



Santa Maria High School

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

Joseph Domingues, Principal

jdomingues@smjuhsd.org

2016-17 School Accountability Report Card Published During the 2017-18 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

Ms. Diana Perez, Board President

Mr. Dominick Palera, Clerk

Ms. Amy Lopez

Dr. Jack Garvin

Dr. Carol Karamitsos

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. Student achievement continues to be the number one priority for Santa Maria High School. We encourage all parents/guardians to partner with our staff, teachers, counselors, coaches, and administration in supporting and ensuring your student's academic and school performance is a successful experience. Parents/Guardians and the community are an integral part of our school. I encourage your student to join a club, sport or extra-curricular activity to become part of an even greater Saint experience that goes beyond the regular school day. We also highly encourage parents to get involved in their student's school. Below are programs and committees parents may join:

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

SMHS will be holding its 125th Commencement on June 7, 2018. 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. For a copy this of this SARC report, please contact the Principals Office at (805) 925-2567, extension 3702.

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.

| 2016-17 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 9 | 633 |
| Grade 10 | 664 |
| Grade 11 | 672 |
| Grade 12 | 622 |
| Total Enrollment | 2,591 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0.5 |
| American Indian or Alaska Native | 0.2 |
| Asian | 0.2 |
| Filipino | 1.2 |
| Hispanic or Latino | 95 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 2.5 |
| Two or More Races | 0.2 |
| Socioeconomically Disadvantaged | 90.2 |
| English Learners | 33.3 |
| Students with Disabilities | 10.4 |
| Foster Youth | 0.3 |

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.

| Teacher Credentials | | | |
|--|-------|-------|-------|
| Santa Maria High School | 15-16 | 16-17 | 17-18 |
| With Full Credential | 150 | 120 | 117 |
| Without Full Credential | 0 | 2 | 3 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Santa Maria Joint Union High School District | 15-16 | 16-17 | 17-18 |
| 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 | 15-16 | 16-17 | 17-18 |
| 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

SMJUHSD provides standards-based aligned textbooks for all students. The textbooks are adopted from a state-approved list. Every student has access to their own textbooks and instructional materials, including English Learners.

Textbook selection is a collaborative process. Textbooks are selected through content area department meetings at the District level. State approved textbooks are evaluated by certificated staff (who teach that specific area content) to determine which one best meets the needs of all students in the district. The selection is then sent to the Board of Education for approval.

| Textbooks and Instructional Materials Year and month in which data were collected: Jan 2018 | |
|--|--|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | South Western (1999) Language! (2010) Norton Intro to Lit (2005) Houghton Mifflin Harcourt/Collections (2017) 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% |

Textbooks and Instructional Materials
Year and month in which data were collected: Jan 2018

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-------------------------------------|--|
| Health | Glencoe/McGraw Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| 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 | N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0% |

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

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 151
- Permanent Classrooms 88
- Portable Classrooms 63
- 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 2016-17 fiscal year, the District spent \$277,937 on deferred maintenance. In addition, for 2016-17 fiscal year the District spent \$2.76 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 2.77% of the District's general fund budget.

Planned Improvements (School Year 2017-18)

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. An architect was chosen to design a new Administration and Classroom Building. Design is underway.

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|---|
| Year and month in which data were collected: 11/28/2017 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | 335-Classroom: Repair HVAC noise WO#57039; 450-Wilson Gym: HV-7 temperature control repair WO#44123; 642-Classroom: Repair HVAC WO# 57676 completed; Maintenance Shop: Repair heaters WO# 47400; |
| Interior: Interior Surfaces | X | | | 100-Admin Restroom Student Boys: Partitions rusted WO# 28143; 100-Admin Restroom Student Girls: Partitions rusted WO# 28143; Repair seat cover dispenser WO#57356; 200-Ethel Pope Auditorium: Wall damage at stair turret WO#38145; 332-Staff Restroom: Partitions rusted WO# 32330; 342-Teen Closet: Ceiling water leak WO#53569; 360-Restroom Student Boys: Partitions stained WO# 32331; Repair paper towel dispenser WO# 57355 completed; 400-Restroom Staff Female: Partitions rusted WO# 42208, Wall vent cutout deteriorating WO#58022; 450-Boys Locker Room: Concrete floors need resurfacing, worn coating WO#32361; 460-Kitchen: Anchor and brace shelves WO# 58024; 500-Restroom Student Boys: Repair urinal privacy panel WO# 58029 completed; |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | 510-Classroom: Termite damage in fascia WO#42214; |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/28/2017

