

# Santa Maria High School

901 South Broadway • Santa Maria CA, 93454 • (805) 925-2567 • Grades 9-12

Joseph Domingues, Principal  
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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year

### **Santa Maria Joint Union High School District**

2560 Skyway Dr.  
Santa Maria CA, 93455  
(805) 922-4573  
www.smjuhsd.k12.ca.us

### **District Governing Board**

Dr. Jack Garvin, Board President

Mr. Dominick Palera

Dr. Carol Karamitsos

Ms. Diana Perez

Ms. Amy Lopez

### **District Administration**

Dr. Mark Richardson  
**Superintendent**

### **School Description**

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

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

SMHS offers a variety of other programs to meet the varied needs of our students. These include AVID, FFA, MESA, FBLA, CSF, Spanish Honor Society and several other clubs and organizations. SMHS offers 41 AP courses in English, Foreign Language, Math and Social Science.

SMHS will be holding its 125th Commencement on June 9, 2016. We are proud of our long history, traditions and distinguished graduates. A former Saint is currently the Mayor of Santa Maria and many of our graduates have distinguished themselves in the fields of education, medicine, government, law and business. I believe that you will be duly impressed with the breadth and scope of our school and the education that is provided to all of our students.

### **Vision:**

To inspire all students to be lifelong learners who can determine their own success.

### **Mission:**

To provide a quality education for all students by promoting literacy, higher order thinking, personal accountability, and social responsibility.

### **Motto:**

Enter to Learn, Go Forth to Serve

### **Expected School-wide Learning Results:**

Successful critical thinker

Academic achiever

Innovative problem solver

Noble citizen

Technology savvy

Sincerely,

Joseph Domingues, Principal

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (805) 925-2567 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	755
Grade 10	672
Grade 11	643
Grade 12	499
<b>Total Enrollment</b>	<b>2,569</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.1
Asian	0.4
Filipino	1.7
Hispanic or Latino	93.5
Native Hawaiian or Pacific Islander	0.1
White	3
Two or More Races	0.3
Socioeconomically Disadvantaged	90.3
English Learners	41.5
Students with Disabilities	9.5
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Santa Maria High School	13-14	14-15	15-16
With Full Credential	122	139	150
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Santa Maria Joint Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Santa Maria High School	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.5	0.5
High-Poverty Schools	99.5	0.5
Low-Poverty Schools	0.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

SMJUHSD provides the most recent high school standards aligned textbooks for students. The textbooks are state and district approved. All students, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home. Textbooks are selected through content area department meetings at the District level. Publishers bring samples of their textbooks/ancillary materials and make presentations. Departments collaboratively select the textbook(s)/ancillary materials for Board adoption.

Textbooks and Instructional Materials Year and month in which data were collected: 9/2012	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	South Western (1999) Language! (2010) Prentice Hall Literature (2004) Norton Intro to Lit (2005)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Prentice Hall (2005) Holt Reinhart (2007) Glencoe (2004) McGraw Hill (2003) McGraw Hill (2007)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	McGraw Hill (2005) McGraw Hill (2003) Houghton Mifflin (2006) McDougal Littell (2006) Prentice Hall (2007) Glencoe (2006) Prentice Hall (2006) McGraw Hill (2004)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	DC Heath & Co. MCDougal Littell Pearson/Prent Hall Harcourt  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	Glencoe/McGraw Hill  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 9/2012**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Visual and Performing Arts</b>	MCDougal Littell Pearson/Prent Hall  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science Laboratory Equipment</b>	Microscopes Bunsen Burners Beakers, Tubes, (Misc. Lab Equipment) Various Consumable Chemicals for Labs Dissection Equipment and Consumables  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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

The school consists of the following facilities:

- Total classrooms 113
- Permanent Classrooms 71
- Portable Classrooms 64
- Restrooms 30
- Administration Building
- Library Building
- Cafeteria Kitchen (Added 2006)
- Cafeteria Dining Room (Added 2006)
- Athletic Facilities
- (2) Gymnasiums
- Football Field (Renovated May 2008)
- Football Stadium (Renovated May 2008)
- Baseball Field
- Softball Fields Varsity and Junior Varsity
- Basketball Courts (outdoor)
- Pickleball courts (outdoor)
- Swimming Pool (Added 2012)

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

The Custodial Staff consists of 10 FTEs. The distribution is as follows:

- 1-custodial supervisor evenings weekdays
- 6-evenings Monday - Friday
- 1-weekdays
- 2-evenings and weekends

Grounds maintenance is provided by 4 FTEs:

- 2-Grounds Maintenance weekdays
- 2-Grounds Maintenance days and weekends

Building maintenance is provided by 2 FTEs:

- 2-semi-skilled Building Maintenance weekdays

The school shares seven (7) central maintenance personnel with the other schools in the District: Lead Maintenance, two Electricians, Carpenter/welder, Plumber, and two Painters. The school also shares one (1) groundskeeper used for mowing large lawns throughout the District.

