Ernest Righetti High School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.
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.

2021-22 School Contact Information

School Name	Ernest Righetti High School
Street	941 East Foster Road
City, State, Zip	Santa Maria CA, 93455
Phone Number	(805) 937-2051 ext. 2701
Principal	Ted Lyon
Email Address	tlyon@smjuhsd.org
School Website	www.righetti.us
County-District-School (CDS) Code	42-69310-4234613

2021-22 District Contact Information

District Name	Santa Maria Joint Union High School District
Phone Number	(805) 922-4573
Superintendent	Mr. Antonio Garcia
Email Address	angarcia@smjuhsd.org
District Website Address	www.smjuhsd.k12.ca.us

2021-22 School Overview

Our vision at Righetti High School is to provide a healthy, safe, and engaging learning environment through relevant curriculum in order to promote academic achievement, college and career readiness, social responsibility, and emotional well-being for all students. Our first Schoolwide Learning Outcome focuses on academic excellence as measured by literacy skills, essential mathematics skills, and critical thinking skills. Additional outcomes relate to college and career readiness, being socially responsible global citizens and target the social and emotional wellness of our students. We earned a full accreditation from the Western Association of Schools and Colleges in June, 2021.

Our staff regularly participates in Professional Development opportunities and Professional Learning Communities (PLC's), and shares best practices through collaboration and teamwork. We work closely with all members of our school community to inspire, motivate, and challenge all of our students to excel in school and in life. Our motto is Greatness Starts Here and it encapsulates all we hope for our students as they progress through their educational journey.

Sincerely,
Ted Lyon, Principal

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	668
Grade 10	661
Grade 11	621
Grade 12	517
Total Enrollment	2,467

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.7
American Indian or Alaska Native	0.7
Asian	1.6
Black or African American	1.5
Filipino	1.9
Hispanic or Latino	69.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.2
White	22.1
English Learners	14.1
Foster Youth	0.9
Homeless	12.6
Socioeconomically Disadvantaged	56.7
Students with Disabilities	13.1

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	Jan 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections/Houghton Mifflin Harcourt (2017)	Yes	0%
Mathematics	Advanced Mathematics - McDougal Littell - published (2003) Algebra and Trigonometry - McDougal Littell - published (2000) Pre Algebra - Prentice Hall - published (2001) Algebra 1 - published (2008) Geometry - Houghton Mifflin - published (2000) Practice of Statistics - W.H. Freeman - published (2008) Calculus - A New Horizon - John Wiley and Sons Inc. - published (1999) Calculus - Graphical, Numerical, Algebraic - Pearson, Prentice Hall - published (2003)	Yes	0%
Science	Glencoe (2004) Holt Rinehart (2007) McGraw Hill (2007) Prentice Hall (2005) Addison Wesley (2014) Benjamin Cummings Kendal Hunt (1989) Wiley (2014)	Yes	0%
History-Social Science	Prentice Hall (2006) Glencoe (2006) McGraw Hill (2004/2012) Prentice Hall (2007) McDougal Littell (2006) McGraw Hill (2006) WordsWorth (2016)	Yes	0%
Foreign Language	Houghton Mifflin Harcourt (2018) McGraw Hill (2016)		0%
Health	The Goodheart-Wilcox Company (2015)		0%

School Facility Conditions and Planned Improvements

Ernest Righetti High School was built between 1962 and 1964. All permanent buildings except the Administration Building were modernized between 2000 and 2006. The Administration Building renovations were completed during the summer of 2011. The school encompasses 37.6 acres in the southeast section of the Santa Maria valley. The school is located outside the city limits, in the unincorporated area of Orcutt.

The school consists of the following facilities:

- Total classrooms 138
- Permanent Classrooms 102
- Portable Classrooms 37
- Restrooms 20
- Administration Building
- Library Building
- Gymnasium
- Cafeteria Kitchen
- Cafeteria Dining Room
- 200 Building Offices

- Athletic Facilities
- Pool - June 2009
- Gymnasium
- Football Field - March 2006
- Stadium - 1989
- Baseball Field - Varsity
- Baseball Field - Junior Varsity
- Softball Field Varsity
- Tennis Courts (outdoor)
- Basketball Courts (outdoor)

Ernest Righetti High School is a closed campus. The school is cleaned daily.

The Custodial Staff consists of 16 FTEs. The distribution is as follows:
1-custodial supervisor evenings weekdays
9-evenings Monday - Friday
4-weekdays (3 classroom vacuuming / student restroom cleaning)
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 $354,380 on deferred maintenance. In addition, for 2020-21 fiscal year the District spent $3.46 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 2.53% of the District's general fund budget.

