, etc. Our largest organization by membership reflects the agrarian nature of our community, FFA has approximately 1075 members.

7. LCFF Priority 7 - Access to a Broad Course of Study

College/Career Indicator

Group	2017-18	2018-19
CA state	42.2%	44.1%
Santa Maria High	34.3%	36.4%

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English Learners	15.2%	4.7%
Homeless	17.6%	15.1%
Socioeconomically Disadvantaged	33.3%	35.9%
Students with Disabilities	0%	0%
Hispanic	33.8%	36.7%

Data for the 2020 dashboard was unavailable. The 2019 school year showed a decrease for CCI in the EL and homeless populations, while showing a slight increase in the Hispanic, socioeconomically disadvantaged, and overall school College/Career readiness. Student groups whose data was restricted include African Americans, Asian, American Indian, Filipino, Pacific Islander, foster youth, and white groups.

A-G Completion Rate

Group	2018-2019	2019-2020	2020-2021
Santa Maria High	28.8%	36.8%	36.2%
SMJUHSD	28.8%	34.9%	34%
CA state	50.5%	50.8%	52%
Hispanic	29%	36.9%	35.5%

The data shows a significant jump between 2018-2019 at SMHS, and then levels off after that year. All three years show our completion rate being slightly above the district average, but significantly lower than the CA average. The Hispanic group is the only group whose data was not restricted for multiple years.

8. LCFF Priority 8 - Other Pupil Outcomes

F. Perception Data

G. Summary of Profile

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific curricular programs since the last full visit.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

School-wide changes:

- The school has experienced a 13% growth in enrollment over the past three years.

Impact: As a result of challenges that come with increasing enrollment, the district created new administrative positions: “Dean of Students” as well as an additional administrative assistant and two new counselors. New teacher positions were created to accommodate increased numbers of students. Also, since the March 2019 WASC review, the district hired a new school principal and two new assistant principals.

- The school has experienced a 9% increase in identified English Language Learner students over the past three years.

Impact: SMHS has revised the English Learner curriculum to further address the needs of the EL student population. English Learners now take mainstream English courses along with ELD support courses, called the Structured English Immersion Program. Like schools across the state, the school has transitioned from the CELDT to the ELPAC for EL initial and annual assessments. The school has also updated the redesignation process to align with the new requirements.

Disruptive factors in the last 3 years:

- Major construction project. Work is currently underway on an 88,774 square foot building that will replace some older buildings from the 1930s. The new three-story building will include administration offices as well as 50 classrooms, including science labs and culinary arts classrooms. The \$35 million project is expected to be completed by September 2023.

Impact: The construction project displaced 26 classrooms during the 20-21 and 21-22 school years. As a result, some teachers are sharing classrooms. To alleviate congestion, 12 portable classrooms have been placed on part of the practice field.

- Covid-19 March 2020 to end of school year and 2020-21 school year online instruction.

Impact: All instruction was conducted online. We had major declines in measurable student achievement and engagement. Standardized tests were canceled in 2020. Widespread use of technology by teachers resulted in technological proficiency that would have been impossible to achieve without the shutdown. In 2020-21, teachers had the option to teach from their classroom or from home. Extra curricular activities such as sports, formal dances, and graduation were modified to conform to social distancing and other safety protocols. (Amount of testing in 2021-22 school yearxxxxxxxxxxxx)

Departmental changes:

Department staff have focused on the following projects in response to analysis of assessment data:

- Science department has aligned science core classes to the Next Generation Science Standards (NGSS). The NGSS courses are titled Physics of the Universe, Biology of the Living Earth, and Chemistry in the Earth System.

Impact: The three new NGSS courses have been individually rolled out over the past 3 years. Standards sequencing, course sequencing and essential standards are identified and being taught/coordinated in the department and district.

- Science department has used PLCs effectively to get Extra Work Authorizations (EWA) approved for additional work on CFA's outside of our designated PLC time.

