

Ernest Righetti High School

941 East Foster Road • Santa Maria CA, 93455 • (805) 937-2051 • Grades 9-12

Karen Rotondi, Principal

krotondi@smjuhsd.org

www.righetti.us

2014-15 School Accountability Report Card Published During the 2015-16 School Year

Santa Maria Joint Union High School District

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

District Governing Board

Victor Tognazzini, Board President

Dr. Jack Garvin, Clerk of the Board

Mr. Dominick Palera

Dr. Carol Karamitsos

Ms. Diana Perez

District Administration

Dr. Mark Richardson

Superintendent

School Description

Our mission at Righetti High School is to prepare all learners to become productive citizens and college/career ready by providing challenging learning experiences and establishing high expectations for achievement. We are a California Distinguished High School and earned a full term of accreditation from the Western Association of Schools and Colleges in June, 2014.

With the transition to Common Core Standards, our staff is working hard and participating in Personal Development opportunities and Professional Learning Communities (PLC's), and sharing best practices through collaboration and teamwork. We work closely with all stakeholders to inspire, motivate, and challenge all of our students to excel in school and in life.

Sincerely,
Karen Rotondi, Principal

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (805) 937-2051 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	511
Grade 10	539
Grade 11	533
Grade 12	497
Total Enrollment	2,080

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.7
Asian	2.2
Filipino	1.6
Hispanic or Latino	59.3
Native Hawaiian or Pacific Islander	0.3
White	30.3
Two or More Races	1.7
Socioeconomically Disadvantaged	47.1
English Learners	11.3
Students with Disabilities	11.7
Foster Youth	1.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Ernest Righetti High School	13-14	14-15	15-16
With Full Credential	89	91	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Santa Maria Joint Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Ernest Righetti High School	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.7	1.3
Districtwide		
All Schools	99.5	0.5
High-Poverty Schools	99.5	0.5
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

SMJUHSD provides the most recent high school standards-aligned textbooks for all students. Our textbooks are adopted from a state-approved list. All new textbooks are state approved and are aligned to all state standards. Every student has access to their own textbooks and instructional materials, including English Learners.

Textbook selection is decided in a collaborative process. State approved textbooks are evaluated by certificated staff (who teach that specific area content) that best meet the needs of all students in the district. The textbook selection process is sometimes led by content area specialists by the County.

Textbooks and Instructional Materials Year and month in which data were collected: January 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Prentice Hall Literature (2004) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	McDougal Littell (2003) McDougal Littell (2001) Prentice Hall (2004) McGraw Hill (2008) Addison Wesley Freeman (2010) Holt, Rinehart & Winston (1986) Wiley (1996) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Glencoe (2004) Holt Rinehart (2007) McGraw Hill (2007) Prentice Hall (2005) Addison Wesley (2014) Benjamin Cummings Kendal Hunt (1989) Wiley (2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Prentice Hall (2006) Glencoe (2006) McGraw Hill (2004) Prentice Hall (2007) McDougal Littell (2006) McGraw Hill (2005) Wadsworth The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 97
- Permanent Classrooms 60
- Portable Classrooms 37
- Restrooms 24
- Administration Building
- Library Building
- Gymnasium
- Cafeteria Kitchen
- Cafeteria Dining Room
- 200s Offices
- Athletic Facilities
- Pool June 2009
- Gymnasium
- Football Field March 2006
- Stadium 1989
- Baseball Fields (2) Varsity/JV/Freshman
- Softball Field (1) Varsity/ JV
- Tennis Courts (outdoor)
- Basketball Courts (outdoor)

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

The Custodial Staff consists of 10 FTEs. The distribution is as follows:

- 1-custodial supervisor evenings weekdays
- 6-evenings Monday - Friday
- 1-weekdays
- 2-evenings and weekends

Grounds maintenance is provided by 4 FTEs:

- 2-Grounds Maintenance weekdays
- 2-Grounds Maintenance days and weekends

Building maintenance is provided by 2 FTEs:

- 2-semi-skilled Building Maintenance weekdays

The school shares seven (7) central maintenance personnel with the other schools in the District: Lead Maintenance, two Electricians, Carpenter/welder, Plumber, and two Painters. The school also shares one (1) groundskeeper used for mowing large lawns throughout the District.

