



Santa Maria High School

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

Steve Campbell, Principal
scampbell@smjuhsd.org

2019-20 School Accountability Report Card Published During the 2020-21 School Year

Santa Maria Joint Union High School District

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Santa Maria CA, 93455
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District Governing Board

Dr. Jack Garvin
Board President

Dr. Carol Karamitsos
Clerk

Mrs. Amy Lopez
Member

Mr. Dominick Palera
Member

Mrs. Diana Perez
Member

District Administration

Mr. Antonio Garcia
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 including 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 (Advancement Via Individual Determination) , BSU (Black Student Union), CSF (California Scholastic Federation) , FBLA (Future business Leaders of America), FFA (Future Farmers of America) , GSA (Gay Straight Alliance), Spanish Honor Society, and several other clubs and organizations. SMHS offers 41 AP courses in Foreign Language, English, 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 members 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 128th Commencement on June 11, 2021. 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 of this SARC report, please contact the Principal's Office at (805) 925-2567, extension 3702.

Vision:

SMHS develops clear, unified practices and policies for all stakeholders in order to continually improve student learning.

Mission:

SMHS assures that all students achieve the high levels of learning required for success in college, careers, or post-secondary training. .

Motto:

Enter to Learn, Go Forth to Serve

Expected School-wide Learning Results:

- Socially adjusted
- Academically advanced
- Independent learners
- Noteworthy citizensTechnologically savvy

Sincerely,
Steve Campbell, 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	803
Grade 10	801
Grade 11	695
Grade 12	598
Total Enrollment	2,897

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.4
Asian	0.3
Filipino	1
Hispanic or Latino	95.1
Native Hawaiian or Pacific Islander	0.1
White	2.1
Two or More Races	0.3
Socioeconomically Disadvantaged	91.2
English Learners	26.5
Students with Disabilities	12.4
Foster Youth	0.4
Homeless	10.5

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 for Santa Maria High	18-19	19-20	20-21
With Full Credential	134.25	148	156
Without Full Credential	2	1	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Maria Joint	18-19	19-20	20-21
With Full Credential	◆	◆	432
Without Full Credential	◆	◆	9
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Santa Maria High School

Indicator	18-19	19-20	20-21
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 2020-21)

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 2019

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%
Health	Glencoe/McGraw Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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%

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 71 (8 added in 2019-20)
- 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 2019-20 fiscal year, the District spent \$450,050 on deferred maintenance. In addition, for 2019-20 fiscal year the District spent \$3.65 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 3.06% of the District's general fund budget.

Planned Improvements (School Year 2020-21)

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 and a new administration and student support area. Construction is scheduled to begin in Spring 2021 . Several old buildings will demolished to make room for the new building.

Replacement of portable classroom rain gutters.

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

Add eight portable classrooms to support growth.

Replace carpet in several classrooms.

Replace roofs on portable restrooms.

Improve landscape around the Art Gallery.

Replace deteriorated outdoor lunch tables.

Replace stadium synthetic turf.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: Oct 2020 - Nov 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	330A-Classroom: HVAC Unit not heating WO MO-2079; 330B-Classroom: HVAC not heating properly WO MO-2080; 450-Wilson Gym: Repair lobby drinking fountain leak WO72818; Repair HV-3 controls WO71404; Repaint NW Fascia WO73110; 600-Restroom Staff Female: Repair exhaust fan WO74037; 600-Restroom Staff Male: Repair exhaust fan WO74316; 615-Classroom: Investigate HVAC noise WO74040; Repair lighting WO74511; 632-Classroom: Repair light fixture cover WO72591; Repair HVAC WO71337; Green House: Heater controls need updating WO MO-2332, 2333;
Interior: Interior Surfaces	Good	108-Classroom: Repair leaking faucet WO73997 112-Classroom: Repair leaking faucet WO73354 513-Restroom Staff Female: Repair countertop WO71403; Repair walls with FRP WO43907; 625-Classroom: Repair wall panel WO71518;
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	100-Admin Corridor: Repair lighting WO74745; 106-Classroom: Lighting controller will not allow lights to shut off.; 360-Restroom Staff Female: Repair toilet seat WO73834; Repair toilet WO 72434; Repair lighting WO73970; 362-Classroom: Repair soffit lighting WO69449; 450-Wilson Gym Restroom Lobby Boys: Repair toilet seat WO74019; Repair Lighting WO74589; 450-Wilson Gym Restroom Lobby Girls: Repair Lighting WO 74020; Repair lighting WO74468; 460-Kitchen: Repair receptacle at cave storage area WO73586; 460-Multi-Purpose Room: Multiple ballast replacement. Retrofit WO68008; 500-Restroom Staff Women: Repair lighting WO72494; Replace missing seat cover dispenser WO72493; Repair leak at drinking fountain WO74164;