Impact: Created rubrics for short-answer questions in Biology of the Living Earth as well as Physics of the Universe..

- The Biology of the Living Earth, Physics of the Universe, and Chemistry in the Earth System classes have agreed upon weighted categories for student grading, common curriculum, common activities/projects and re-teaching strategies.

Impact: All science students are receiving an equitable curriculum. Allows for more effective discussion during Common Formative Assessment data analysis.

- Science Department PLCs are using student grades as data for the NGSS alignment as of this time due to the fact that the CAST has been canceled for the last two years.

Impact: Slowed the process of alignment.

- School-wide, common formative assessments (CFA), both formal and informal, are used every few weeks to measure students' mastery of California State Standards.

Impact: Focused and collaborative instruction based on standards.

- Equity in grading. Many teachers have implemented a ‘grading floor’ within the Aeries gradebook system. Using the grading floor, we are able to encourage students without mastery to work strategically to attain mastery of concepts and earn units for their courses.

Impact: Students less likely to give up because of perceived deficits in their grade.

- Gradebook Categories: Significant progress has been made within PLCs in standardizing the grading categories in our Aeries gradebooks.

Impact: Student grade data are more useful/meaningful for PLC discussions of best practices.

- Digital Assignments: Several instructors have moved towards 75-100% online assignments and assessments.

Impact: Students and families have 24 hour access to assignments in one location. Students in quarantine or at home can access learning materials.

- Parent Square: Instructors are regularly checking Parent Square, a safe and secure platform for school-to-home communication, and using it to communicate effectively with families, guardians, and stakeholders.

Impact: Parents receive text and/or email notifications of information pertinent to their students.

- Virtual Classrooms: Video conferencing through Zoom, digital textbooks, graphic novels, video resources, extra credit opportunities, digital field trips (Anne Frank’s Annex, the Treasures of the Vikings) are situated on Virtual Classrooms for easy access from students’ school tablets or other mobile devices.

Impact: Increased effective use of technology for learning purposes.

- Exit Tickets: The use of exit tickets has become standard practice across multiple PLC's.

Impact: Encourages bell-to-bell teaching, gauges mastery of concepts taught in real time.

III: Engagement of Stakeholders in Ongoing School Improvement

- Describe the process for developing, implementing, and monitoring the schoolwide action plan/SPSA and preparing the progress report.
 - How were stakeholders involved in developing the schoolwide action plan/SPSA?
 - How were stakeholders involved in implementing and monitoring the schoolwide action plan/SPSA?
 - How were stakeholders involved in the preparation of the progress report?

Engagement of Stakeholders in Ongoing School Improvement:

Santa Maria High School 2018- 2019 WASC Self Study report is available to all stakeholders on the Principal's 411 weekly email update. In addition to the WASC report, the School Accountability Report Card (SARC), School Profile and Site Plan for Student Achievement (SPSA) are also available on the school website. These documents are revised annually.

Developing and Monitoring the Schoolwide Action Plan and SPSA:

SMHS stakeholders are involved in every step of our developmental process for and implementation of our SPSA and School Wide Action plans. The school's Guiding Coalition, consisting of the department chairs and administrative team, is intimately involved in data analysis, as well as the implementation and monitoring of the site action plans.

The Santa Maria School Site Council (SSC) consists of teachers, classified employees, administrative staff, students and parents. The School Site Council collects information from the three primary groups of stakeholders: students, parents, and school staff. We annually review the WASC Action Plan and SPSA with the ELAC committee and build our decisions based on student achievement data, staff surveys, and input from parent and community members. These plans are reviewed annually with stakeholders and presented in an open session of the SMJUHS School Board. This report was shared with the staff, key parent leaders, and the district office.

A variety of student and parent surveys were developed and analyzed to gather information on the successes of the site programs. Surveys are used internally to periodically gather input regarding school operations. Results of the surveys, including action steps and their progress, are shared with key stakeholders.