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 2014-15 fiscal year, the District spent \$230,935 on deferred maintenance. In addition, for 2014-15 fiscal year the District spent \$2.58 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 3.16% of the District's general fund budget.

Planned Improvements (School Year 2014-15)

Major improvements include continuing design on a new classroom wing to replace portable classrooms.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/22/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		102-Classroom Home Ec: WO 46753 paint/patch; 110-Office: WO 46757 replace ceiling tile;

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/22/2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				122-Classroom: WO 46757 replace damaged ceiling tile; 131-Classroom: WO 46757 replace damaged ceiling tile; 211-Classroom Security Office: WO 46757 repair damaged ceiling tiles; 222-Classroom: WO 46758 -floor tile needs to be replaced; 256B-Office: WO 46757 replace damaged ceiling tile; 301-Classroom: WO 46753 paint/patch wall; 305-Classroom: WO 46757 replace damaged ceiling tiles; WO 46753 paint door; 321-Classroom: WO 46757 replace damaged ceiling tiles; 324-Classroom: WO 46753 Paint/patch ; WO 46757 replace damaged ceiling tiles; 325-Classroom: WO 46757 replace damaged ceiling tiles; WO 46753 paint/patch lower east wall; 331-Band Classroom: WO 46753 patch/paint south wall; 332-Choir Classroom: WO 46753 paint/patch wall; 428-Classroom: WO 46757 replace damaged ceiling tiles; 429-Classroom: WO 46757 replace damaged ceiling tiles; WO 46753 missing baseboard; 430-Classroom: WO 46757 replace damaged ceiling tiles; 503-Classroom: WO 46757 replace damaged ceiling tiles; 599-Lounge: WO 46753 patch and paint holes; WO 46757 replace damaged ceiling tiles; 601-Classroom: WO 46753 paint/patch areas on wall; 603-Classroom: WO 46757 repalce damaged ceiling tiles; WO 46753 paint/patch various areas on walls; 605-Classroom: WO 46757 replace damaged ceiling tiles; 606-Classroom: WO 46757 replace damaged ceiling tiles; 608-Classroom: WO 46757 replace damaged ceiling tiles; 612-Classroom: WO 46757 replace damaged ceiling tiles; WO 46753 paint/patch various areas on wall; 613-Classroom: WO 46757 replace damaged ceiling tiles; 616-Classroom: WO 46757 replace damaged ceiling tiles; 617-Classroom: WO 46753 paint/patch south wall; 622-Classroom: WO 46757 replace damaged ceiling tiles;

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/22/2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				624-Classroom: WO 46757 replace damaged ceiling tiles; 625-Classroom: WO 46757 replace damaged ceiling tiles; 626-Classroom: WO 46757 replace damaged ceiling tiles; 627-Classroom: WO 46757 replace damaged ceiling tiles; 629-Classroom: WO 46757 replace damaged ceiling tiles; Cafeteria: WO 46753 - staging area, carts hitting wall, chair rail needed; Girls Coaches Office: Missing baseboard tile in PE office restroom; Library: WO 46757 replace damaged ceiling tiles;
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			301-Classroom: WO 46754 replace damaged electrical outlet; 400-Restroom Student Girls: WO 46755 replace missing light cover; Sword & Shield: WO 46754 - data drop box needs replacing;
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			311-Classroom: WO 46829 replace damaged down spout; 599-Lounge: WO 46753 patch and paint holes; WO 46757 replace damaged ceiling tiles; 600-Classroom: WO 46829 replace damaged rain gutter/down spout; 601-Classroom: WO 46829 replace damaged rain gutter/down spout; 602-Classroom: WO 46829 replace damaged rain gutter/down spout; 603-Classroom: WO 46829 replace damaged rain gutter/down spout; 604-Classroom: WO 46829 replace damaged rain gutter/down spout; 605-Classroom: WO 46829 replace damaged rain gutter/down spout; 606-Classroom: WO 46829 replace damaged rain gutter/down spout; 607-Classroom: WO 46829 replace damaged rain gutter/down spout; 608-Classroom: WO 46829 replace damaged rain gutter/down spout; 609-Classroom: WO 46829 replace damaged rain gutter/down spout; 610-Classroom: WO 46829 replace damaged rain gutter/down spout; 611-Classroom: WO 46829 replace damaged rain gutter/down spout;