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|--|
| | Good | Fair | Poor | |
| Electrical: Electrical | X | | | 121-Admin Office Counseling: Lamps out WO# 56086 completed; 200-Ethel Pope Auditorium: Stage lighting operation < 100% WO# 52344, General lighting lamp replacement WO#57242 complete; 460-Kitchen: Lamps out WO#57258; 460-Multi-Purpose Room: Repair main light switch WO#57085 completed; 641-Classroom: PA not working properly WO# 57874; 900-Restroom Student Boys: Lamps out WO# 58433; Swimming Pool: Repair GFCI WO#53628 completed; |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | 194-Restroom Student Men: Repair paper towel dispenser WO#57341 completed; #4 faucet OOC WO# 58016 completed; 300-Restroom Student Boys: Repair paper towel dispenser WO# 57679 completed; 300-Restroom Student Girls: Repair stall door WO# 57669 completed; 340-Restroom Student: Repair sink WO# 58018 complete; 450-Wilson Gym: Repair drinking fountain WO# 58023; 450-Trainer Room: Mirror damaged WO#57810; Paint Peeling on ceiling WO# 57489 complete; Pool/Stadium Female Restroom: Repair toilet WO#58034; repair sink faucet WO#58033 |
| Safety: Fire Safety, Hazardous Materials | X | | | Walkways NE: Peeling paint on building fascia WO#57484; |
| Structural: Structural Damage, Roofs | X | | | 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; 621-Classroom: Gutters rusted out WO#42228; 622-Classroom: Gutters rusted out WO#42229; |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/28/2017

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|-------------|---|
| | Good | Fair | Poor | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | | 100-Admin Corridor: Front entry door latch repair WO#58091; 131-Admin Office SPED Conference: Lockset missing WO#58015; 200-Ethel Pope Auditorium: Window operation difficult WO#47462; 211-Classroom: Window coverings broken WO#46016; 213-Classroom: Window coverings broken WO#42188; 321-Athletic Training Facility: Door off hinges WO# 58020 complete; 450-Wilson Gym: Door latching repairs WO#52855, 52849, 52853; 615-Classroom: Door closer out of adjustment WO# 58036 completed; Football Stadium: Repair seats on visitor bleachers WO#57968; repair ADA lift WO#57964 completed Softball Field: Bleacher repair WO#5803, 58032; Swimming Pool: Pool handrails loose WO#56808; Walkways NE: Walking tripping hazards WO#58021 completed; |
| 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

| 2016-17 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| ELA | 47 | 43 | 47 | 46 | 48 | 48 |
| Math | 27 | 21 | 21 | 18 | 36 | 37 |

| 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.

* 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 Test Results in Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science | 27 | 25 | 37 | 33 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 9 | 19.6 | 24.3 | 30.9 |

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 639 | 607 | 94.99 | 42.83 |
| Male | 316 | 301 | 95.25 | 37.87 |
| Female | 323 | 306 | 94.74 | 47.71 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 11 | 11 | 100 | 54.55 |
| Hispanic or Latino | 597 | 566 | 94.81 | 42.05 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 22 | 21 | 95.45 | 57.14 |
| Socioeconomically Disadvantaged | 584 | 555 | 95.03 | 41.26 |
| English Learners | 319 | 295 | 92.48 | 20.68 |
| Students with Disabilities | 53 | 46 | 86.79 | 8.7 |
| Students Receiving Migrant Education Services | 48 | 45 | 93.75 | 37.78 |
| Foster Youth | -- | -- | -- | -- |

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 639 | 606 | 94.84 | 21.45 |
| Male | 315 | 299 | 94.92 | 18.73 |
| Female | 324 | 307 | 94.75 | 24.1 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 11 | 11 | 100 | 27.27 |
| Hispanic or Latino | 596 | 564 | 94.63 | 20.92 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 23 | 22 | 95.65 | 27.27 |
| Socioeconomically Disadvantaged | 584 | 554 | 94.86 | 20.76 |
| English Learners | 318 | 294 | 92.45 | 6.12 |
| Students with Disabilities | 53 | 48 | 90.57 | 0 |
| Students Receiving Migrant Education Services | 48 | 42 | 87.5 | 11.9 |
| Foster Youth | -- | -- | -- | -- |

Note: 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.

