



# Santa Maria High School

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

Joseph Domingues, Principal

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[www.santamariahighschool.org](http://www.santamariahighschool.org)

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

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

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

#### **District Governing Board**

Mr. Dominick Palera, Board  
President  
Mrs. Amy Lopez, Clerk  
Dr. Jack Garvin, Member  
Dr. Carol Karamitsos, Member  
Mrs. Diana Perez, Member

#### **District Administration**

Dr. Mark Richardson  
**Superintendent**  
Mr. John Davis  
**Assistant  
Superintendent/Curriculum and  
Instruction**  
Mrs. Yolanda Ortiz  
**Assistant Superintendent/Business  
Services**  
Mr. Kevin Platt  
**Assistant Superintendent/Human  
Resources**

### **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 126th Commencement on June 7, 2019. 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:**

Socially adjusted  
 Academically advanced  
 Independent learners  
 Noteworthy citizens  
 Technologically 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	754
Grade 10	644
Grade 11	604
Grade 12	616
<b>Total Enrollment</b>	<b>2,618</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.2
Asian	0.3
Filipino	1.4
Hispanic or Latino	95.3
Native Hawaiian or Pacific Islander	0.0
White	2.1
Socioeconomically Disadvantaged	91.7
English Learners	29.5
Students with Disabilities	10.6
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	16-17	17-18	18-19
With Full Credential	120	117	134.25
Without Full Credential	2	3	2
Teaching Outside Subject Area of Competence	0	0	0
Santa Maria Joint Union High School District	16-17	17-18	18-19
With Full Credential	♦	♦	388
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Santa Maria High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "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 2018-19)

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
<b>Reading/Language Arts</b>	South Western (1999) Language! (2010) Norton Intro to Lit (2005) Houghton Mifflin Harcourt/Collections (2017)  <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 (2007) Holt/McDougal (2013) 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%

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<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%
<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%

**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 2017-18 fiscal year, the District spent \$510,153 on deferred maintenance. In addition, for 2017-18 fiscal year the District spent \$2.97 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 2.82% of the District's general fund budget.

**Planned Improvements (School Year 2018-19)**

New construction is in design. A three-story building will be erected along Morrison Street, which will create a new entrance to the school. The new building is 88,000 square feet; it will include fifty classrooms as well as a new administration and student support area. Construction is planned to begin summer 2019.

Refinish the floor in the boy's locker room and install additional lockers.

Replacement of portable classroom rain gutters.

Resurface the outdoor track.

Replace the baseball scoreboard.

Replace the floor surface in the Agriculture Science greenhouse.

Replace the heating and air conditioning in the 240 Science Building.

<b>School Facility Good Repair Status (Most Recent Year)</b> <b>Year and month in which data were collected: 10/26/2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Shop: Grounds shop heater faulty WO#47400;
<b>Interior:</b> Interior Surfaces	Good	100-Admin Restroom Student Boys: Partitions rusted WO#28143; 300-Restroom Student Boys: Repair partitions #WO64070; 300-Restroom Student Girls: Repair partitions WO#64071; 332-Staff Restroom: Partitions rusted WO#32330; Repair soap dispenser WO#64120; 342-Teen Closet: Roof Leak WO#53569; 400-Restroom Staff Female: Partitions rusted WO#42208; 500-Restroom Student Boys: Partitions are rusted #WO64125; Flooring cove pulling away from wall WO#64063; 500-Restroom Student Girls: Repair sanitary waste receptacle WO#64066; Repair partition latch WO#64065; 600-Restroom Student Boys: Repair vinyl flooring tears #WO64057; Cieling tiles out of position #WO63269
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	510-Classroom: Repair termite damaged facia WO#42214;
<b>Electrical:</b> Electrical	Good	119-Admin Office Asst. Principal: Lamps out WO#64074; 122-Admin Office Counseling: Lamps out WO#64075; 126-Admin Staff Lounge: Lamps out WO#64076;

