



# Santa Maria High School

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

Steve Campbell, Principal

scampbell@smjuhsd.org

www.santamariahighschool.org

## 2018-19 School Accountability Report Card Published During the 2019-20 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**

Mr. Dominick Palera  
**Board President**

Mrs. Amy Lopez  
**Clerk**

Dr. Jack Garvin  
**Member**

Dr. Carol Karamitsos  
**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, BSU, CSF, FBLA, FFA, GSA, 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 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)
- POM (Parents On A Mission)
- SSC (School Site Council)
- SDM (Shared Decision Making)
- Un Cafecito/Coffee with the Principal

SMHS will be holding its 127th Commencement on June 5, 2020. 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:**

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,

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, 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	801
Grade 10	746
Grade 11	585
Grade 12	588
Total Enrollment	2,720

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.1
Asian	0.3
Filipino	1.3
Hispanic or Latino	95.7
Native Hawaiian or Pacific Islander	0.1
White	1.7
Two or More Races	0.1
Socioeconomically Disadvantaged	91.8
English Learners	26.6
Students with Disabilities	11.8
Foster Youth	0.4
Homeless	4.3

### 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 for Santa Maria High	17-18	18-19	19-20
With Full Credential	117	134.25	148
Without Full Credential	3	2	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Maria Joint	17-18	18-19	19-20
With Full Credential	◆	◆	411
Without Full Credential	◆	◆	4
Teaching Outside Subject Area of Competence	◆	◆	0

#### Teacher Misassignments and Vacant Teacher Positions at Santa Maria High School

Indicator	17-18	18-19	19-20
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 2019-20)

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%
<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%

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

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 2018-19 fiscal year, the District spent \$539,656 on deferred maintenance. In addition, for 2018-19 fiscal year the District spent \$3.33 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 2.81% of the District's general fund budget.

**Planned Improvements (School Year 2019-20)**

New construction is underway. 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. Foundation digging began in fall 2019, however the plans for the building are still under review by the Division of the State Architect. Several old buildings were 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.

Operation of the satellite food service station "Quick Café" to improve the student lunch experience.

**School Facility Good Repair Status (Most Recent Year)  
Year and month in which data were collected: 12/16/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	200-Ethel Pope Auditorium: New Thermostats not secured to wall properly. Contractor repaired; Prop storage downstairs door handle needs repair WO# 71241; Lobby drinking fountain not functioning WO# 71242; Upstairs balcony wall in need of repair WO#70459; Ceiling tiles missing in south hall WO#70460; 450-Boys Locker Room: Thermostat ripped off wall WO#69244, 71088; 450-Wilson Gym: HV-3 Heater not operational WO#71404; 460-Multi-Purpose Room: HVAC -3 not working WO#69794;
<b>Interior:</b> Interior Surfaces	Good	100-Admin Restroom Student Boys: Partitions are deteriorated WO#28143; 100-Admin Restroom Student Girls: Partitions are deteriorated WO#28143; 118-Admin Office Principal: Conduit holes in ceiling; 121-Admin Office Counseling: Conduit holes throughout ceiling WO#69558; 200-Ethel Pope Auditorium: Upstairs balcony wall in need of repair WO#70459; Ceiling tiles missing in south hall WO#70460; 332-Staff Restroom: Partition is deteriorated WO 32330; 513-Restroom Staff Male: Countertop delaminating WO#71403;