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/22/2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				612-Classroom: WO 46829 replace damaged rain gutter/down spout; 613-Classroom: WO 46829 replace damaged rain gutter/down spout; 614-Classroom: WO 46829 replace damaged rain gutter/down spout; 615-Classroom: WO 46829 replace damaged rain gutter/down spout; 616-Classroom: WO 46829 replace damaged rain gutter/down spout; 617-Classroom: WO 46829 replace damaged rain gutter/down spout; 623-Classroom: WO 46829 replace damaged rain gutter/down spout; 624-Classroom: WO 46829 replace damaged rain gutter/down spout; 625-Classroom: WO 46829 replace damaged rain gutter/down spout; 629-Classroom: WO 46829 replace damaged rain gutter/down spout;
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			598-Restroom Staff Mens: Vents on door need to be replaced; 598-Restroom Student Boys: Vents on door need to be replaced;
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	44	41	44
Math	17	17	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	49	48	44	43	40	37	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20.10	20.30	26.10

* 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.

2014-15 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	37
All Student at the School	44
Male	45
Female	43
Black or African American	42
American Indian or Alaska Native	--
Asian	--
Filipino	53
Hispanic or Latino	35
Native Hawaiian or Pacific Islander	--
White	62
Two or More Races	--
Socioeconomically Disadvantaged	11
English Learners	3
Students with Disabilities	33
Students Receiving Migrant Education Services	25
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	515	448	87.0	26	28	31	13
Male	11		224	43.5	37	28	25	9
Female	11		224	43.5	15	29	37	18
Black or African American	11		7	1.4	--	--	--	--
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		11	2.1	9	9	36	45
Filipino	11		6	1.2	--	--	--	--
Hispanic or Latino	11		291	56.5	31	31	29	7
Native Hawaiian or Pacific Islander	11		2	0.4	--	--	--	--
White	11		116	22.5	17	28	32	22
Two or More Races	11		14	2.7	14	7	43	36
Socioeconomically Disadvantaged	11		210	40.8	33	29	30	7
English Learners	11		22	4.3	82	18	0	0
Students with Disabilities	11		50	9.7	66	22	6	4

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students Receiving Migrant Education Services	11		17	3.3	47	35	18	0
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	515	443	86.0	61	20	12	5
Male	11		221	42.9	64	18	14	2
Female	11		222	43.1	57	23	11	8
Black or African American	11		7	1.4	--	--	--	--
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		11	2.1	18	18	18	45
Filipino	11		6	1.2	--	--	--	--
Hispanic or Latino	11		287	55.7	71	17	8	2
Native Hawaiian or Pacific Islander	11		2	0.4	--	--	--	--
White	11		115	22.3	47	25	19	6
Two or More Races	11		14	2.7	21	29	36	14
Socioeconomically Disadvantaged	11		207	40.2	71	15	8	3
English Learners	11		22	4.3	95	0	0	0
Students with Disabilities	11		49	9.5	90	4	0	2
Students Receiving Migrant Education Services	11		17	3.3	82	6	6	0
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Contact Person Name: Karen Rotondi, 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, quarterly newsletters, parent/student handbooks, and workshops and Back to School 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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

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.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	6.70	6.80	7.47
Expulsions Rate	0.17	0.09	0.36
District	2012-13	2013-14	2014-15
Suspensions Rate	8.39	8.61	7.12
Expulsions Rate	0.11	0.07	0.15
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	No	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	No	Yes
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	Yes	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2007-2008
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	100.0	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	26	26	23	33	29	44	17	21	14	39	36	43
Math	27	26	23	19	22	35	18	28	30	32	21	21
Science	24	26	23	15	13	20	42	36	43	1	3	1
SS	30	28	25	11	15	20	9	8	6	32	32	36

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	.25
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	2,176

* 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.

Professional Development provided for Teachers

The site established staff development needs by reviewing student test results. School wide goals are aligned with the district goals established in the Local Control and Accountability Plan (LCAP). These goals are included in the Single Plan for Student Achievement. Teachers can apply to attend conferences and training that align with the school's goals. The district has focused Professional Development activities on implementing Common Core State Standards and developing appropriate assessments and instructional techniques.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,840	\$44,363
Mid-Range Teacher Salary	\$75,892	\$71,768
Highest Teacher Salary	\$90,866	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$121,276
Average Principal Salary (HS)	\$131,451	\$133,673
Superintendent Salary	\$196,000	\$210,998
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

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

Types of Services Funded

Ernest Righetti High School receives funding from Title I. Funds are used for teacher salaries, language assessors, technology upgrades, intervention supplies, Student Assistance Program, and support for School Site Council and English Language Advisory Committee. The school also receives funding for Language Instruction for Limited English Proficient and Immigrant Students through Title III.