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/26/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		130-Admin Office Asst. Principal: Lamps out WO#64077; 216-Staff Restroom COED: Repair outlet cover WO#64117; 220-Classroom: Lamps out WO# 63678; 250-MMLC: Lamps out WO# 64079; 360-Restroom Staff Male: Lamps out WO#64080; 450-Boys Locker Room: Lamps out WO#64083; 450-Wilson Gym: Lobby lamps out WO#64081; 628-Office: Lamps out WO#63628; Pool/Stadium Male Restroom: Lamps out WO#63560; Walkways Central: Vault covers not secured WO#51202; Bench coatings deteriorating WO#64122;
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	100-Admin Restroom Staff Female: Repair soap dispenser WO#64107; 100-Admin Restroom Staff Male: Check entry door operation WO#64108; 100-Corridor sink: Repair low flow condition WO#64118; 194-Restroom Student Men: Repair soap dispenser WO#63823; Repair urinal WO#64114; 194-Restroom Student Women: Electric hand dryer WO#62857; Repair sanitary product receptacle WO#64073; Repair toilet paper dispenser WO#63271; 198-Restroom Student Men: Repair faucet WO#64115; 250-MMLC Boys Restroom: Repair toilet paper dispenser WO#64130; 300-Restroom Student Boys: Repair toilet seat WO#64068; Repair urinal WO#64119, WO#63270; Repair stall door latches WO#64069; 300-Restroom Student Girls: Repair sanitary product receptacle WO#64067; Repair toilet seat cover dispenser WO#62790; 332-Staff Restroom: Partitions rusted WO#32330; Repair soap dispenser WO#64120; Locker Room: Repair toilet seat WO#64061; Repair sanitary waste receptacle WO#64062; Repair toilet WO#64067; 450-Wilson Gym: Lobby restroom repair low flow condition WO#64123; 460-Multi-Purpose Room: Repair low flow condition WO#65044; 460-Restroom Student Boys: Repair partition door latches WO#64056; 480-Restroom Student Boys: Low flow faucet WO#63680; 600-Restroom Student Boys: Weak flush valve #WO64046;

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/26/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Pool/Stadium Concession: Repair low flow condition on drinking fountain WO#64126; Equipment room sink loose WO#64128; Pool/Stadium Female Restroom: Repair sanitary waste receptacles WO#64060; Faucet broken WO# 64127; Repair toilet WO#64026; Pool/Stadium Male Restroom: Repair soap dispenser WO#64059 Faucet damaged WO# 64048; Walkways NE: Repair low flow condition on drinking fountain WO#64118
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	450-Wilson Gym: Missing Fire Extinguisher labels WO#64124; Walkways NE: Peeling paint on fascia WO#47484
<b>Structural:</b> Structural Damage, Roofs	Good	615-Classroom: Gutters rusted WO#42223; 616-Classroom: Gutters rusted WO# 42224; 617-Classroom: Gutters rusted WO# 42225; 618-Classroom: Gutters rusted WO# 42226; 619-Classroom: Gutters rusted WO# 42227; 621-Classroom: Gutters rusted WO#42228; 622-Classroom: Gutters rusted WO#42229;
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	200-Ethel Pope Auditorium: Repair door exit device WO#64113; Repair window WO#47462; 340-Small Gym: Repair concrete steps WO#64121; 600-Restroom Staff Male: Repair door lock WO#62893; Walkways Central: Bench coatings deteriorating WO#64122;
<b>Overall Rating</b>	Good	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	43.0	42.0	46.0	44.0	48.0	50.0
Math	21.0	24.0	18.0	19.0	37.0	38.0

Note: 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.

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

School Year 2017-18 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	556	517	92.99	42.44
Male	277	255	92.06	34.90
Female	279	262	93.91	49.81
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	540	502	92.96	42.51
White	--	--	--	--
Socioeconomically Disadvantaged	525	488	92.95	41.48
English Learners	245	217	88.57	14.35
Students with Disabilities	42	31	73.81	0.00
Students Receiving Migrant Education Services	51	45	88.24	35.56
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.

