



Santa Maria High School

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

Joseph Domingues, Principal

jdomingues@smjuhsd.org

2015-16 School Accountability Report Card Published During the 2016-17 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, 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 126th Commencement on June 8, 2017. 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 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, 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	683
Grade 10	758
Grade 11	655
Grade 12	599
Total Enrollment	2,695

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.1
Asian	0.2
Filipino	1.3
Hispanic or Latino	94.1
Native Hawaiian or Pacific Islander	0
White	3.2
Two or More Races	0.2
Socioeconomically Disadvantaged	91.7
English Learners	37.1
Students with Disabilities	10
Foster Youth	0.4

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	14-15	15-16	16-17
With Full Credential	139	150	
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		
Santa Maria Joint Union High School District	14-15	15-16	16-17
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	14-15	15-16	16-17
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	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

2015-16 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	98.7	1.3
Districtwide		
All Schools	99.1	0.9
High-Poverty Schools	99.1	0.9
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 2016-17)

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
Reading/Language Arts	South Western (1999) Language! (2010) Prentice Hall Literature (2004) Norton Intro to Lit (2005) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin (1992) Amsco (2006) Thomson (2005) McDougal Littell (2001) Prentice Hall (2004) Holt (2010) CPM Educational Program (2002) Interactive Mathematics Program (2000) McDougal Littell (2003) McGraw Hill (2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Prentice Hall (2005) Holt Reinhart (2007) Glencoe (2004) McGraw Hill (2003) McGraw Hill (2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McGraw Hill (2005) McGraw Hill (2003) Houghton Mifflin (2006) McDougal Littell (2006) Prentice Hall (2007) Glencoe (2006) Prentice Hall (2006) McGraw Hill (2004) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	DC Heath & Co. MCDougal Littell (2007) Holt/McDougal (2013) Pearson/Prent Hall Harcourt The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Glencoe/McGraw Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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
Visual and Performing Arts	MCDougal Littell Pearson/Prent Hall The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Microscopes Bunsen Burners Beakers, Tubes, (Misc. Lab Equipment) Various Consumable Chemicals for Labs Dissection Equipment and Consumables The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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 13 FTEs. The distribution is as follows:

- 1-custodial supervisor evenings weekdays
- 6-evenings Monday - Friday
- 4-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.

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 2015-16 fiscal year, the District spent \$483,144 on deferred maintenance. In addition, for 2015-16 fiscal year the District spent \$2.73 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 3.09% of the District's general fund budget.

Planned Improvements (School Year 2015-16)

Master planning is in progress for major revisions to the layout of the school. Removal of portable classrooms, removal of old buildings and construction of new more efficient buildings to enhance the student's high school experience. The front entrance of the school will also be revised to improve ingress and egress.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/28/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			450-Wilson Gym: HVAC #7 needs repair
Interior: Interior Surfaces	X			100-Admin Corridor: Peeling paint 100-Admin Restroom Student Boys: Partitions rusted 100-Admin Restroom Student Girls: Partitions rusted 200-Ethel Pope Auditorium: Stairwell turret needs paint 332-Classroom: Baseboard damaged 332-Staff Restroom: Partitions rusted 400-Restroom Staff Female: Anchor and brace bookcase; Partitions rusted
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			221-Classroom: Cluttered storeroom 358-Classroom: Desks vandalized 360-Restroom Student Boys: Partitions stained 361-Classroom: Cluttered back hallway 362-Classroom: Cluttered back hallway 400-Restroom Staff Female: Window sills dirty and have cobwebs 610-Classroom: replace etched windows
Electrical: Electrical	X			108-Classroom: LED lighting controls need adjustment 121-Admin Office Counseling: light tubes need to be replaced 126-Admin Staff Lounge: light tubes need to be replaced 200-Ethel Pope Auditorium: Stage lighting control panel not 100% operational; light tubes need to be replaced 250-MMLC-Boys Restroom: light tubes need to be replaced 250-MMLC-Girls Restroom: light tubes need to be replaced 341-ISI: light tubes need to be replaced 351-Classroom: light tubes need to be replaced 360-Restroom Student Girls: light tubes need to be replaced 512-Classroom: light tubes need to be replaced in storage closet 611-Classroom: light tubes need to be replaced 614-Classroom: light tubes need to be replaced