Planned Improvements (School Year 2021-22):
Replace roofs on portable restrooms
Replace the gymnasium bleacher seating surfaces
Assemble and install additional outdoor lunch tables and umbrellas
Resurface the outdoor tennis courts

School Facility Conditions and Planned Improvements

Modernization of permanent classrooms to provide a 21st Century Classroom experience
Construct a new maintenance shop to replace the building demolished to create the 38-Classroom Building

Year and month of the most recent FIT report	December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		113-Classroom: Replace damaged ceiling tiles; WO 11618; 122-Classroom: Replace damaged ceiling tiles; WO 11618; 132-Classroom: Replace damaged ceiling tiles; WO 11618; 223-Classroom: Patch and Paint; WO 11619; 235-Kitchen: Patch and paint; WO 11619; 303-Classroom: Patch and paint ; WO 11619; 304-Classroom: Replace damaged ceiling tiles; WO 11618; 401-Classroom Welding: Replace damaged ceiling tiles; WO 11618; 405-Classroom: Replace damaged ceiling tiles; WO 11618; 432-Classroom: Patch and Paint ; 11619; 600-Classroom: Carpet needs to be replaced ; WO 11617; 602-Classroom: Replace damaged ceiling tiles; WO 11618; 604-Classroom: Carpet needs to be replaced; WO 11617; 605-Classroom: Replace damaged ceiling tiles; WO 11618; 606-Classroom: Carpet needs to be replaced ; WO 11617; 607-Classroom: Carpet needs to be replaced; WO 11617; 608-Classroom: Patch and paint; WO 11619; 609-Classroom: Replace stained ceiling tiles; WO 11618; 612-Classroom: Patch and Paint; WO 11619; 616-Classroom: Carpet needs to be replaced; WO 11617; Administration Conference Room 710: Patch and paint; WO 11619; Gymnasium - Boys Coaches Office: Patch and paint; WO 11619;

School Facility Conditions and Planned Improvements

			Cafeteria dining room: Patch and paint; WO 11619; Gymnasium stage: Patch and Paint west wall; 11619; Library: Replace ceiling tiles; WO 11618;
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		847-Classroom: Replace damaged electrical cover; WO 11621; 854-Classroom: Replace damaged ceiling tiles; WO 11618; Boys Handicap Restroom - Replace missing light cover ; WO 11620;
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	602	NT	NT	NT	NT
Female	294	NT	NT	NT	NT
Male	308	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	16	NT	NT	NT	NT
Hispanic or Latino	408	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	146	NT	NT	NT	NT
English Learners	93	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	92	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	340	NT	NT	NT	NT
Students Receiving Migrant Education Services	12	NT	NT	NT	NT
Students with Disabilities	74	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	602	NT	NT	NT	NT
Female	294	NT	NT	NT	NT
Male	308	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	16	NT	NT	NT	NT
Hispanic or Latino	408	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	146	NT	NT	NT	NT
English Learners	93	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	92	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	340	NT	NT	NT	NT
Students Receiving Migrant Education Services	12	NT	NT	NT	NT
Students with Disabilities	74	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

REN Student Groups	REN Total Enrollment	REN Number Tested	REN Percent Tested	REN Percent Not Tested	REN Percent At or Above Grade Level
All Students	682	408	59.82	40.18	10.26
Female	331	205	30.06	18.48	6.16
Male	351	203	29.77	21.70	4.11
American Indian or Alaska Native	35	24	0.52	1.61	0.59
Asian	45	33	4.84	1.76	1.03
Black or African American	20	11	1.61	1.32	0.29

Filipino	28	20	2.93	1.17	0.73
Hispanic or Latino	465	289	42.38	25.81	6.30
Native Hawaiian or Pacific Islander	4	2	0.29	0.29	0.00
Two or More Races	682	408	59.82	40.18	10.26
White	400	222	32.55	26.10	5.57
English Learners	0	70	10.26	3.23	0.15
Foster Youth	7	2	0.29	0.73	0.00
Homeless	59	31	4.55	4.11	0.73
Military	9	6	0.88	0.44	0.15
Socioeconomically Disadvantaged	682	558	73.46	73.46	60.56
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	92	63	1.35	4.25	0.44