Although the State discontinued the State School Deferred Maintenance Program, the District continues to set aside funds in a restricted account to address expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, and floor systems. For the 2014-15 fiscal year, the District spent \$230,935 on deferred maintenance. In addition, for 2014-15 fiscal year the District spent \$2.58 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 3.16% of the District's general fund budget.

**Planned Improvements (School Year 2014-15)**

New fourteen classroom building on front of campus, adjacent to the Administration building. The new building includes band and choir rooms as well as substantial student restrooms. Completed summer 2015 (capacity is not included in above classroom and restroom numbers).

<b>School Facility Good Repair Status (Most Recent Year)</b>				
Year and month in which data were collected: 11/20/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			240-Classroom: HVAC unit leaking WO# 46015; 450-Wilson Gym: HV-1 needs repair WO# 43213; HV-7 needs repair WO# 44123; 641-Classroom: HVAC OOC needs compressor replacement;
<b>Interior:</b> Interior Surfaces	X			100-Admin Restroom Student Boys: Partitions rusted WO# 28143; Paint peeling, window trim; 100-Admin Restroom Student Girls: Partitions rusted WO#28143; 120-Admin Office Mail: Floor tile is degraded; 200-Ethel Pope Auditorium: Water damage at front stairwell WO#38145; Paint Peeling; Restrooms at new building for EPA use; 332-Classroom: Baseboard damage WO#40006; 332-Staff Restroom: Partition Rusted WO# 32330; Lamps out; 340-Locker Room: Lockers need repair WO#34394; 340-Restroom Girls Locker Room: Partitions rusted WO#25540; 340-Small Gym: Uniform complaint notification missing; 360-Restroom Student Boys: Partitions stained WO#32331; Wall tile etched WO#25541; 400-Restroom Staff Female: Partitions rusted WO#42208; Handicap stall missing tile; 450-Boys Locker Room: Concrete floors need refinishing WO#32361; 450-Wilson Gym Restroom Lobby Boys: Ceiling is dented and vandalized.; 500-Restroom Student Boys: Partitions rusted; 523-Classroom: Carpet damaged WO#42219; 527-Classroom: Carpet damaged WO#42220; Shop: Restroom Flooring is deteriorated; Restroom under renovation WO#37537;
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			244-Classroom: Cluttered;

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/20/2015**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				360-Classroom: Roaches present, treatment started 10/17/2015; 361-Classroom: Roaches present, treatment started 9/19/2015; 450-Staff Restroom Coaches Office: Space needs an overall deep cleaning; 450-Staff Restroom Training Room: Cluttered; 460-Kitchen: Evidence of a mouse in last two weeks; 510-Classroom: Cluttered storeroom WO#42213; Termite damage WO# 42214; 511-Classroom: Cluttered storeroom WO#42215; 513-Restroom Staff Female: Floors need attention; Football Stadium: Ticket booth termite damage WO# 31316;
<b>Electrical:</b> Electrical	X			118-Admin Office Principal: Lamps out; 121-Admin Office Counseling: Lamps out; 125-Admin Office Parent Center: Lamps out; 332-Staff Restroom: Partition Rusted WO# 32330; Lamps out; 335-Classroom: Lamps out; 360-Classroom: Lamps out; 362-Restroom Staff Male: Lamps out; 415-Classroom: Circuit tripping WO# 45163; 421-Classroom: Lamps out; 460-Restroom Student Boys: Lamps out; 527-Classroom: Lamps out; 630-Classroom: Lamps out; 640-Classroom: Lamps out; 645-Classroom: Lamps out; 900-Restroom Staff Female: Light fixture lens cover broken; 902-Classroom: Lamps out;
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			100-Admin Restroom Student Girls: Soap dispenser broken; 216-Staff Restroom COED: Sanitary napkin dispenser broken; 250-MMLC-Girls Restroom: Flush Valve inoperable WO# 46883; 260-Text Book Room: Clogged sink WO#46870; 360-Restroom Student Boys: Hand dryer non-operational, WO# 45898; 360-Restroom Student Girls: Hand dryer non-operational, WO # 45897; 400-Restroom Staff Male: Soap dispenser broken; 421-Classroom: Sink has leaking faucet WO#46957; 500-Restroom Student Boys: Drinking fountain leaking; 513-Restroom Staff Female: Soap dispenser needs repair;

