

# Santa Maria High School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 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>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	42-69310-4236030

### 2024-25 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</b>	www.smjuhsd.org

### 2024-25 School Description and Mission Statement

Welcome to Santa Maria High School (SMHS), proudly known as the home of the "Saints." Located in the heart of Santa Maria, our school is dedicated to addressing the personal and academic needs of every student. With a talented team of teachers and paraprofessionals, SMHS engages students through innovative educational practices, fostering a supportive and high-quality learning environment.

## 2024-25 School Description and Mission Statement

Our graduates have gone on to attend prestigious colleges and universities nationwide, including Harvard University, all CSU and UC campuses, various private institutions, and the Military Academies.

At SMHS, we offer a wide range of programs to meet the diverse interests and 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
- \* Numerous other clubs and organizations

SMHS also provides 39 Advanced Placement (AP) courses across Foreign Language, English, Mathematics, and Social Sciences. Student achievement remains our highest priority.

We strongly encourage parents and guardians to partner with our teachers, counselors, coaches, and administrators to support students in their academic and extracurricular endeavors. Parent and community involvement is a cornerstone of our school culture, and we invite families to actively participate in our programs, committees, and events to strengthen our school community.

Parent Involvement Opportunities:

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

SMHS encourages students to join clubs, sports teams, or extracurricular activities to enrich their experience and foster a sense of belonging.

SMHS Legacy

In June 2025, SMHS will proudly host its 132nd Commencement Ceremony, celebrating its long history of traditions and distinguished alumni. Notable former Saints include the current Mayor of Santa Maria and graduates who have excelled in fields, such as education, medicine, government, law, and business. We are confident that you will be impressed by the opportunities and achievements of our school community.

For a copy of this SARC Report, please contact the Principal's Office at (805) 925-2567, extension 3702.

**Vision:**  
SMHS develops transparent, unified practices and policies to continuously improve student learning for all stakeholders.

**Mission:**  
SMHS ensures that all students achieve the highest levels of learning required for success in college, careers, and post-secondary training.

**Motto:**  
Enter to Learn, Go Forth to Serve

Expected School-wide Learning Results (Saints):

Socially adjusted  
Academically advanced  
Independent learners  
Noteworthy citizens  
Technologically savvy

## 2024-25 School Description and Mission Statement

### About this School

#### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	725
Grade 10	765
Grade 11	795
Grade 12	825
<b>Total Enrollment</b>	<b>3,110</b>

#### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.3
Non-Binary	0.2
American Indian or Alaska Native	0.2
Asian	0.3
Black or African American	0.2
Filipino	0.8
Hispanic or Latino	97
Two or More Races	0.1
White	1.4
English Learners	20.4
Foster Youth	0.5
Homeless	20.6
Migrant	7.2
Socioeconomically Disadvantaged	86.4
Students with Disabilities	13.7

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

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

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

## 2020-21 Teacher Preparation and Placement

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	112.40	76.97	316.80	78.54	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.40	0.99	3.90	0.98	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	14.70	10.11	34.10	8.46	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.60	2.48	17.40	4.33	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	13.70	9.42	31.00	7.69	15831.90	5.67
<b>Total Teaching Positions</b>	146.10	100.00	403.30	100.00	279044.80	100.00

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

## 2022-23 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>	108.10	76.96	313.80	78.24	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.60	1.17	5.70	1.42	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	11.90	8.48	28.30	7.06	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	6.50	4.64	24.20	6.03	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	12.20	8.73	29.00	7.23	14303.80	5.15
<b>Total Teaching Positions</b>	140.50	100.00	401.00	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	4.30	2.6
<b>Misassignments</b>	8.40	10.40	9.3
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	8.40	14.70	11.9

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0.40	0
<b>Local Assignment Options</b>	0.50	3.20	6.5
<b>Total Out-of-Field Teachers</b>	1.50	3.60	6.5

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.10	7.9	10.4
<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)	3.30	0	2.3

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

SMJUHS provides standards-based aligned textbooks for all students. The textbooks are adopted from a state-approved list. Every student has access to their own textbook, classroom-issued books, and instructional materials. 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 best meets the needs of all students in the district. The selection is then sent to the Board of Education for approval. In addition to textbooks, students also have access to an online textbook that is available to them through their 1:1-issued student laptops. Santa Maria High School does not have a shortage of textbooks or instructional materials.