Progress Report Preparation:

The process of reviewing and refining our goals has been interrupted in the past three years due to the COVID pandemic, but has been revived this year as we prepared our progress report.

Below is a brief summary of our feedback process for the past three years and a more in-depth picture of our work this year.

11/29/21 All Staff Survey gathered information on

- communication among teachers and administrators
- collaboration on forming the school vision and mission
- overall school use of data
- supporting English Learners and students struggling in math
- the school's intervention program
- graduation rate
- A-G requirement completion rate
- aligning curriculum to state standards

- supporting new teachers

1/10/22 All Staff Meeting that included:

- Principal-led review of our school mission and vision
- Orientation for continued WASC collaboration
- Review of WASC purpose and process
- Updates on attendance, dress code, and tardy policies
- Review of WASC Action Plan

1/24/22

Survey sent to and completed by staff. Survey gathered staff perceptions on progress toward Student Learning Outcomes (SLOs). SLOs came from our 2018-19 WASC review. See page xxxxxxx for survey results.

SAINT survey to parents

Goal survey to staff

Goal survey to parents

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

The purpose of this section is to analyze progress on the identified school needs/identified student learner needs in the schoolwide action plan/SPSA since the last visit and to determine the impact on student learning and the continuous school improvement initiatives.

- **Explain how the identified student learner needs have been addressed in the schoolwide action plan/SPSA.**
- **Provide a summary of progress and impact on student learning of the schoolwide action plan's identified school needs/identified student learner needs referencing the identified growth areas for continuous improvement. Cite relevant supporting evidence.**

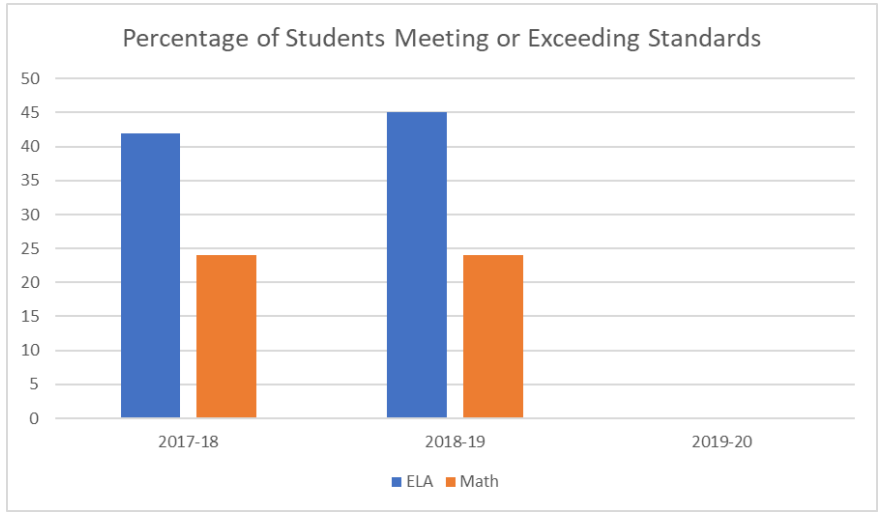
- Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.

→Note: If any recommended growth areas were not included in the school’s schoolwide action plan/SPSA, indicate what actions have been taken to address these issues and provide supporting evidence, including the impact on student achievement.

Goal #1 Santa Maria High School will increase English Language Arts and Mathematics Common Core standards skills by a 5% increase in "meets standards" and "exceeds standards" as measured by the Smarter Balanced Test.

Background on Goal #1

The data gathered from the CDE Smarter Balanced Summative Assessments show a slight uptick of over 2% in ELA from the 2017 to 2018 school year. In mathematics during the same time period, we saw stagnation. The SBAC was not administered in 2019-20 or 2020-21 due to COVID.