Note: 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.

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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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. Santa Maria High School 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 named 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). Our parent communication is promoted through use of the all-call system, the school website (www.santamariahighschool.org) and the Parent Center in the administration building.

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 State priority: School Climate (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 Comprehensive School Safety Plan reviewed by the School Site Council March 27, 2017, 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
- Campus Security Resource Officer staffed by Santa Maria Police Department
- Two-way radio communication between site administrators and Campus Security staff
- Telephones in every classroom for quick access to emergency resources utilizing a designated 3000 phone extension that connects to 10 simultaneous administrative lines.
- An Outreach Consultant which is involved in activities to promote parent involvement
- Student Identification cards must be presented when entering the campus
- Visitor parking provided along 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 anti-bullying program which is designed to educate students to build a bully free school environment

To provide safe ingress and egress, all school gates are numbered for easy identification in an emergency. During normal school hours, Santa Maria High School observes a closed campus policy. Additionally, campus security officers are monitoring the campus before, during and after school to assure the safety of the students.

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

Fire/Duck and Cover drills are conducted every semester.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 7.2 | 5.9 | 4.6 |
| Expulsions Rate | 0.1 | 0.1 | 0.0 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 7.1 | 4.8 | 5.0 |
| Expulsions Rate | 0.1 | 0.1 | 0.0 |
| State | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.8 | 3.7 | 3.6 |
| 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.

| 2017-18 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 | |

| 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) | 0 |
| Psychologist | 1.25 |
| Social Worker | 0 |
| Nurse | .25 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist | 0 |
| Other | 1 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 327 |

* 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+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| English | 21 | 23 | 23 | 56 | 53 | 47 | 79 | 31 | 26 | | 35 | 39 |
| Mathematics | 21 | 22 | 26 | 42 | 50 | 26 | 69 | 46 | 28 | | 24 | 42 |
| Science | 22 | 24 | 26 | 26 | 17 | 11 | 49 | 51 | 24 | | 2 | 16 |
| Social Science | 19 | 22 | 23 | 46 | 36 | 31 | 57 | 33 | 22 | | 26 | 33 |

* 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. Santa Maria High School faculty have been able to attend a variety of core content area conferences. They have also participated in staff development workshops: RTI, PLC's, Equity and Access, ELL instructional strategies, and sustainable leadership capacity that increase student achievement. Faculty may also 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. Santa Maria High School has early out on Monday's as well as the three staff development days.

| FY 2015-16 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$45,538 | \$50,221 |
| Mid-Range Teacher Salary | \$82,601 | \$83,072 |
| Highest Teacher Salary | \$98,897 | \$104,882 |
| Average Principal Salary (ES) | | |
| Average Principal Salary (MS) | | \$128,094 |
| Average Principal Salary (HS) | \$153,750 | \$146,114 |
| Superintendent Salary | \$222,699 | \$226,121 |
| Percent of District Budget | | |
| Teacher Salaries | 35% | 34% |
| Administrative Salaries | 5% | 5% |

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

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 9097.30 | 4797.70 | 4299.59 | 77675.49 |
| District | ♦ | ♦ | 5428.20 | \$82,132 |
| State | ♦ | ♦ | \$6,574 | \$82,770 |
| Percent Difference: School Site/District | | | -23.2 | -5.6 |
| Percent Difference: School Site/ State | | | -41.8 | -6.4 |

* Cells with ♦ do not require data.

Types of Services Funded

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

Categorical Funds provide remediation/intervention support for students in English Language Arts, Math. The school has upgraded to roving computer carts for the tablets. After school tutoring and the purchase of student planners are also supported through Categorical Funds.