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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.7	28.9	25.3

\* 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.



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 2017-18 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	560	519	92.68	23.89
Male	278	259	93.17	22.39
Female	282	260	92.2	25.38
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	543	505	93	23.56
White	--	--	--	--
Socioeconomically Disadvantaged	529	490	92.63	23.47
English Learners	248	223	89.92	4.93
Students with Disabilities	47	33	70.21	0
Students Receiving Migrant Education Services	51	47	92.16	23.4
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 school site

### Opportunities for Parental Involvement (School Year 2018-19)

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](http://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 was reviewed by the School Site Council March 01, 2018, includes an assessment of crime in and around the school. It also includes the following programs and strategies to address the crime and provide a safe school environment:

- A tardy policy reminds students that they are responsible for getting to school on time
- School Resource Officer staffed by Santa Maria Police Department
- Two-way radio communication between site administrators and Campus Security staff
- Telephones in every classroom for quick access to emergency resources utilizing a designated 3000 phone extension that connects to 10 simultaneous administrative lines.
- An Outreach Consultant 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	2015-16	2016-17	2017-18
Suspensions Rate	5.9	4.6	3.8
Expulsions Rate	0.1	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.8	5.0	3.3
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	3
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	.25
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	23.0	23.0	23.0	53	47	55	31	26	22	35	39	43
Mathematics	22.0	26.0	25.0	50	26	36	46	28	30	24	42	36
Science	24.0	26.0	23.0	17	11	21	51	24	25	2	16	21
Social Science	22.0	23.0	22.0	36	31	37	33	22	13	26	33	38

\* 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 SPSA (School Plan for Student Achievement) focusing on improving student achievement and are aligned to the district's Local Education Agency Plan (LEAP), Through Title I and LCFF (Local Funding Control Formula) 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 (Response To Intervention), PLC's (Professional Learning Communities), Equity and Access, EL (English Learner) instructional strategies, and sustainable leadership capacity that increase student achievement. Faculty may also apply to attend conferences, workshops or trainings that align to the SPSA's (School Plan for Student Achievement) goals. As a site and district, we have focused on instructional strategies for our English Learner (EL) students. Santa Maria High School has early out on Monday's as well as the two staff development days.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,904	\$50,747
Mid-Range Teacher Salary	\$85,079	\$86,127
Highest Teacher Salary	\$101,864	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$136,636
Average Principal Salary (HS)	\$158,363	\$150,286
Superintendent Salary	\$229,380	\$238,058
Percent of District Budget		
Teacher Salaries	33.0	34.0
Administrative Salaries	5.0	5.0

\* 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, Lottery Monies and LCFF (Local Control Funding Formula). 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	2014-15	2015-16	2016-17
Dropout Rate	5.4	8.4	9.8
Graduation Rate	88.6	86.1	84.6
Santa Maria Joint Union High School	2014-15	2015-16	2016-17
Dropout Rate	7.2	6.9	6.9
Graduation Rate	88.6	89.3	88.7
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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%

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9506.57	1655.67	7850.90	83981.13
District	◆	◆	8498.45	\$85,098
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			-7.9	-1.3
Percent Difference: School Site/ State			9.7	-2.2

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	93.2
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	22.2

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	8	◆
Fine and Performing Arts	1	◆
Foreign Language	4	◆
Mathematics	3	◆
Science	2	◆
Social Science	7	◆
All courses	25	16.2

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	78.3	89.5	88.7
Black or African American	33.3	80.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	0.0	90.0	94.9
Filipino	71.4	89.3	93.5
Hispanic or Latino	80.5	90.2	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	39.1	84.5	92.1
Two or More Races	100.0	88.2	91.2
Socioeconomically Disadvantaged	80.5	89.9	88.6
English Learners	52.0	62.4	56.7
Students with Disabilities	32.5	44.7	67.1
Foster Youth	100.0	62.5	74.1

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

### 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.