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/20/2015**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				600-Restroom Student Boys: Soap dispenser broken; 600-Restroom Student Girls: Broken toilet seat; 900-Restroom Staff Male: Paper towel dispenser faulty; 900-Restroom Student Boys: Handicap stall flush valve faulty; Shop: Flooring is deteriorated WO#37537; Restroom under renovation WO#37537;
<b>Safety:</b> Fire Safety, Hazardous Materials	X			200-Ethel Pope Auditorium: Water damage at front stairwell WO#38145; Paint Peeling; Window trim paint peeling, positive test for lead - abated. Paint to follow; Walkways NE-Paint peeling on fascia boards;
<b>Structural:</b> Structural Damage, Roofs	X			100-Admin Corridor: Roof Leak WO# 38283; 100-Corridor: Roof leak WO# 38238; 200-Ethel Pope Auditorium: Roof leaks noted WO# 38144; Signs of dry-rot on roof edging; 221-Classroom: Gutters deteriorated; 240-Classroom: Roof Leak WO #42193; 310-Classroom: Roof Leak WO# 42200; 615-Classroom: Gutters rusted out WO#42223; 616-Classroom: Gutters rusted out WO#42224; 617-Classroom: Gutters rusted out WO#42225; 618-Classroom: Gutters rusted out WO#42226; 619-Classroom: Gutters rusted out WO#42227; 620-Classroom: Gutters rusted out WO# 30756; 621-Classroom: Gutters rusted out WO#42228; 622-Classroom: Gutters rusted out WO#42229;
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			200-Ethel Pope Auditorium: Window trim paint peeling, positive test for lead - abated. Paint to follow; Windows are non functioning; 211-Classroom: Window coverings broken WO# 46016; 221-Classroom: North door is deteriorating. WO# 45132; 245-Classroom: Door out of adjustment, WO 46138; 300-Restroom Student Boys: Bathroom stall door hinge faulty; 333-Classroom-Ag Storage: Garage door lacking safety hardware WO# 44951;

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/20/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				358-Classroom: Door closer needs repair WO# 46447; 450-Restroom Boys Locker Room: Handicap stall partition door needs repair; 450-Wilson Gym: Door at Basketball team room needs adjustment WO# 46549; SE locker door needs replacement WO# 46448; Walkway Central: Asphalt deterioration WO# 37215; Renovation underway;
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	30	41	44
Math	19	17	33

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	38	34	27	43	40	37	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.70	25.70	33.70

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	37
All Student at the School	27
Male	31
Female	24
Black or African American	--
Filipino	--
Hispanic or Latino	26
White	58
Two or More Races	--
Socioeconomically Disadvantaged	9
English Learners	4
Students with Disabilities	26
Students Receiving Migrant Education Services	17
Foster Youth	--

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	614	558	90.9	37	32	23	7
Male	11		283	46.1	45	33	18	4
Female	11		275	44.8	28	32	29	10
Black or African American	11		3	0.5	--	--	--	--
Asian	11		3	0.5	--	--	--	--
Filipino	11		15	2.4	13	47	20	20
Hispanic or Latino	11		515	83.9	38	32	23	5
White	11		20	3.3	25	25	20	30
Socioeconomically Disadvantaged	11		517	84.2	37	32	24	6
English Learners	11		152	24.8	76	22	1	0
Students with Disabilities	11		44	7.2	80	18	0	0
Students Receiving Migrant Education Services	11		63	10.3	46	38	10	5
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	614	558	90.9	55	25	14	5
Male	11		288	46.9	59	23	12	5
Female	11		270	44.0	51	28	16	5
Black or African American	11		2	0.3	--	--	--	--
Asian	11		3	0.5	--	--	--	--
Filipino	11		15	2.4	33	27	13	27
Hispanic or Latino	11		517	84.2	56	25	14	3
White	11		19	3.1	42	26	16	16
Socioeconomically Disadvantaged	11		517	84.2	56	26	14	4
English Learners	11		155	25.2	88	11	0	0
Students with Disabilities	11		44	7.2	93	7	0	0
Students Receiving Migrant Education Services	11		62	10.1	61	26	10	2

**School Year 2014-15 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement**

Contact Person Name: Joseph Domingues

Contact Person Phone Number: 925-2567 ext. 3701

SMHS's School Site Council (SSC) has three parent members and three students. The council approves the Single School Plan for Student Achievement (SSPSA). The site's Shared Decision Making (SDM) council has two parent members as well as three students. SMHS has an English Language Advisory Committee (ELAC) which has meetings to address issues of our English Learner student population. ELAC raises money to provide scholarships to graduating seniors. We also have a quarterly parent forum titled Coffee with the Principal (English) or Un Cafecito for the Spanish speaking parents, which serve as informational themed sessions and parent open forum for school improvement. These meetings have an average of over 500 parents in attendance. A newly form group named Que Padre (What Parents) serves as a group that recruits parents to get more involved in the school regarding committees, projects, etc.