**Year and month in which the data were collected** December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt/Collections (2017) Everyday Use -Pearson Education, Inc. The Norton Reader - W. W. Norton & Company, Inc.(2025) The Compact Reader-Bedford St. Martins	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) EnVision Integrated Mathematics 1 - Savvas Learning Company LLC Statistics & Probability with Applications - Bedford, Freeman & Worth CPM Core Connections Algebra - CPM Educational Program CPM Core Connections Geometry - CPM Educational Program CPM Core Connections Algebra 2 - CPM Educational Program CPM Precalculus 3rd ed. - CPM Educational Program CPM Calculus 3rd ed. - CPM Educational Program	Yes	0%



	Calculus (AP) Edition - Prentice Hall		
<b>Science</b>	Prentice Hall (2005) Earth Science Holt Reinhart (2007) Biology the Dynamics of Life - Glencoe (2004) McGraw Hill (2003) McGraw Hill (2007) Holes Human Anatomy & Physiology - McGraw Hill Education Holes Human Anatomy & Physiology Lab Manuel - McGraw Hill Education Glencoe Health - McGraw Hill Education Conceptual Physics 12th ed. - Pearson Conceptual Physics 3rd ed - Addison-Wesley Publishing Company Inc. College Physics - Prentice Hall Physics Principals & Problems - Merrill Environmental Science Sustaining Your World - National Geographic Learning Oceanography and Marine Biology - Sina	Yes	0%
<b>History-Social Science</b>	The American Vision, Modern Times - McGraw Hill (2006) Houghton Mifflin (2006) Modern World History - McDougal Littell (2006) Economics Principles in Action - Prentice Hall (2007) Prentice Hall (2006) McGraw Hill (2004) IMPACT US History & Geography- McGraw Hill Education IMPACT World History, Culture, and Geography - McGraw Hill Education Psychology in Your Life - W. W. Norton & Company, Inc. Openstax American Government - Openstax (AHC course book) American Government Stories of a Nation for the AP Course - Bedford, freeman & worth Krugman's Economics for AP-Worth Publishers America's History for the AP Course - Bedford/St. Martin's TCI- Government Alive! Power, Politics, and You - TCI (2023) AMSCO AP Edition World History: Modern - Perfection Learning Ways of the World A Global History with Sources for the AP - Bedford, freeman & worth	Yes	0%
<b>Foreign Language</b>	DC Heath & Co. McDougal Littell (2007) Holt/McDougal (2013) Pearson/Prent Hall Harcourt Espaces - Vista Higher Learning Bien Dit! Series - Holt McDougal Avancemos series - McDougal Littell Temas - Vista Higher Learning	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 (grades 9-12)</b>	N/A	N/A	0%

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



## School Facility Conditions and Planned Improvements

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

The school consists of the following facilities:

- Total classrooms: 178
- Permanent Classrooms: 115
- Portable Classrooms: 63 (12 removed summer 2023)
- Restrooms: 59
- Administration Building (New 2023 - part of 50-Classroom Building)
- Library Building
- Cafeteria Kitchen (Added 2006)
- Cafeteria Dining Room (Added 2006)
- Athletic Facilities
- Gymnasiums (2)
- Football Field (Renovated May 2008)
- Football Stadium (Renovated May 2019 - Track and 2020 - Turf)
- Baseball Field
- Softball Field
- Basketball Courts (outdoor)
- Pickleball courts (outdoor)
- Swimming Pool (Added 2012)

## School Facility Conditions and Planned Improvements

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

The Custodial Staff consists of 17 FTEs. The distribution is as follows:

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

Grounds maintenance is provided by 5 FTEs: 2-Grounds Maintenance on weekdays  
2-Grounds Maintenance days and weekends

Building maintenance is provided by 3 FTEs:  
2-semi-skilled Building Maintenance weekdays  
1-Electrician

The school shares six (6) central maintenance personnel with the other schools in the District: Lead Maintenance, Carpenter/Welder, Plumber, HVAC Technician, and two Painters.

Although the State discontinued the State School Deferred Maintenance Program, the District continues to set aside funds in a restricted account to address expenditures for significant repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, and floor systems. For the 2023-24 fiscal year, the District spent \$507,743 on deferred maintenance. In addition, for the 2023-24 fiscal year, the District spent \$5.335 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 2.80% of the District's General Fund expenditures.