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|--|---------|---------|---------|
| Santa Maria High School | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 12.9 | 5.4 | 8.4 |
| Graduation Rate | 84.25 | 88.57 | 86.07 |
| Santa Maria Joint Union High School | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 12 | 7.2 | 6.9 |
| Graduation Rate | 83.91 | 88.59 | 89.3 |
| California | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 80.95 | 82.27 | 83.77 |

| 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 |
| 2016-17 Students Enrolled in Courses Required for UC/CSU Admission | 92.65 |
| 2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission | 29.22 |

* Where there are student course enrollments.

| 2016-17 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | | ◆ |
| English | 2 | ◆ |
| Fine and Performing Arts | 1 | ◆ |
| Foreign Language | 2 | ◆ |
| Mathematics | 2 | ◆ |
| Science | 1 | ◆ |
| Social Science | 3 | ◆ |
| All courses | 11 | 16.2 |

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2016 | | |
| | School | District | State |
| All Students | 77.13 | 90.86 | 87.11 |
| Black or African American | 50 | 87.5 | 79.19 |
| American Indian or Alaska Native | 0 | 50 | 80.17 |
| Asian | 100 | 100 | 94.42 |
| Filipino | 88.24 | 95.56 | 93.76 |
| Hispanic or Latino | 78.78 | 91.35 | 84.58 |
| Native Hawaiian/Pacific Islander | 0 | 100 | 86.57 |
| White | 46.67 | 86.1 | 90.99 |
| Two or More Races | 0 | 88.89 | 90.59 |
| Socioeconomically Disadvantaged | 78.81 | 90.36 | 85.45 |
| English Learners | 44.97 | 58.08 | 55.44 |
| Students with Disabilities | 36.11 | 51.87 | 63.9 |
| Foster Youth | 50 | 72.73 | 68.19 |

Career Technical Education Programs

Santa Maria High School (SMHS) offers a comprehensive, high-quality Career Technical Education (CTE) Programs designed to offer industry recognized skills, hands-on curriculum, and work-based experiences to ensure career opportunities after graduating from high school. SMHS offers high-quality CTE pathways in the following sectors: Agriculture and Natural Resources, Arts, Media, and Entertainment, Business and Finance, Engineering, Family and Consumer Science, Hospitality, Recreation, and Tourism, Information and Communication Technology, Manufacturing and Architecture, and Transportation. The SMHS Agriculture Program is a top-ranked program in the State of California and FFA Regional Chapter of the year, holding the second largest quantity of industry-recognized certifications by students, and offers many opportunities or work-based learning. The Business program now includes Certiport Microsoft Certifications, a student run store, and we are building multiple partnerships for work-based learning. SMHS has an active FBLA Chapter. Students in the Transportation pathway not only learn auto mechanics, they learn professional racecar mechanics with a driver on a SMHS Top Alcohol Dragster and Funny Car. The students form the crew, travel, and compete against other professional racing teams. The SMHS Sports Motor club is one of only a few high schools in the United States competing in racing events with their own vehicle. SMHS just began an Engineering Pathway with a state-of-the-art, hands-on lab focusing on architectural design, transportation, energy, environment, robotics, manufacturing, and construction design as the students focus on real-world engineering application. This program includes access to industry utilized technology, certifications, and skill-building experiments, data collection activities, and work-based learning activities. SMHS has several Concurrent Enrollment classes and gold many articulation agreements with Allan Hancock College.

SMHS CTE Curriculum includes a few ROP offerings, which are now blended and supported along with the other CTE Pathways through Perkins, ROP, CTEIG, and our district LCAP plan. We currently share Advisory Committees and Advisory events, such as the District Advisory Committee and Student and Industry Advisory, as well as Hancock's, State of the College, with Allan Hancock College. We have industry and college advisors for every CTE pathway offered. We have over 21 industries informing our educational practice, and well over 100 industry partners.

SMHS has a College and Career Center, with a counselor dedicated to making sure students' future goals and objectives are supported and pursued. There is also a fulltime, Allan Hancock College counselor, and EOAP advisor from UCSB. Students receive assistance and support filling out FASFA applications, college and university applications, as well as career pathway and employment skills information. SMHS utilizes Career Cruising for student interest surveys, resume development, and college transfer preparation. Beginning Spring of 2018, SMHS will begin to collect student interest surveys from every incoming student, to better inform our offerings and guide counselors for student course placement. SMHS also possess CTE pathway brochures, promoting their programs and informing students and families about the CTE Pathways offered and the local employment wages ties to that pathway.

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.