Categorical funds provide remediation/intervention courses for students in English Language Arts and Math. After school tutoring is also supported through Categorical Funds.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7145.20	1440.10	5705.11	74526.69
District	♦	♦	6106.72	\$76,671
State	♦	♦	\$5,348	\$74,908
Percent Difference: School Site/District			-6.6	3.1
Percent Difference: School Site/ State			21.6	3.1

* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	57	24	18	53	33	14
All Students at the School	48	28	24	48	41	12
Male	59	25	16	48	42	11
Female	36	31	32	47	40	13
Black or African American	47	20	33	40	40	20
Filipino	23	23	54	15	62	23
Hispanic or Latino	52	30	18	53	40	7
White	40	27	33	39	41	20
Socioeconomically Disadvantaged	59	25	16	58	36	5
English Learners	88	7	4	79	21	
Students with Disabilities	98	2		90	7	2
Students Receiving Migrant Education Services	61	26	13	64	32	5

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Ernest Righetti High School	2012-13	2013-14	2014-15
English-Language Arts	55	51	52
Mathematics	58	57	52
Santa Maria Joint Union High School	2012-13	2013-14	2014-15
English-Language Arts	44	41	43
Mathematics	53	51	47
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Ernest Righetti High School	2011-12	2012-13	2013-14
Dropout Rate	2.50	3.20	2.80
Graduation Rate	94.17	93.32	94.00
Santa Maria Joint Union High School	2011-12	2012-13	2013-14
Dropout Rate	10.20	10.60	12.00
Graduation Rate	85.40	84.01	83.91
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	82
% of pupils completing a CTE program and earning a high school diploma	98.89%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	90.34	83.58	84.6
Black or African American	125	100	76
American Indian or Alaska Native	66.67	80	78.07
Asian	100	100	92.62
Filipino	71.43	86	96.49
Hispanic or Latino	91.07	82.29	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	89.78	86.26	89.93
Two or More Races	75	107.14	82.8
Socioeconomically Disadvantaged	42.47	49.55	61.28
English Learners	53.33	35.45	50.76
Students with Disabilities	87.27	81.9	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	93.96
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	34.8

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	9	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	4	♦
Science	6	♦
Social Science	9	♦
All courses	30	.8

* Where there are student course enrollments.

Career Technical Education Programs

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses are open to all students. The site offers a full range of courses in agriculture, business, home economics and industrial technology. RHS has a wide range of ROP classes on the campus in the areas of business, industrial technology, agriculture and video production. Several of the career technical education courses fulfill graduation requirements in English and Science. In addition, numerous courses are articulated with Allan Hancock College

RHS has a College and Career Center that is staffed with a College and Career Specialist. The specialist works with seniors who plan to work immediately after graduating. The specialist helps students determine their interests and helps them find internships. The internships often lead to jobs after graduation or serve as job experience for our graduates. Various teachers work with the community to secure internships for students in teaching careers, video production, and welding. The career specialist also works with students to explore opportunities for post secondary education including trade school, community colleges, and four year colleges and universities. The career specialist also meets with small groups of students to teach them about writing resumes and cover letters. The specialist helps students complete scholarship, financial aid, and college applications.

Career Technical Education programs offered include: Agriculture, Agricultural Biology, (Intro) Agricultural Science 1, Agricultural Mechanics, Advanced Agricultural Welding 1, 2, Advanced Ornamental Horticulture, Advanced Viticulture 1, 2, Business Accounting and Finance Communications Technology, Computer Applications, Economics and Finance, Multimedia, Home Economics Child and Family, Advanced Developmental Psychology of Children, Food and Nutrition, Advanced Independent Living, Industrial Technology: Wood.

ROP Courses at Righetti include: Accounting & Finance II, Advanced Ag Mechanics, Communication Technology, Economics and Finance, Medical Science/Health Careers, Multimedia Occupations, Ornamental Horticulture (& Advanced), Viticulture (& Advanced).

John Davis, Assistant Superintendent of Curriculum and Instruction, is the District Career Technical Advisory Committee Representative.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.