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	100-Admin Corridor: Drinking fountain soiled WO#71079; 100-Admin Corridor: Stairwell floor and walls need cleaning; 360-Restroom Student Boys: Walls are soiled; 362-Classroom: Classroom and hall cluttered; 610-Classroom: Windows etched WO#42221;
<b>Electrical:</b> Electrical	Good	100-Admin Corridor: Four lamps out WO#71078; 122-Admin Office Counseling: Lamp Out WO#71401; 450-Boys Locker Room: Fixture diffusers not installed correctly WO#71089; 450-Wilson Gym Restroom Lobby Boys: Lights need repair WO# 71087; 460-Multi-Purpose Room: Lighting needs repair, several ballasts out WO#68008; 615-Classroom: Lamp Flickering WO# 71080; Pool/Stadium Female Restroom: Light over sink OOC WO#71092; Pool/Stadium Male Restroom: Lamps out WO#71092;
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	100-Admin Restroom Student Boys: Broken toilet paper dispenser WO#71084; 198-Restroom Student Men: One sink faucet not working WO#71082; 200-Ethel Pope Auditorium: Lobby drinking fountain not functioning WO#71242; 254-Student Store: Sink inoperable WO#71085; Sink needs cleaning; 332-Staff Restroom: Broken soap dispenser WO#71086; 360-Restroom Student Boys: Partitions stained WO#32331; 480-Restroom Student Girls: Faucet run time excessive WO#71042; 900-Restroom Staff Male: Paper towel dispenser rusted WO#71093; Low flow WO#71094; Pool/Stadium Female Restroom: sink faucet not working WO# 71090; Pool/Stadium Male Restroom: sink faucet not working WO# 71090;
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	900-Classroom: Gutters are deteriorated WO#58587;
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	200-Ethel Pope Auditorium: Prop storage downstairs door handle needs repair WO#71241; Walkways Central: Benches faded and have some chipping WO#64122;
<b>Overall Rating</b>	<b>Good</b>	

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	42	45	44	50	50	50
Math	24	24	19	22	38	39

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 Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	15.5	29.1	28.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	531	512	96.42	44.73
Male	247	237	95.95	37.97
Female	284	275	96.83	50.55
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100.00	72.73
Hispanic or Latino	501	484	96.61	44.21
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	492	473	96.14	44.19
English Learners	198	184	92.93	13.59
Students with Disabilities	42	36	85.71	0.00
Students Receiving Migrant Education Services	35	33	94.29	36.36
Foster Youth	--	--	--	--
Homeless	68	63	92.65	7.35

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 2018-19 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	530	510	96.23	24.31
Male	246	234	95.12	25.21
Female	284	276	97.18	23.55
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100.00	54.55
Hispanic or Latino	500	483	96.60	22.98
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	491	472	96.13	23.09
English Learners	198	185	93.43	4.32
Students with Disabilities	42	37	88.10	0.00
Students Receiving Migrant Education Services	35	33	94.29	21.21
Foster Youth	--	--	--	--
Homeless	68	63	92.65	7.35

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 2019-20)

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) council has two 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. 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 a 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, 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.6	3.8	2.4
Expulsions Rate	0.0	0.0	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.0	3.3	1.6
Expulsions Rate	0.0	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	340.0

\* 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 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	8.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.2
Other	3.6

\* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	23	47	26	39	23	55	22	43	23	60	25	45
Mathematics	26	26	28	42	25	36	30	36	25	32	27	45
Science	26	11	24	16	23	21	25	21	25	20	13	31
Social Science	23	31	22	33	22	37	13	38	21	36	25	28

\* 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 Mondays and two staff development days.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,373	\$52,466
Mid-Range Teacher Salary	\$85,930	\$87,373
Highest Teacher Salary	\$102,883	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$0	\$142,025
Average Principal Salary (HS)	\$159,947	\$153,904
Superintendent Salary	\$231,674	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	33%
Administrative Salaries	5%	5%

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

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9635.11	1783.53	7851.57	84713.44
District	N/A	N/A	8287.35	\$86,628.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.4	-2.2
School Site/ State	4.5	-4.4

Note: Cells with N/A values 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.

## 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, and 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)

Rate for Santa Maria High School	2015-16	2016-17	2017-18
Dropout Rate	8.4	9.8	6.8
Graduation Rate	86.1	84.6	86.8

Rate for Santa Maria Joint Union High	2015-16	2016-17	2017-18
Dropout Rate	6.9	6.9	5.3
Graduation Rate	89.3	88.7	91.2

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### 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%

### 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.

### 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	95.56
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	33.2

### 2018-19 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	4	N/A
Mathematics	3	N/A
Science	1	N/A
Social Science	6	N/A
All courses	21	14.3

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

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

**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.