Goal #1	Santa Maria High School will increase English Language Arts and Mathematics Common Core standards skills by a 5% increase in "meets standards" and "exceeds standards" as measured by the Smarter Balanced Test.	
Action Steps since 2018-19	Progress/Impact on Learning	Evidence
A. Develop and refine the PLC process to ensure student	School-wide, common formative assessments (CFA), both formal	Curriculum maps & CFAs located in TEAMS

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<p>achievement on SBAC scores continue to increase according to the 5x5 indicators</p>	<p>and informal, are used every few weeks to measure students' mastery of California State Standards.</p> <p>Gradebook Categories: Significant progress has been made within PLCs in standardizing the grading categories in our Aeries gradebooks.</p> <p>Science department has used PLCs effectively to get Extra Work Authorizations (EWA) approved for additional work on CFA's outside of designated PLC time.</p> <p>Science department has aligned science core classes to the Next Generation Science Standards (NGSS).</p>	<p>Teacher gradebooks</p> <p>Development of new rubrics for short answer CFA questions</p> <p>Curriculum maps & Course Descriptions</p>
<p>B. Develop and implement an RTI program that supports academic and behavior interventions</p>	<p>RTI Pyramid Document found in the school Standard Operating Procedure Manual outlining basic, challenging, and severe levels of intervention with delineation of proactive and reactive procedures.</p> <p>Student handbooks containing mission, vision, SLOs, school policies and essential academic information for all subject areas distributed to all students</p> <p>Virtual Learning Academy is a college-prep A-G independent study program where students utilize an online curriculum in a self-paced fashion. The academy is a full-time online program separate from on-campus classrooms.</p>	<p>SOPM</p> <p>Principal message to staff 8/31 & Student Handbooks</p> <p>Message from Director, Teaching & Learning at Santa Maria Joint Union High School District 7/21/21</p>

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	<p>Math and Leadership Academy to practice and learn skills in math, leadership, data, and research.</p> <p>After school tutoring in math, English, science, and history.</p> <p>POR VIDA program works towards identifying families and youth that are in need of, and are requesting, help to address at-risk behaviors that could result in suspension and expulsion from school, failing academically and/or dropping out of school, or other behavioral actions that may lead to the juvenile justice system.</p> <p>Focus on dress code as a response to students expressing gang affiliation</p> <p>Renewed commitment from admin and staff to tardy policy after Fall 2021 semester of security shortages due to COVID</p>	<p>Migrant Education TOSA message to SMHS staff 1/22/21</p> <p>Dean of Students, message to staff 9/30/21</p> <p>LCAP 2019-2020 Teacher Survey on how teachers would like to use district funds to improve student success by means of programs like POR VIDA.</p> <p>All staff meeting 1/10</p> <p>All staff meeting 1/10</p>
<p>C. Implement school-wide reading and writing strategies that can be used by departments outside of Math and English, and monitor their effectiveness</p>	<p>Resource pages on figurative language, parts of speech, claim/evidence/reasoning paragraphs, academic prompt and response starters, and argumentative essay outline, contained in student handbooks.</p> <p>ELPAC Padlet “Getting Started</p>	<p>Student handbooks distributed per principal’s email on 8/31/21</p> <p>Monitored through CFAs</p> <p>Resources prepared by MMEP and</p>

