

Ernest Righetti High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the 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.

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.

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.

2022-23 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

2022-23 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.org

2022-23 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	627
Grade 10	678
Grade 11	632
Grade 12	583
Total Enrollment	2,520

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	0.9
Asian	1.4
Black or African American	1.5
Filipino	2.1
Hispanic or Latino	70.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.7
White	21.0
English Learners	11.9
Foster Youth	1.2
Homeless	15.6
Migrant	2.9
Socioeconomically Disadvantaged	64.5
Students with Disabilities	13.9

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	88.60	77.53	309.30	79.20	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.40	0.88	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.10	6.22	28.10	7.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.70	6.73	14.80	3.81	12115.80	4.41
Unknown	10.80	9.49	34.70	8.90	18854.30	6.86
Total Teaching Positions	114.30	100.00	390.60	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	7.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	7.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	2.00	
Local Assignment Options	5.70	
Total Out-of-Field Teachers	7.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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
- Athletic Facilities
- Pool - June 2009
- Gymnasium
- Football Field - New Artificial Turf March 2021
- Football 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 2021-22 fiscal year, the District spent \$107,640 on deferred maintenance. In addition, for 2021-22 fiscal year the District spent \$4.41 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 2.62% of the District's General Fund expenditures.

Planned Improvements (School Year 2022-23):

Replace roofs on two portable classrooms

Install a shade structure in the quad and pour concrete to create additional social space

Assemble and install additional outdoor lunch tables and umbrellas

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

Replace the school signage on Foster Road

Replace the Football Stadium scoreboard

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

December 2022

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			599: Replace ceiling tiles; 600: Replace ceiling tiles; 601: Replace ceiling tiles; 602: Replace base molding; 603: Patch and paint south wall; 605: Replace ceiling tiles; 609: Replace ceiling tiles; Admin: Patch and paint interior walls; Cafeteria: Patch and paint above south sink; Gym Stage: Patch and paint interior walls; Press Box-Restroom Boys: Patch and paint interior walls;
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			604: Repair rain gutter;
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	53	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	19	N/A	15	N/A	33

2021-22 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	608	571	93.91	6.09	53.05
Female	304	289	95.07	4.93	59.36
Male	304	282	92.76	7.24	46.55
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	75.00
Hispanic or Latino	412	388	94.17	5.83	49.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	30	85.71	14.29	53.33
White	119	112	94.12	5.88	59.46
English Learners	52	42	80.77	19.23	5.41
Foster Youth	--	--	--	--	--
Homeless	111	103	92.79	7.21	38.78
Military	--	--	--	--	--
Socioeconomically Disadvantaged	398	366	91.96	8.04	45.66
Students Receiving Migrant Education Services	15	14	93.33	6.67	23.08
Students with Disabilities	77	66	85.71	14.29	20.97

2021-22 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	606	562	92.74	7.26	18.63
Female	304	287	94.41	5.59	20.79
Male	302	275	91.06	8.94	16.35
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	72.73
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	50.00
Hispanic or Latino	410	383	93.41	6.59	11.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	30	85.71	14.29	44.83
White	119	109	91.60	8.40	26.42
English Learners	51	40	78.43	21.57	0.00
Foster Youth	--	--	--	--	--
Homeless	111	98	88.29	11.71	13.68
Military	--	--	--	--	--
Socioeconomically Disadvantaged	397	362	91.18	8.82	14.57
Students Receiving Migrant Education Services	15	14	93.33	6.67	0.00
Students with Disabilities	77	64	83.12	16.88	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	19.43	NT	14.72	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1138	1058	92.97	7.03	19.43
Female	580	537	92.59	7.41	19.92
Male	558	521	93.37	6.63	18.91
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100	0	55
Black or African American	21	15	71.43	28.57	0
Filipino	31	31	100	0	32.26
Hispanic or Latino	768	718	93.49	6.51	14.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	35	87.5	12.5	41.18
White	248	230	92.74	7.26	26.87
English Learners	118	99	83.9	16.1	0
Foster Youth	--	--	--	--	--
Homeless	202	184	91.09	8.91	13.26
Military	12	12	100	0	25
Socioeconomically Disadvantaged	742	684	92.18	7.82	15.18
Students Receiving Migrant Education Services	27	24	88.89	11.11	8.33
Students with Disabilities	126	113	89.68	10.32	6.6

2021-22 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, 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1485
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	36.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	94.82
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	37.58

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	72%	73%	73%	74%	73%

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.

2022-23 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. Counselors also provide information to parents through our Warrior Parent Academy. 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		5.3	2.8		4.8	4.6		8.9	7.8
Graduation Rate		90.4	95.4		91	92.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	581	554	95.4
Female	298	286	96.0
Male	283	268	94.7
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	13	13	100.0
Filipino	15	15	100.0
Hispanic or Latino	391	375	95.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	143	133	93.0
English Learners	126	117	92.9
Foster Youth	--	--	--
Homeless	102	96	94.1
Socioeconomically Disadvantaged	427	405	94.8
Students Receiving Migrant Education Services	24	22	91.7
Students with Disabilities	79	67	84.8

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2704	2644	722	27.3
Female	1332	1302	386	29.6
Male	1370	1340	335	25.0
American Indian or Alaska Native	23	23	7	30.4
Asian	38	37	7	18.9
Black or African American	42	41	18	43.9
Filipino	52	52	10	19.2
Hispanic or Latino	1902	1866	479	25.7
Native Hawaiian or Pacific Islander	6	6	2	33.3
Two or More Races	45	45	18	40.0
White	575	553	176	31.8
English Learners	347	337	81	24.0
Foster Youth	64	53	33	62.3
Homeless	453	442	120	27.1
Socioeconomically Disadvantaged	1877	1836	542	29.5
Students Receiving Migrant Education Services	82	81	15	18.5
Students with Disabilities	398	387	123	31.8

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	4.84	0.02	3.74	0.20	3.17
Expulsions	0.00	0.07	0.00	0.25	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.84	0.07
Female	2.70	0.00
Male	6.93	0.15
American Indian or Alaska Native	8.70	0.00
Asian	0.00	0.00
Black or African American	11.90	0.00
Filipino	1.92	0.00
Hispanic or Latino	5.05	0.05
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.44	0.00
White	4.17	0.17
English Learners	8.36	0.00
Foster Youth	21.88	0.00
Homeless	5.30	0.22
Socioeconomically Disadvantaged	5.97	0.11
Students Receiving Migrant Education Services	4.88	0.00
Students with Disabilities	11.56	0.00

2022-23 School Safety Plan

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT EMERGENCY RESPONSE PROCEDURES

- 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.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	79	31	37
Mathematics	23	30	49	14
Science	22	24	36	
Social Science	26	15	25	29

2021-22 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	360

2021-22 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)	7.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	5.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	10,036.66	2,335.35	7,701.31	92,334.82
District	N/A	N/A	8,473.16	\$89,577
Percent Difference - School Site and District	N/A	N/A	-9.5	3.0
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	15.5	-1.9

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$55,947
Mid-Range Teacher Salary	\$89,402	\$90,080
Highest Teacher Salary	\$107,040	\$117,121
Average Principal Salary (High)	\$166,569	\$164,633
Superintendent Salary	\$260,000	\$261,984
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	11.2
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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	7
Fine and Performing Arts	2
Foreign Language	3
Mathematics	4
Science	2
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	23

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. In addition, Righetti has had site PD days that have emphasized the four SLO's: Academic Excellence, College and Career Readiness, Social Emotional Wellness and Socially Responsible Global Citizenship. The focus on SEL has been very prevalent recently.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4