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

REN Student Groups	REN Total Enrollment	REN Number Tested	REN Percent Tested	REN Percent Not Tested	REN Percent At or Above Grade Level
All Students	682	562	82.40	17.60	15.98
Female	331	270	39.59	8.94	7.33
Male	351	292	42.82	8.65	8.65
American Indian or Alaska Native	35	27	0.58	1.17	0.59
Asian	45	42	6.16	0.44	1.32
Black or African American	20	13	1.91	1.03	0.44
Filipino	28	26	3.81	0.29	1.03
Hispanic or Latino	465	386	56.60	11.58	11.58
Native Hawaiian or Pacific Islander	4	3	0.44	0.15	0
Two or More Races	682	562	82.40	17.60	15.98
White	400	325	47.65	11.00	9.09
English Learners	0	70	10.26	3.23	1.32
Foster Youth	7	3	0.44	0.59	0
Homeless	59	42	6.16	2.49	1.91
Military	9	6	0.88	0.44	0.15
Socioeconomically Disadvantaged	682	629	63.05	63.05	61.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	92	63	1.35	4.25	0.88

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	469	NT	NT	NT	NT
Female	238	NT	NT	NT	NT
Male	231	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	309	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	19	NT	NT	NT	NT
White	117	NT	NT	NT	NT
English Learners	40	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	124	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	257	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	52	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Ernest Righetti High School (RHS) offers a comprehensive, high-quality Career Technical Education (CTE) Program designed to offer industry recognized skills, hands-on curriculum, and work-based experiences to ensure career opportunities after graduating from high school. RHS offers high-quality CTE pathways in the following sectors: Agriculture and Natural Resources, Arts, Media, and Entertainment, Environment, Energy, and Utilities, Family and Consumer Science, Health and Science, Manufacturing and Architecture. With the addition of the SMJUHSD CTE Center and School Farm, students have access to high skill, high demand, high wage employment opportunities through training and hands on experiences, that will assist students to transition into the world of work or off to earn a more advanced degree at a community college or at the university level. Many of our CTE opportunities also include concurrent enrollment classes with a partnership with our local community college. These concurrent opportunities allow our students to develop a relationship with higher education as well as earn college credits. The RHS 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 of work-based learning. The Arts pathways include opportunities for students in digital arts in both the concentrator and capstone courses. Film pathway includes a state-of-the-art film studio and updated equipment that matches industry standards. The Film pathway capstone course is a AHC Concurrent Enrollment class which allows high school students to obtain college classes for free as a part of their high school schedule. This ensures students will not only have the creative skills, but also the technical skills needed to compete for independent work and employment. The Environmental, Energy, and Utilities Program has grown into a robust hands-on learning opportunity with three industry certifications, and a community college concurrent enrollment class. Students learn to test water, air, and soil for toxins, bacteria, and other elements relevant to industry skills and practices highly sought after in the Santa Maria Valley. The Agriculture pathways now includes Agribusiness, Ag and Natural Resources, Agriculture Mechanics, Agriscience, Animal Science and Sustainability pathways. The RHS 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. For CTE contact information see the district website.

RHS has a College and Career Center, with a counselor dedicated to making sure to support and pursue students' future goals. There is also a Allan Hancock College counselor, and a fulltime EAOP 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. RHS utilizes Xello for student interest surveys, resume development, and college transfer preparation. In collaboration with the college and career center, all seniors receive 5 days of instruction in the RHS Reach Higher Academy through their English classes. Sessions include Community College application process (partnering with Allan Hancock College), financial aid including FAFSA/CADA/private/institution funding (partnering with Santa Barbara Foundation), UC/CSU/Private institution application process (partnering with UCSB EAOP), and college and career exploration using Xello. For more College and Career Center information please see the RHS website.

Students and Families are informed of these opportunities through various forms of advertising including social media, website, registration paperwork, registration and classroom presentations, and ParentSquare notifications.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,488
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	30.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	29.5

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	96.44
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	35.27

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Contact Person Name: Ted Lyon, Principal
Contact Person Phone Number: (805) 937-2051