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	<p>Resources” including extensive reading, writing, speaking and listening resources for teachers of ELs.</p> <p>Reorganization of EL course offerings to emphasize immersion in core classes with support such that reading and writing assignments between core and support classes align.</p> <p>“Autumn Workshop for Young Writers” after school program coordinated through SMJUHS</p> <p>US history teachers focus on writing argumentative paragraphs: students make a claim and support it with evidence provided from various documents</p> <p>AVID WICOR strategies (writing, inquiry, collaboration, organization, reading), and note-taking strategies</p> <p>Some of the online reading and writing platforms utilized by core subjects include:</p> <p>Kahoot, EdPuzzle Zoom Padlet Turnitin.com (via Canvas) Canvas Nearpod</p>	<p>made available to teachers via email 8/3/21</p> <p>Monitored by ELPAC results</p> <p>SMJUHS EL Course Offerings 2020-21 revised 2/18/2020 and emailed 4/10/21</p> <p>Monitored by ELPAC results, teacher feedback and reclassification data</p> <p>MMEP led EL Supplemental Virtual Instructional Program to help address learning loss and accelerate English acquisition. Instruction focused on reading, writing, listening and speaking activities. MMEP email 9/2/21</p> <p>Monitored through ELPAC test results</p> <p>Communication from history teachers 1/28/22</p> <p>Monitored through CFAs, PLC collaboration</p> <p>9 AVID instructors at SMHS implement WICOR and note-taking strategies in all subjects for AVID students</p> <p>Monitored through AVID program protocols</p> <p>Monitored through PLCs, CFAs, grades and SBAC</p>
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	Office 365 NewsELA Quizlet Curriculum based: TCI Open History Project New Visions SHEG ICivics Everfi Facing History OER Choices Zinn Education Project	
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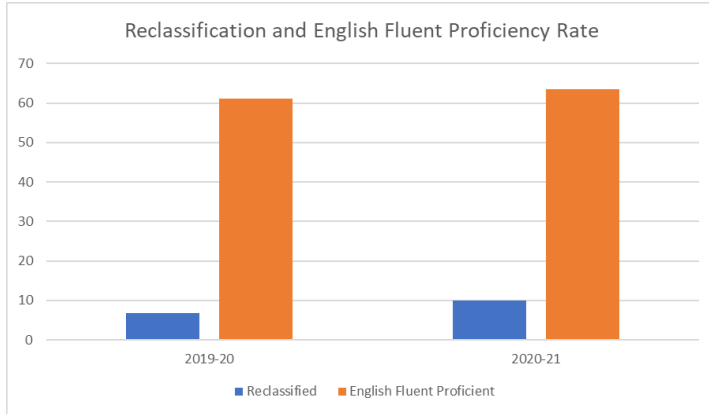
Goal #2 Increase reclassification rates of EL learners by 3% each year.

Background for goal #2

From 2019-20 to 2020-21 the school's reclassification rate went from 6.8% to 10% an increase of +3.2%.

The Fluent English Proficiency rate grew by 2.4% from 61% to 63.4%.

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Goal #2	Increase reclassification rates of EL learners by 3% each year.	
Action steps since 2018-19	Progress	Evidence
<p>A. Monitor the effectiveness of the ELD program</p>	<p>EL Specialist position filled at SMHS</p> <p>Analysis of ELPAC results by EL Specialist/ MMEP</p> <p>Class visits from directors of the Multilingual and Migrant Education Programs</p> <p>Supportive materials for the 2022 ELPAC testing schedule including a how-to PowerPoint for Administering a Practice Test on the ELPAC website (Practice Test DFA) Administering the ELPAC Summative Test (ELPAC Test Administration) with live links in this Powerpoint if a student does not have the</p>	<p>New position, considered a pilot position for 2021-22 school year. Technically a TOSA.</p> <p>Ongoing analysis of data for reclassification</p> <p>Admin/English Department meeting minutes discussion of SDAIE strategies and directors' visits 11/14/21</p> <p>Message from EL Specialist 1/31/21</p>