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

**State Priority: School Climate**

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

**School Safety Plan**

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

The plan 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 including tardy sweeps reminds students that they are responsible for getting to school on time
- Seven campus safety officers
- Two-way radio communication between site administrators and campus safety officers
- Telephones in every classroom for quick access to emergency resources
- A Truancy Intervention Specialist
- Student Identification cards and enforcement of students wearing them so they are visible at all times
- The curb in front of the school is clear to allow easy visitor access throughout the school day
- More than 45 clubs sponsored by the Associated Student Body and over 20 athletic teams

To provide safe ingress and egress, all school gates are numbered for easy identification in an emergency. The gates are locked after school begins so that the only route into the school during school hours is through the front office. Additionally, campus security officers are posted throughout the campus before and after school to assure the safety of the students as they come to school and as they leave at the end of the day.

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

Fire as well as duck & cover drills are conducted every semester.

**Suspensions and Expulsions**

School	2012-13	2013-14	2014-15
Suspensions Rate	8.82	7.88	7.24
Expulsions Rate	0.20	0.00	0.11
District	2012-13	2013-14	2014-15
Suspensions Rate	8.39	8.61	7.12
Expulsions Rate	0.11	0.07	0.15
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

**D. Other SARC Information**

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	No	Yes
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	No	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2007-2008
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	100.0	

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	18	18	21	86	87	56		8	79			
Math	19	18	21	60	62	42		2	69			
Science	18	16	22	42	44	26		4	49			
SS	19	16	19	44	60	46	5	6	57			

\* Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	8
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	.25
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	328

\* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,840	\$44,363
Mid-Range Teacher Salary	\$75,892	\$71,768
Highest Teacher Salary	\$90,866	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$121,276
Average Principal Salary (HS)	\$131,451	\$133,673
Superintendent Salary	\$196,000	\$210,998
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

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

### Types of Services Funded

Santa Maria High School receives funding from the General fund, Title I, and QEIA. Carryover dollars are in the SSPSA as well. Dollars are used for certificated salaries, staff development, student mentors, consultants, technology upgrades. Faculty classroom start up costs, ELAC, CELDT testing and support of QEIA, SSC and the site instructional program.

Categorical funds provide remediation/intervention courses for students in English Language Arts, Math and California High School Exit Exam preparation. The school has upgraded outdated school wide computer labs. After school tutoring is also supported through Categorical Funds.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	57	24	18	53	33	14
All Students at the School	65	22	13	52	31	17
Male	71	20	9	51	32	17
Female	58	25	17	51	31	18
Hispanic or Latino	65	23	12	51	32	17
White	62	8	31	42	42	17
Two or More Races	81	13	6	79	21	

### Professional Development provided for Teachers

The site and district establish staff development needs by analyzing student test data. Site goals are developed for the SSPSA focusing on improving student achievement and are aligned to the district's Local Education Agency Plan (LEAP). Through QEIA dollars, SMHS faculty have been able to attend a variety of core content area conferences. They have also participated in staff development workshops: RTI, PLC's, ELL instructional strategies, Kate Kinsella and other instructional strategies that increase student achievement. The funds have also allowed teachers to visit demographically similar schools and investigate the successful reform measures implemented at the schools. Faculty may apply to attend conferences, workshops or trainings that align to the SSPSA's goals. As a site and district, we have focused on instructional strategies for our English Language Learner (ELL) students. SMHS has 14 early out days per year as well as the three district staff development days.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8233.39	2572.18	5661.21	72169.61
District	◆	◆	6106.72	\$76,671
State	◆	◆	\$5,348	\$74,908
Percent Difference: School Site/District			-7.3	-0.1
Percent Difference: School Site/ State			20.7	-0.1

\* Cells with ◆ do not require data.