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/28/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			300-Restroom Student Boys: sinks and drinking fountain dirty 300-Restroom Student Girls: fixture needs repair 340-Restroom Girls Locker Room: faucet fixture loose 360-Restroom Student Boys: dispenser broken 361-Classroom: leaking faucet 450-Wilson Gym: Drinking fountain needs repair
Safety: Fire Safety, Hazardous Materials	X			360-Restroom Student Girls: peeling paint Walkways NE: Peeling paint on fascia boards
Structural: Structural Damage, Roofs	X			200-Ethel Pope Auditorium: Roof leak 310-Classroom: Roof Leak 510-Classroom: Termite damage 615-Classroom: Replace rain gutters and downspouts 616-Classroom: Replace rain gutters and downspouts 617-Classroom: Replace rain gutters and downspouts 618-Classroom: Replace rain gutters and downspouts 619-Classroom: Replace rain gutters and downspouts 621-Classroom: Replace rain gutters and downspouts 622-Classroom: Replace rain gutters and downspouts 909-Classroom: Roof Leak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			112-Classroom: door closer needs adjustment 200-Ethel Pope Auditorium: Broken window 211-Classroom: window coverings broken 213-Classroom: window coverings broken 216-Classroom: window difficult to open 222-Classroom: window coverings broken 330B-Classroom: window coverings broken 331-Classroom: window coverings broken 450-Boys Locker Room: SW entry door needs repair 610-Classroom: Windows etched 625-Classroom: Window coverings broken
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] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	30	47	41	47	44	48
Math	19	27	18	21	34	36

* 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	34	27	25	40	37	33	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	17.3	29.6	37.6

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	772	705	91.3	25.4
Male	394	359	91.1	28.4
Female	378	346	91.5	22.3
Filipino	11	11	100.0	36.4
Hispanic or Latino	719	658	91.5	24.6
White	29	27	93.1	33.3
Socioeconomically Disadvantaged	707	649	91.8	25.0
English Learners	326	283	86.8	2.8
Students with Disabilities	59	54	91.5	14.8
Students Receiving Migrant Education Services	58	52	89.7	17.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	11	585	537	91.8	46.6
Male	11	289	263	91.0	38.9
Female	11	296	274	92.6	54.0
Black or African American	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	553	508	91.9	46.5
White	11	12	11	91.7	36.4
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	541	498	92.0	46.7
English Learners	11	166	137	82.5	4.4
Students with Disabilities	11	49	44	89.8	9.1
Students Receiving Migrant Education Services	11	39	32	82.0	21.9
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 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 Met or Exceeded
All Students	11	585	536	91.6	26.6
Male	11	289	262	90.7	25.9
Female	11	296	274	92.6	27.2
Black or African American	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	553	507	91.7	26.3
White	11	12	11	91.7	18.2
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	541	497	91.9	26.0
English Learners	11	166	137	82.5	3.0
Students with Disabilities	11	49	44	89.8	2.3

**School Year 2015-16 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 Met or Exceeded
Students Receiving Migrant Education Services	11	39	32	82.0	9.4
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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 parent forum titled Un Cafecito for English and 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. Other parent trainings include PIQE (Parent Institute for Quality Education) and PIDA (Parent Involvement through Dialogue and Action).

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
- Campus security officers
- Two-way radio communication between site administrators and campus security officers
- Telephones in every classroom for quick access to emergency resources
- An Outreach Consultant
- 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	2013-14	2014-15	2015-16
Suspensions Rate	7.9	7.2	5.9
Expulsions Rate	0.0	0.1	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	8.6	7.1	4.8
Expulsions Rate	0.1	0.2	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	

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	1
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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	18	21	21	87	56	56	8	79	79			
Mathematics	18	21	21	62	42	42	2	69	69			
Science	16	22	22	44	26	26	4	49	49			
Social Science	16	19	19	60	46	46	6	57	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.

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 Title I and LCFF 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. 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 10 early out days per year as well as the three staff development days.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,371	\$46,184
Mid-Range Teacher Salary	\$80,484	\$75,179
Highest Teacher Salary	\$96,363	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$124,243
Average Principal Salary (HS)	\$144,952	\$137,939
Superintendent Salary	\$209,955	\$217,637
Percent of District Budget		
Teacher Salaries	36%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Santa Maria High School receives funding from the General fund, Title I, and LCFF. Dollars are used for certificated salaries, staff development, student mentors, consultants, technology upgrades, and intervention programs.

Categorical funds provide remediation/intervention courses for students in English Language Arts, Math. The school has upgraded outdated school-wide computer labs. After school tutoring is also supported through Categorical Funds.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Santa Maria High School	2011-12	2013-14	2014-15
Dropout Rate	14.00	12.90	5.40
Graduation Rate	81.89	84.25	88.57
Santa Maria Joint Union High School	2011-12	2013-14	2014-15
Dropout Rate	10.60	12.00	7.20
Graduation Rate	84.01	83.91	88.59
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

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%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	93.23
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	27.3

* Where there are student course enrollments.

FY 2014-15 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	\$78,464
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			-7.3	-0.1
Percent Difference: School Site/ State			20.7	-0.1

* Cells with ♦ do not require data.

2015-16 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

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	81	89	86
Black or African American	67	100	78
American Indian or Alaska Native	0	83	78
Asian	67	94	93
Filipino	75	88	93
Hispanic or Latino	83	89	83
Native Hawaiian/Pacific Islander	0	100	85
White	50	88	91
Two or More Races	0	90	89
Socioeconomically Disadvantaged	50	55	66
English Learners	44	52	54
Students with Disabilities	62	65	78

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 Agriculture Ornamental Horticulture, Communication Technology and Office Technology. Future ROP plans at SMHS include and Engineering Academy and Fine Arts Academy.

The SMHS Career 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.

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 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).

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.