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	<p>secure browser downloaded on their tablet</p>	
<p>B. Generate schoolwide reading and writing strategies that emphasize the skills needed to succeed on the ELPAC, and monitor their effectiveness</p>	<p>Offer additional intervention before high-stakes assessments, such as final exams</p> <p>Analyzing primary source documents:</p> <ul style="list-style-type: none"> ● “Translating” the preamble of the Declaration of Independence into modern language. ● Constitution Scavenger Hunt looking for examples of basic principles written into the Constitution ● Analyzing foundational documents, such as the Magna Carta ● Delving into landmark Supreme Court cases <p>Writing strategies:</p> <ul style="list-style-type: none"> ● Writing a Student Declaration of Independence. Sentence starters are provided. This has been done as an individual and group assignment. ● Writing a concurring or dissenting opinion to landmark Supreme Court cases. 	<p>Use of Formative.com in EL support classes for writing with example responses and speaking with example responses in preparation for ELPAC</p> <p>Communication with the Social Science department 2/1/22, 2/7/22</p> <p>Monitored by SBAC test results and analysis, CFAs and PLC collaboration</p> <p>Communication with the Social Science department 2/1/22, 2/7/22</p> <p>Monitored by SBAC test results and analysis, CFAs and PLC collaboration</p>

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	<ul style="list-style-type: none">● Using 5-paragraph essay model as a summary journal entry for “Real Life” economics unit.● Providing outline and sentence starters for writing their business plan in the entrepreneurship unit.● Paragraph writing- social science paragraph format based on common core writing standards. All teachers emphasize use of evidence and commentary within argumentative writing on a regular basis. Students are given other student paragraphs or sample paragraphs to evaluate as a group to ensure student comprehension and writing improvement. Some use group paragraph writing for students to help support one another on paragraph structure and argumentation.● Argumentative writing: Document based questions (DBQ’s) DBQ’s present students with an opportunity to analyze primary and secondary document sources while formulating a thesis/argumentative	
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	<p>stance that is then defended with information from the sources.</p> <ul style="list-style-type: none"> ● Science and English departments use Claim-Evidence-Reasoning paragraph structure on a regular basis <p>Reading strategies</p> <ul style="list-style-type: none"> ● pre-reading strategies ● chapter mapping ● reading chapter summary first and reflecting ● Cornell notes and other note-taking strategies ● Reflection on notes periodically to improve reading comprehension and note-taking strategies ● Close reading ● Modeling good reading ● Primary source document analysis strategies- SOAPS, HIPP. ● Focus on academic vocabulary. 	<p>Communication with the Social Science department 2/1/22, 2/7/22</p> <p>Monitored by SBAC test results and analysis, CFAs and PLC collaboration</p>
<p>C. Assist English proficient students work towards becoming reclassified by moving up one ELPAC level per year, earning a C or better in their English class, and receiving a positive teacher recommendation by the end of each school year</p>	<p>SMHS has revised the English Learner curriculum such that ELs now take mainstream English courses along with ELD support courses, called the Structured English Immersion Program.</p>	<p>Structured English Immersion Program</p>