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		615-Classroom: Investigate HVAC noise WO74040; Repair lighting WO74511; 632-Classroom: Repair light fixture cover WO72591; Repair HVAC WO71337; Baseball Field: Repair conduit home side WO74077; Swimming Pool: Repair exterior light WO72547; Repair shower heads WO73106; Repair emergency lights WO73408; Walkways NE: Repair wall mount receptacle at solar shelter WO73109;
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	100-Admin RR Staff Male: Repair toilet paper dispenser WO73832 191-RR Staff Unisex: Repair leaking faucet WO74006 450-Staff RR Coaches Office: Repair toilet seat WO73942 460-RR Student Boys: Repair sink WO73683
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	900-Classroom: Repair rain gutter WO74002; 904-Classroom: Repair roof leak WO72543; 907-Classroom: Repair small leak WO72542;
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	254-Student Store: Repair screen WO71986 610-Classroom: Replace etched windows WO42221 628-Classroom: Replace etched windows WO52387
Overall Rating	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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	45	N/A	50	N/A	50	N/A
Math	24	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 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

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	10	N/A	16	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Contact Person Name: Steve Campbell

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) committee has three parent members and 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. We also have a parent forum named Un Cafecito for English and Spanish speaking parents, which serve as informational themed sessions and a parent open forum for school improvement. These meetings have an average of over 300 parents in attendance. Our parent communication is promoted through use of the all-call system, the school website (www.santamariahighschool.org), a Weekly Update from the principal to all parents via Parent Square delivered in Spanish, Mixteco, and English. We also host a Parent Center in our administration building to personally assist parents in registration, translation, guidance and alignment to other community services.

FFA, FBLA and ROP have Parent-Community Advisories that meet twice a year to provide guidance and direction to their respective 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 (School Year 2020-2021)

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, 2019 and includes an assessment of crime in and around the school. It also includes the following programs and strategies to address the crime and provide a safe school environment:

- A tardy policy reminds students that they are responsible for getting to school on time
- School Resource Officer staffed by Santa Maria Police Department
- Two-way radio communication between site administrators and Campus Security staff
- Telephones in every classroom for quick access to emergency resources utilizing a designated 3000 phone extension that connects to 10 simultaneous administrative lines
- An Outreach Consultant which is involved in activities to promote parent involvement
- Student Identification cards must be presented when entering the campus
- Visitor parking provided with handicap accessibility to enter the administration building
- More than 45 clubs sponsored by the Associated Student Body and over 20 athletic teams
- Implementation of an anti-bullying program 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.8	2.4	3.3	1.6	3.5	3.5
Expulsions	0.0	0.1	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.4	1.8	2.5
Expulsions	.29	.22	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	413.9

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	5.7

*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	23	55	22	43	23	60	25	45	24	71	31	47
Mathematics	25	36	30	36	25	32	27	45	26	37	22	55
Science	23	21	25	21	25	20	13	31	23	26	30	18
Social Science	22	37	13	38	21	36	25	28	23	40	16	45

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	5

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 Mondays for faculty collaboration, and two staff development days per year.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,320	\$52,670
Mid-Range Teacher Salary	\$87,649	\$89,660
Highest Teacher Salary	\$104,941	\$112,761
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$142,638
Average Principal Salary (HS)	\$163,303	\$158,074
Superintendent Salary	\$231,674	\$250,285

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31.0	32.0
Administrative Salaries	4.0	5.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10,125.23	2,167.82	7,957.41	87,927.05
District	N/A	N/A	8,276.15	\$88,901
State	N/A	N/A	\$7,750	\$90,287

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.9	-1.1
School Site/ State	2.6	-2.6

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

Types of Services Funded

Santa Maria High School receives funding from the General Fund, Title I, LCFF (Local Control Funding Formula) and Lottery Monies. 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, and Math. The school has upgraded our classrooms significantly to meet the demands of online teaching including tablets to all student (1:1 device ratio), Laptops to all teachers, an additional computer monitor for all classrooms, upgrades to microphones and cameras for the classrooms, 75" interactive wall monitor in every classroom, and various addition software purchases and upgrades. After school tutoring and the purchase of student planners are also supported through Categorical Funds.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Santa Maria High School	2016-17	2017-18	2018-19
Dropout Rate	9.8	6.8	8.8
Graduation Rate	84.6	86.8	89.8

Rate for Santa Maria Joint Union High School District	2016-17	2017-18	2018-19
Dropout Rate	6.9	5.3	8.2
Graduation Rate	88.7	91.2	91

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1816
% of pupils completing a CTE program and earning a high school diploma	44.8
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	16.7

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	95.48
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	32.87

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts	1	N/A
Foreign Language	6	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	10	N/A
All courses	27	17.5

*Where there are student course enrollments of at least one student.

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 an 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 holds many articulation agreements with Allan Hancock College.

SMHS CTE Curriculum includes a few ROP offerings which are blended and supported with 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 Allan Hancock College's State of the 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. For CTE pathway, courses, and contact information, please see the District's website.

SMHS has a Career Center, with a College and Career Specialist dedicated to making sure students' future goals and objectives are supported and pursued. There is also a full-time Allan Hancock College Counselor, and an EOAP Advisor from UCSB. Students receive assistance and support filling out FASFA applications, college and university applications, and career pathway and employment skills information. SMHS utilizes Career Cruising for student interest surveys, resume development, and college transfer preparation. SMHS collects student interest surveys from every incoming student, to better inform our offerings and Guidance Counselors for student course placement. SMHS also possesses 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).

California School Dashboard

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