RHS employs multiple strategies to encourage and facilitate parent and community involvement. With elected councils, district-sponsored activities, site administrative efforts, and individual teachers and counselors working with parent & community groups, RHS provides many opportunities for parent and community involvement and input in the teaching/learning process. As communication is integral to building parental and community involvement, RHS staff and administration has developed a system of communication via RHS website, ParentSquare, parent/student handbooks and workshops, and Back to School Night and targeted Parent Education Nights throughout the year. RHS encourages parental involvement and leadership in a variety of organizations and agencies such as PTSA, Booster Clubs, SSC, ELAC, SDMC. Parents also engage in VPA, AVID, and as Guest Speakers. Please visit our website for links to our parent groups at www.righetti.us.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	5.9	5.3	5.3	8.2	4.8	3.6	9.0	8.9	9.4
Graduation Rate	93.5	90.4	92.5	91.0	91.0	92.5	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	493	456	92.5
Female	248	236	95.2
Male	245	220	89.8
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	327	299	91.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	17	17	100.0
White	120	114	95.0
English Learners	74	58	78.4
Foster Youth	--	--	--
Homeless	83	71	85.5
Socioeconomically Disadvantaged	344	308	89.5
Students Receiving Migrant Education Services	13	10	76.9
Students with Disabilities	51	39	76.5

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2587	2527	92	3.6
Female	1288	1267	40	3.2
Male	1297	1258	52	4.1
American Indian or Alaska Native	19	19	1	5.3
Asian	40	39	0	0.0
Black or African American	43	37	2	5.4
Filipino	47	47	0	0.0
Hispanic or Latino	1769	1738	56	3.2
Native Hawaiian or Pacific Islander	7	6	0	0.0
Two or More Races	59	58	7	12.1
White	586	567	24	4.2
English Learners	412	403	6	1.5
Foster Youth	47	32	5	15.6
Homeless	366	359	17	4.7
Socioeconomically Disadvantaged	1543	1507	66	4.4
Students Receiving Migrant Education Services	56	56	1	1.8
Students with Disabilities	352	340	9	2.6

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.28	0.00	1.56	0.02	3.47	0.20
Expulsions	0.00	0.00	0.07	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.71	1.79	2.45
Expulsions	0.31	0.22	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT EMERGENCY RESPONSE PROCEDURES

2021-22 School Safety Plan

- Local Emergency and Agency Phone Numbers
- Overview of Emergency Procedures
- Initial Response To Emergencies
- Duck and Cover
- Shelter In Place
- Lock Down
- Building Evacuation
- Off- Site Evacuation
- All-Clear
- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion
- Fire
- Fire on School Grounds
- Flooding
- Incapacitated Staff Member
- Loss of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food and/ or Water
- Unlawful Walkout/Demonstration
- Windstorm
- First Aid Guidelines

The School Safety Plan is updated/revised every year. Each procedure is described in detail in the School Safety Plan and utilizes the school emergency management team for emergency procedures. The complete plan is available for review at the school site or at the District Office. Not every position may need to be activated on every incident. Each incident needs to be evaluated individually with appropriate response initiated depending on the complexity.

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the procedures in the school plan refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

The Comprehensive School Safety Plan is updated and approved by School Site Council each year by March 1st. The SEMS/NIMMS plan which is in Appendix A of the School Safety Plan is a living document that is reviewed each semester and updated with roles and responsibilities of all parties involved.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	58	24	40
Mathematics	24	31	30	25
Science	20	24	40	
Social Science	20	42	8	36

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	63	30	45
Mathematics	24	30	37	27
Science	22	23	39	
Social Science	22	35	7	39

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	100	26	44
Mathematics	26	32	34	28
Science	20	33	37	2
Social Science	19	51	14	35

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	352.4

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	2.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,925.56	1,944.83	7,980.73	91,870.74
District	N/A	N/A	9,150.30	$90,193
Percent Difference - School Site and District	N/A	N/A	-13.7	1.8
State			$8,444	$92,222
Percent Difference - School Site and State	N/A	N/A	-5.6	-0.4

2020-21 Types of Services Funded

In addition to the LCFF funds provided through district services, Ernest Righetti High School receives funding from Title I, Lottery, and MAA. Funds are used for sections for teachers on special assignment who support the development of curriculum and targeted student support, classroom curriculum and supplies, teacher professional development, technology upgrades, and intervention supplies.
Categorical funds also provide intervention courses for students in English Language Arts and Math.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$49,286	$54,687
Mid-Range Teacher Salary	$89,402	$92,222
Highest Teacher Salary	$107,040	$114,208
Average Principal Salary (Elementary)	$0	$143,647
Average Principal Salary (Middle)	$0	$145,785
Average Principal Salary (High)	$166,569	$162,322
Superintendent Salary	$260,000	$258,950
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	4%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	10.5

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	6
Fine and Performing Arts	1
Foreign Language	3
Mathematics	4
Science	2
Social Science	5
Total AP Courses Offered	21