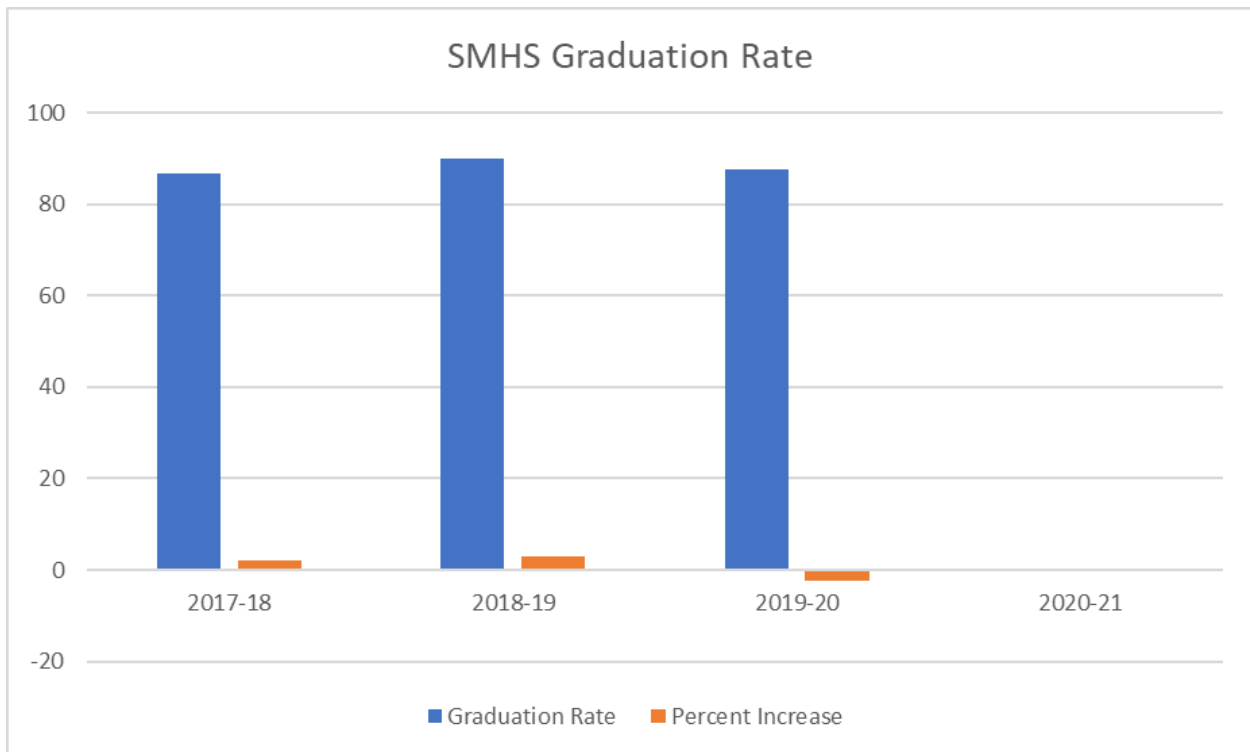
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	Tools for supporting multilingual learners in Interpreting and Constructing Informational Texts webinar	Message from EL TOSAs 11/29/21
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Goal #3 Santa Maria High School will increase graduation rates to 89% or higher.

Goal # 3 Background

The SMHS graduation rate in 2017-18 was 86.8%. In 2018-19 it increased to 89.9%, an increase of 3%. In 2019-20, we saw a 2.4% decrease to 87.5%. The year of our last WASC review, 2018-19, we achieved our goal of a graduation rate of 89% or higher.



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Action steps since 2018-19	Progress	Evidence
<p>A. Examine truancy reports to track student attendance to include absences and tardies</p>		
<p>B. Set and monitor graduation goals for each student</p>	<p>Distribution of student handbooks containing information on grading periods, counselor contacts, graduation requirements, as well as UC and CSU requirements to each student</p> <p>“Drive thru” A-G drive. This event was designed by our counseling team to celebrate and encourage seniors currently on track to meet all of their “A-G” requirements.</p> <p>Progress reports- 2 fall and 2 spring semester progress reports are sent home to parents and distributed to all students before semester grades are submitted</p> <p>Xello program “interest inventory” presented to 10th graders by counselors to support career education and encourage a path to graduation.</p> <p>Counselors’ new webpage has streamlined access to information and links to contact each counselor.</p>	<p>8/31/21 Principal message to staff</p> <p>9/25/20</p> <p>See “Grading Policy” in Parent/Student Handbook</p> <p>Communication from counselors setting up classroom visits with English teachers 4/19/21</p> <p>SMHS Counselors Page</p>

Goal # 4 Increase awareness of our school’s college and career pathways while expanding

opportunities for student participation.

Goal #4 Background

Counselors have implemented career-specific instruction for 9th graders at the beginning of their high school coursework to help them select courses that will align them with their interests. At registration time each year they emphasize graduation requirements and college and career pathways.