Planned Improvements (School Year 2024-25):

- Pedestrian Crosswalk improvements in progress with City of Santa Maria Administration
- To Classroom Renovation Project is underway
- Revise Thornburg Parking Lot for Student Drop-off
- Renovate Varsity baseball field
- Replace roofs on portable classrooms
- Improve campus landscape

### Year and month of the most recent FIT report

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			207-Classroom: missing ceiling tile; WO 38366 332-Classroom: patch/paint; WO 38365 339-Classroom: patch/paint; WO 38365 500-Restroom staff women: stained ceiling tile; WO 38366 600-Restroom student male: paint partitions; WO 38365 615-Classroom: damaged ceiling tiles; WO 38365 617-Classroom: damaged ceiling tiles; WO 38365 625-Classroom: patch/paint south wall; WO 38365 626-Classroom: patch/paint south and west wall; WO 38365 636-Classroom: replace damaged ceiling tile; WO 38366

## School Facility Conditions and Planned Improvements

				638-Classroom: replace damaged ceiling tile; WO 38366 639-Classroom: replace damaged ceiling tile; WO 38366 830-Classroom: patch/paint under whiteboard; WO 38365 900-Classroom: damaged ceiling tiles; WO 38366 903-Classroom: damaged ceiling tile; WO 38366 907-Classroom: damaged ceiling tile; WO 38366
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			206-Classroom: damaged light cover; WO 38367 618-Classroom: damaged light cover; WO 38367 632-Classroom: damaged light cover; WO 38367 634-Classroom: damaged light cover; WO 38367 645-Classroom: damaged light cover; WO 38367
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<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).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	28	43	38	48	46	47
<b>Mathematics</b> (grades 3-8 and 11)	10	14	14	17	34	35

### 2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	771	717	93.00	7.00	43.00
Female	382	358	93.72	6.28	48.46
Male	387	357	92.25	7.75	37.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	749	698	93.19	6.81	42.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	153	133	86.93	13.07	1.50
Foster Youth	--	--	--	--	--
Homeless	167	159	95.21	4.79	30.19
Military	13	13	100.00	0.00	53.85
Socioeconomically Disadvantaged	703	654	93.03	6.97	42.09
Students Receiving Migrant Education Services	65	57	87.69	12.31	26.32
Students with Disabilities	84	73	86.90	13.10	4.23

## 2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.



Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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>	771	719	93.26	6.74	13.67
<b>Female</b>	382	359	93.98	6.02	14.25
<b>Male</b>	387	358	92.51	7.49	13.17
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	749	699	93.32	6.68	13.06
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	153	134	87.58	12.42	0.75
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	167	157	94.01	5.99	7.64
<b>Military</b>	13	13	100.00	0.00	7.69
<b>Socioeconomically Disadvantaged</b>	703	655	93.17	6.83	12.25
<b>Students Receiving Migrant Education Services</b>	65	54	83.08	16.92	9.26
<b>Students with Disabilities</b>	84	73	86.90	13.10	1.39

## 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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	12.91	16.64	16.17	19.58	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	1610	1547	96.09	3.91	16.47
<b>Female</b>	812	784	96.55	3.45	15.73
<b>Male</b>	795	760	95.60	4.40	17.31
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	13	13	100.00	0.00	46.15
<b>Hispanic or Latino</b>	1558	1498	96.15	3.85	15.81
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	25	23	92.00	8.00	34.78
<b>English Learners</b>	302	276	91.39	8.61	0.36
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	307	296	96.42	3.58	10.54
<b>Military</b>	17	16	94.12	5.88	0.00
<b>Socioeconomically Disadvantaged</b>	1403	1344	95.79	4.21	15.45
<b>Students Receiving Migrant Education Services</b>	70	61	87.14	12.86	9.84
<b>Students with Disabilities</b>	187	175	93.58	6.42	1.72

## 2023-24 Career Technical Education Programs

Santa Maria High School (SMHS) offers a robust array of Career Technical Education (CTE) programs that provide students with industry-recognized skills, hands-on learning, and work-based experiences to prepare them for successful careers after high school. SMHS features high-quality CTE pathways across the following sectors:

- \* Agriculture and Natural Resources
- \* Agriscience
- \* Arts, Media, and Entertainment
- \* Biotechnology and Health Care Administrative Services
- \* Business and Finance
- \* Engineering Technology
- \* Environmental Resources
- \* Fashion Design & Merchandising
- \* Family & Human Services and Consumer Science
- \* Financial Services
- \* Hospitality, Recreation, and Tourism
- \* Information and Communication Technology
- \* Manufacturing and Architecture

## 2023-24 Career Technical Education Programs

- \* Marketing
- \* Patient Care
- \* Transportation

The SMHS Agriculture Program is among the top-ranked in California, earning recognition as an FFA Regional Chapter of the Year and boasting one of the highest numbers of industry-recognized certifications earned by students. This program provides extensive work-based learning opportunities.