**2014-15 California High School Exit Examination Grade Ten Results by Student Group**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
Socioeconomically Disadvantaged	66	22	13	52	32	17
English Learners	92	7	1	77	20	3
Students with Disabilities	92	8		97		3
Students Receiving Migrant Education Services	75	18	8	61	24	15

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Santa Maria High School	2012-13	2013-14	2014-15
English-Language Arts	28	32	35
Mathematics	50	48	48
Santa Maria Joint Union High School	2012-13	2013-14	2014-15
English-Language Arts	44	41	43
Mathematics	53	51	47
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Santa Maria High School	2011-12	2012-13	2013-14
Dropout Rate	12.40	14.00	12.90
Graduation Rate	83.43	81.89	84.25
Santa Maria Joint Union High School	2011-12	2012-13	2013-14
Dropout Rate	10.20	10.60	12.00
Graduation Rate	85.40	84.01	83.91
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	75
% of pupils completing a CTE program and earning a high school diploma	89.40%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	42.00%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	80.67	83.58	84.6
Black or African American		100	76
American Indian or Alaska Native	100	80	78.07
Asian	100	100	92.62
Filipino	90	86	96.49
Hispanic or Latino	80.51	82.29	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	73.68	86.26	89.93
Two or More Races	100	107.14	82.8
Socioeconomically Disadvantaged	56.41	49.55	61.28
English Learners	31.14	35.45	50.76
Students with Disabilities	81.26	81.9	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	93.23
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	24.84

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		♦
English	9	♦
Fine and Performing Arts		♦
Foreign Language	4	♦
Mathematics	4	♦
Science	3	♦
Social Science	12	♦
All courses	32	.4

\* Where there are student course enrollments.

## **Career Technical Education Programs**

Santa Maria High School presents a comprehensive and excellent Career Technical Education (CTE) program that prepares students for career opportunities after graduating from high school. SMHS offers a rich variety of courses in agriculture, home economics, business and industrial technology. The SMHS Agriculture program is a top ranked program in the state of California and FFA Regional Chapter of the year . The Business program includes opportunities to work in Sammy's Corner, a student run school store selling Santa Maria High School attire along with school supplies and food items. The Industrial Technology program runs a Motor Sports club as part of its program. Students work with professional race car mechanics and a driver on a SMHS Top Alcohol Dragster and Funny Car. The students form the crew and travel to racing events competing against other professional teams. The SMHS Motor Sports club is one of only a few high schools in the United States competing in racing events with their own vehicle.

The Regional Occupation Program (ROP) serves the SMHS students by offering a Medical Science/Health Careers program. In this program students take the equivalent of two regular classes combined with job shadowing at Marion Medical Center. More ROP offerings at SMHS include Agriculture Ornamental Horticulture, Communication Technology and Office Technology. Future ROP plans at SMHS include and Engineering Academy and Fine Arts Academy.

The SMHS College Center serves students by illuminating pathways to college and university opportunities available both in the public and private systems. Students receive assistance and support filling out FAFSA Federal Student Aid applications, college and university applications and scholarship applications. Additional College Counselors from institutions such as Cal Poly San Luis Obispo and UC Santa Barbara have regularly scheduled hours to meet with students and do classroom presentations. The College Center also provides workshops for parents to increase their involvement and access to information. The Counselors also participates on the Central Coast Articulation Group (CCAG) that communicates between local high schools and Allan Hancock College in Santa Maria.

The SMHS Career Center provides services to students assisting them in finding institutions of higher learning, career pathways and scholarships for education beyond a high school diploma. The Career Center Specialist assists students applying for institutions of higher learning using technology at the Center. Students also receive assistance taking vocational assessment tests, filling out job applications, filling out FAFSA student Federal Aid applications, learning interview skills, creating resumes and giving presentations. The Career Center works together with the College Center and Academic Counselors to run a College and Career Day each year at SMHS presenting opportunities for students to learn about opportunities after high school for careers they choose.

Santa Maria High School Regional Occupational Programs (ROP), Ornamental Horticulture, Advanced Ornamental Horticulture, Advanced Ag Mechanics, Introduction to Marketing, Medical Science Health Occupations, Merchandising, Office Technology, Agriculture Survey of Ag, Ag Science 1, Ag Science 2, Integrated Ag, Biology, American Economics, Ag Mechanics, Ag Welding, Business Survey of Business, Computer Applications 1, Computer Applications 2, Communication, Technology, Intervention Through Technology, Advanced Business, Into to Marketing, Student Store, Home Economics, Survey of Home Economics, Clothing and Fashion, Advanced Clothing and Fashion, Marriage and Family, Developmental Psychology of Children, Food/Nutrition, Advanced Food/Nutrition, Industrial Technology, Survey of Industrial Arts and Technology, Wood, Auto Fundamentals, Engines and Tune Ups, Small Gas Engines.

John Davis, Assistant Superintendent of Curriculum and Instruction, is the CTE advisory representative. When their calendar permits, the principal and/or assistant principal responsible for CTE attend the advisory meetings.

## **DataQuest**

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

## **Internet Access**

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