Goal #4	Increase awareness of our school’s college and career pathways while expanding opportunities for student participation.	
Action steps since 2018-19	Progress	Evidence
<p>A. Ensure that all students are aware of college and career pathways</p>	<p>Xello program “interest inventory” presented to 10th graders by counselors to support career education and encourage a path to graduation.</p> <p>A-G Kickoff Event to celebrate seniors who are on track to complete A-G requirements.</p> <p>Virtual Learning Academy which includes A-G courses made available to families who did not want students to return to in-person school post-COVID shutdown.</p> <p>CSU Educational Opportunity Program (EOP) To improve access of low-income, first generation and historically disadvantaged students with potential for academic success by making higher education a possibility.</p> <p>Grade level meetings</p>	<p>Message from counselors Thursday (September 24th, 2020)</p> <p>Director, Teaching & Learning at Santa Maria Joint Union High School District 7/21/21</p> <p>Staff members write letters of recommendation for qualified students. Students are informed of EOP through bulletins, classroom/library flyers and teacher recommendations. The AVID program supports similar goals and facilitates college campus visits.</p> <p>1/26/22</p>
<p>B. Encourage students to participate in career pathways by</p>	<p>ELPAC preparation and motivation involves extensive</p>	<p>Administering the ELPAC test training (1/31/22) involved</p>

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<p>promoting available courses</p>	<p>encouragement and guidance on “How to Exit ELD” with emphasis on ELPAC preparation, grades, and Lexiles</p> <p>Grade level meetings- Conducted on the same day as Earthquake drills and ALICE training, admin meets with each grade level to inform students about graduation, A-G requirements, and encourage successful completion of courses.</p>	<p>discussion of ELD pathway to reclassification. Visits to classrooms with “How to Exit ELD” information posted on walls.</p> <p>1/26/26</p>
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Goal #5 Santa Maria High School will provide a safe school environment for all students and staff.

Goal #5 Background

In the last three years school physical safety has been emphasized through regular ALICE trainings, fire drills, earthquake drills and classroom discussions of emergency procedures.

Goal #5	Santa Maria High School will provide a safe school environment for all students and staff.	
Action steps since 2018-19	Progress	Evidence
<p>A. Provide security to ensure all gates and entry locations are attended when school starts, identification is checked for all students who enter campus and gates are locked when school is in session</p>	<p>Staff professional development day included review of emergency information staff-wide. Staff development provided opportunities for staff to ask questions and provide input on security matters.</p> <p>Security team progress on written protocol for securing entry points and sub-dividing area security as well as</p>	<p>All staff meeting August 10, 2021</p> <p>Updated Security Schedule Security Area Checklist Communication from Security Coordinator 2/9/22</p>

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	coordination of responsibilities among team members.	
B. Provide safety procedures at the beginning of each school year in the form of an SOPM, School Operation Procedure Manual. Revisit the manual in the middle of the school year and update as necessary	All teachers received a SOPM or SOPM updates and instruction at the beginning of the 2021-22 school year. Vision, mission, dress code, RTI and tardy policies from the SOPM were revisited at the all staff welcome back from the holidays.	All staff meeting 8/9/21 All staff meeting 1/10/22

V: Schoolwide Action Plan/SPSA Refinements

- **Based on the findings of the current progress report, further refine the schoolwide action plan/SPSA as needed and include a link to the school’s most recent schoolwide action plan/SPSA.**

Appendix

- 1. Local Control and Accountability Plan**
- 2. Results of parent/community questionnaire/interviews**
- 3. Results of student questionnaire/interviews**
- 4. The most recent California Healthy Kids Survey**

5. Master schedule
6. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
7. UC A–G approved course list: <https://doorways.ucop.edu/list/app/home/>
8. School programs (e.g., online instruction, college and career readiness programs, partnership academies, IB, AVID)
9. California School Dashboard performance indicators
10. School accountability report card (SARC)
11. CBEDS school information form
12. Graduation requirements
13. Budgetary information, including school budget
14. Glossary of terms unique to the school

Appendix 04

California Healthy Kids Survey Results

[California Healthy Kids Survey 2021](#)

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