The Business Pathway includes Certiport Microsoft Certifications, a student-run store, and a dynamic FBLA Chapter. In the Transportation Pathway, students not only learn auto mechanics but also gain professional racecar mechanic experience. SMHS students form a pit crew for a Top Alcohol Dragster and Funny Car driver, traveling and competing alongside professional racing teams. The SMHS Sports Motor Club is one of only a few high schools nationwide to compete in racing events with its own vehicle.

SMHS has recently launched an Engineering Pathway with a cutting-edge, hands-on lab approach that emphasizes architectural design, transportation, energy, environment, robotics, manufacturing, and construction design. Students engage in real-world engineering applications using industry-standard technology, earning certifications and participating in skill-building experiments, data collection, and work-based learning activities.

The school also has Concurrent Enrollment options and several articulation agreements with Allan Hancock College, allowing students to earn college credits while in high school.

### Career Support Services

SMHS features a Career Center staffed by a College and Career Specialist and a dedicated counselor focused on helping students achieve their future goals. Additionally, a full-time Allan Hancock College Coordinator and an EOAP Advisor from UCSB support students in navigating post-secondary pathways. Students receive assistance with:

- \* Completing the Free Application for Federal Student Aid (FAFSA)
- \* Submitting college and university applications
- \* Developing career pathways and employment skills
- \* SMHS counselors provide classroom lessons on topics such as time management, financial aid literacy, and character development to further support student success.

### Tools and Resources

The school uses California Colleges to help students explore career interests, develop resumes, and prepare for college transfers. Incoming students complete interest surveys to inform course placement and ensure alignment with their aspirations. CTE pathway brochures promote available programs and provide information on local employment opportunities and wage data tied to each pathway.

### The Mark Richardson Career Technical Education Center

Since the 2021–2022 school year, students have had the opportunity to take classes at the district's Mark Richardson Career Technical Education Center & Agricultural Farm. During the 2024–2025 school year, SMHS students could enroll in programs focused on:

- \* Agricultural Farming
- \* Automotive Technology
- \* Culinary Arts & Hospitality
- \* Diesel Mechanics
- \* Automotive Technology
- \* Machining and Project Innovation and Design
- \* Residential and Commercial Construction
- \* Software & Systems Development

These offerings enhance students' career readiness and provide a seamless transition to industry or further education.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1792
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	54.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	95.34
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	33.7

## 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.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	88.9%	81.6%	82.2%	89.5%	82.3%

## 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.

## 2024-25 Opportunities for Parental Involvement

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

Santa Maria High School's (SMHS) School Site Council (SSC) includes three parent and three student members. The SSC

## 2024-25 Opportunities for Parental Involvement

approves the Single School Plan for Student Achievement (SPSA).

The Shared Decision Making (SDM) committee also consists of three parent members and three student members. It focuses on collaborative decision-making for school policies and improvements.

SMHS has an English Language Advisory Committee (ELAC) designed to provide parents of English Learners with opportunities to learn about programs available for their children. ELAC also allows parents to make recommendations regarding programs that would benefit English Learners.

Additionally, SMHS hosts Un Cafecito, an informational-themed session and open parent forum aimed at improving the school. These meetings are well-attended, averaging over 300 parents per session.

Parent communication is actively promoted through ParentSquare notifications, the school website ([www.santamariahighschool.org](http://www.santamariahighschool.org)), and a weekly update from the principal. The updates are delivered in Spanish, Mixteco, and English to ensure inclusivity.

Lastly, the FFA (Future Farmers of America) and FBLA (Future Business Leaders of America) programs each have Parent-Community Advisory groups. These groups meet twice a year to provide guidance on 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	8.2	6.5	10.5	4.6	4.0	6.8	7.8	8.2	8.9
<b>Graduation Rate</b>	88.3	89.5	89.5	92.5	93.4	92.8	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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
<b>All Students</b>	762	682	89.5
<b>Female</b>	392	353	90.1
<b>Male</b>	369	328	88.9
<b>Non-Binary</b>	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	734	659	89.8
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	13	10	76.9
<b>English Learners</b>	230	178	77.4
<b>Foster Youth</b>	12	6	50.0
<b>Homeless</b>	151	124	82.1
<b>Socioeconomically Disadvantaged</b>	746	668	89.5
<b>Students Receiving Migrant Education Services</b>	86	65	75.6
<b>Students with Disabilities</b>	102	80	78.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3346	3235	591	18.3
Female	1667	1606	291	18.1
Male	1674	1624	299	18.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	--	--	--
Black or African American	--	--	--	--
Filipino	26	26	8	30.8
Hispanic or Latino	3237	3134	562	17.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	51	47	12	25.5
English Learners	792	753	180	23.9
Foster Youth	24	21	14	66.7
Homeless	714	707	153	21.6
Socioeconomically Disadvantaged	3020	2930	537	18.3
Students Receiving Migrant Education Services	260	253	54	21.3
Students with Disabilities	460	448	143	31.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.07	5.68	4	3.74	4.78	4.65	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.3	0.72	0.39	0.25	0.47	0.59	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.00	0.39
Female	1.86	0.24
Male	6.15	0.54
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	3.85	0.00
Hispanic or Latino	4.05	0.40
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.96	0.00
English Learners	5.93	0.76
Foster Youth	20.83	4.17
Homeless	5.18	0.14
Socioeconomically Disadvantaged	4.24	0.40
Students Receiving Migrant Education Services	6.92	0.38
Students with Disabilities	6.30	0.43