Professional Development

Our recent staff development opportunities have focused on technology to support the return to in person instruction. Preparing our students to be college/career ready, decreasing suspension and chronic truancy rates, increasing academic achievement of all students including our English learners, and tending to the social emotional needs of our students. The Technology TOSA's in the district have also provided very timely training in the use of technology. This was very impactful during Distance Learning, but continues to be an area of need. In addition to the four dedicated all-day Professional Development Days, Righetti faculty have attended a variety of core content area conferences and workshops, restorative approaches training, and collaborate with their peers every Monday during our Collaboration days.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	4

Santa Maria Joint Union High School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Santa Maria Joint Union High School District
Phone Number	(805) 922-4573
Superintendent	Mr. Antonio Garcia
Email Address	angarcia@smjuhsd.org
District Website Address	www.smjuhsd.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2258	NT	NT	NT	NT
Female	1086	NT	NT	NT	NT
Male	1172	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	14	NT	NT	NT	NT
Black or African American	19	NT	NT	NT	NT
Filipino	43	NT	NT	NT	NT
Hispanic or Latino	1973	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	12	NT	NT	NT	NT
White	189	NT	NT	NT	NT
English Learners	354	NT	NT	NT	NT
Foster Youth	19	NT	NT	NT	NT
Homeless	416	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	1754	NT	NT	NT	NT
Students Receiving Migrant Education Services	126	NT	NT	NT	NT
Students with Disabilities	241	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2258	NT	NT	NT	NT
Female	1086	NT	NT	NT	NT
Male	1172	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	14	NT	NT	NT	NT
Black or African American	19	NT	NT	NT	NT
Filipino	43	NT	NT	NT	NT
Hispanic or Latino	1973	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	12	NT	NT	NT	NT
White	189	NT	NT		NT
English Learners	354	NT	NT	NT	NT
Foster Youth	19	NT	NT	NT	NT
Homeless	416	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	1754	NT	NT	NT	NT
Students Receiving Migrant Education Services	126	NT	NT	NT	NT
Students with Disabilities	241	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

REN Student Groups	REN Total Enrollment	REN Number Tested	REN Percent Tested	REN Percent Not Tested	REN Percent At or Above Grade Level
All Students	2586	1921	283.45	116.55	34.41
Female	1225	944	133.06	48.65	15.92
Male	1361	977	150.39	67.89	18.49
American Indian or Alaska Native	158	125	3.34	5.52	2.05
Asian	98	79	10.94	3.09	2.37
Black or African American	36	23	3.80	2.29	1.03

Filipino	71	58	7.82	2.26	1.95
Hispanic or Latino	2250	1710	250.91	95.50	26.43
Native Hawaiian or Pacific Islander	8	6	1.03	0.29	0.12
Two or More Races	2586	1921	283.45	116.55	34.41
White	2022	1530	225.24	87.46	25.20
English Learners	0	279	42.24	18.99	0.15
Foster Youth	20	7	1.14	2.20	0.36
Homeless	279	179	27.70	18.03	3.03
Military	11	7	1.00	0.56	0.15
Socioeconomically Disadvantaged	2586	2398	339.15	339.15	318.22
Students Receiving Migrant Education Services	88	69	8.97	3.56	0.49
Students with Disabilities	282	200	4.84	11.99	0.80

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

REN Student Groups	REN Total Enrollment	REN Number Tested	REN Percent Tested	REN Percent Not Tested	REN Percent At or Above Grade Level
All Students	2586	1778	265.41	134.59	42.63
Female	1225	900	129.06	52.66	22.27
Male	1361	878	136.35	81.94	20.37
American Indian or Alaska Native	158	101	2.64	9.16	2.55
Asian	98	79	11.14	2.89	1.93
Black or African American	36	23	3.85	2.25	0.44
Filipino	71	56	7.70	2.38	1.51
Hispanic or Latino	2250	1528	226.97	119.45	36.17
Native Hawaiian or Pacific Islander	8	7	1.17	0.15	0
Two or More Races	2586	1778	265.41	134.59	42.63
White	2022	1375	204.80	107.90	32.20
English Learners	0	218	33.96	27.27	2.66
Foster Youth	20	6	1.05	2.30	0
Homeless	279	175	26.01	19.72	4.58
Military	11	7	1.00	0.56	0.15
Socioeconomically Disadvantaged	2586	2431	333.18	333.18	319.02
Students Receiving Migrant Education Services	88	60	8.10	4.43	1.61
Students with Disabilities	282	155	4.02	17.82	1.62

*At or above the grade-level standard in the context of the local assessment administered.