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

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

## 2024-25 School Safety Plan

The Comprehensive School Safety Plan was reviewed by the School Site Council on March 01, 2024, 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 who 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 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. Santa Maria High School observes a closed campus policy during normal school hours. Additionally, campus security officers monitor the campus before, during, and after school to ensure 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) and the Federal National Incident Management System (NIMS).

Fire/Duck and Cover drills are conducted every semester.

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	64	26	61
Mathematics	25	43	46	47
Science	26	20	28	27
Social Science	25	36	29	43

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	19	106	40	40
Mathematics	21	66	51	35
Science	21	38	16	32
Social Science	21	62	29	54

## 2023-24 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	345.56

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	13.1

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,165.03	3,658.27	9,506.76	100,642.07
District	N/A	N/A	11,918.53	\$99,459
Percent Difference - School Site and District	N/A	N/A	-22.5	1.2
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	-12.5	-4.5

## Fiscal Year 2023-24 Types of Services Funded

Santa Maria High School receives financial support from multiple sources, including the General Fund, Title I, Local Control Funding Formula (LCFF), and Lottery Monies. These funds are allocated to cover certificated salaries, staff development, student mentoring programs, consultants, technology enhancements, and intervention programs aimed at improving student outcomes.

Categorical Funds play a vital role in providing targeted remediation and intervention support for students in English Language Arts (ELA) and Math. These funds have also enabled significant upgrades to classroom infrastructure to meet the demands of modern education, including online and hybrid teaching environments. Recent enhancements include:

- \* 1:1 device ratio with tablets provided to all students
- \* Laptops for all teachers
- \* Additional computer monitors for classroom use

## Fiscal Year 2023-24 Types of Services Funded

- \* Upgraded microphones and cameras for enhanced instruction
  - \* Installation of 75" interactive wall monitors in every classroom
  - \* Software purchases and upgrades to support student learning
- Additionally, Categorical Funds support after-school tutoring programs and the provision of student planners to help students manage their academic responsibilities.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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>	\$54,833	\$62,635
<b>Mid-Range Teacher Salary</b>	\$99,554	\$101,698
<b>Highest Teacher Salary</b>	\$119,195	\$128,982
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$0	\$162,013
<b>Average Principal Salary (High)</b>	\$185,483	\$182,697
<b>Superintendent Salary</b>	\$289,524	\$298,748
<b>Percent of Budget for Teacher Salaries</b>	30%	30%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 2023-24 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>	15.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	8
Fine and Performing Arts	0
Foreign Language	6
Mathematics	2
Science	1
Social Science	6
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	23

## Professional Development

Santa Maria High School and the district collaboratively identify staff development needs by analyzing student test data. To improve student outcomes, goals are developed for the Single Plan for Student Achievement (SPSA). These goals are aligned with the district's Local Education Agency Plan (LEAP) and funded through Title I and Local Control Funding Formula (LCFF) dollars.

Faculty at Santa Maria High School have access to various professional development opportunities. These include attending core content area conferences and participating in workshops focused on:

- \* Response to Intervention (RTI)
- \* Professional Learning Communities (PLCs)
- \* Equity and Access
- \* English Learners (ELs)
- \* Instructional Strategies
- \* Sustainable Leadership

These initiatives aim to enhance instructional capacity and boost student achievement.

Currently, the English and Math departments are in their second year of the Curriculum Alignment Project (CAP), while the Science and Social Science departments are beginning their first year. This alignment process, facilitated by ORENDA, includes training and implementation support to ensure cohesive curriculum standards. Faculty also have the option to apply for additional conferences, workshops, or training sessions that align with the SPSA goals.

The site and district place a strong emphasis on instructional strategies for English Learners (ELs). To support collaboration and ongoing professional growth, Santa Maria High School has implemented early-release Mondays for faculty/PLC collaboration and schedules two staff development days each academic year—one at the start of each semester.

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

**Professional Development**

<b>Subject</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	4	6