



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

2015-16 School Accountability Report Card Published During the 2016-17 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

Dr. Carol Karamitsos

Dr. Jack Garvin

Mr. Dominick Palera

Ms. Amy Lopez

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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	588
Grade 10	544
Grade 11	497
Grade 12	510
Total Enrollment	2,139

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.8
Asian	2.6
Filipino	1.6
Hispanic or Latino	61.6
Native Hawaiian or Pacific Islander	0.4
White	27.8
Two or More Races	1.9
Socioeconomically Disadvantaged	53.3
English Learners	13.4
Students with Disabilities	12.2
Foster Youth	1.2

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	14-15	15-16	16-17
With Full Credential	91		
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		
Santa Maria Joint Union High School District	14-15	15-16	16-17
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	14-15	15-16	16-17
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	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

2015-16 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	99.8	0.3
Districtwide		
All Schools	99.1	0.9
High-Poverty Schools	99.1	0.9
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 2016-17)

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 Field
- Softball Fields 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 13 FTEs. The distribution is as follows:

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

Grounds maintenance is provided by 4 FTEs: 2-Grounds Maintenance weekdays
2-Grounds Maintenance days and weekends

Building maintenance is provided by 2 FTEs:
2-semi-skilled Building Maintenance weekdays

The school shares seven (7) central maintenance personnel with the other schools in the District: Lead Maintenance, two Electricians, Carpenter/welder, Plumber, and two Painters.

Although the State discontinued the State School Deferred Maintenance Program, the District continues to set aside funds in a restricted account to address expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, and floor systems. For the 2015-16 fiscal year, the District spent \$483,144 on deferred maintenance. In addition, for 2015-16 fiscal year the District spent \$2.73 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 3.09% of the District's general fund budget.

Planned Improvements (School Year 2015-16)

A 38-classroom building is in the design stages. These permanent classrooms are intended to replace portable classrooms and restore the parking on the east side of the campus. The classroom building will also improve student traffic flow and access to the lower levels of the campus.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/1/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			629-Classroom: heating discharge vent needs to be replaced
Interior: Interior Surfaces			X	101-Classroom Home Ec: patch/paint walls; 102-Classroom Home Ec: patch/paint walls; 111-Classroom: repair damaged ceiling tiles; 114-Office: repair damaged ceiling tiles; 123-Classroom: missing baseboard; 124-Classroom: patch/paint walls; 214-Classroom: paint/patch walls; 221-Classroom: missing baseboard; 223-Classroom: patch/paint east wall; 224-Classroom: patch/paint door; 225-Classroom: patch/paint east wall, replace missing/damaged ceiling tiles; 231-Classroom: paint door; 235-Classroom: Paint lower walls, replace baseboard; 256A-Office: replace damaged ceiling tiles; 311-Classroom: replace damaged ceiling tiles; 314-Classroom: paint and patch walls; 315-Classroom: paint and patch walls; 326-Classroom: replace damaged ceiling tiles; 332-Choir Classroom: patch and paint walls, secure bullnose on stairs; 401-Classroom Welding: paint and patch walls; 402-Office: paint and patch walls; 405-Classroom: paint and patch walls, replace damaged ceiling tiles; 502-Classroom: paint and patch walls; 504-Classroom: paint and patch walls, replace damaged ceiling tiles; 507-Classroom: replace damaged ceiling tiles; 599-Lounge: replace damaged ceiling tiles; 600-Classroom: replace damaged ceiling tiles, patch and paint walls, carpet needs to be replaced; 603-Classroom: patch and paint walls, carpet needs to be replaced; 604-Classroom: carpet needs to be replaced; 608-Classroom: replace damaged ceiling tiles; 610-Classroom: replace damaged ceiling tiles; 612-Classroom: patch and paint walls; 614-Classroom: repair baseboards; 615-Classroom: paint and patch walls; 617-Classroom: replace damaged ceiling tiles; 618-Classroom: replace damaged ceiling tiles;

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/1/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				619-Classroom: replace damaged ceiling tiles; 621-Classroom: replace damaged ceiling tiles; 624-Classroom: replace damaged ceiling tiles; 626-Classroom: patch and paint walls; 627-Classroom: patch and paint walls, replace damaged ceiling tiles; 629-Classroom: patch and paint walls; Admin 703 Office: patch and paint walls; Admin 708 Hall: patch and paint walls; Admin 714 Office: patch and paint walls; Girls Locker Room: repair baseboards; Girls Varsity Locker Room: patch and paint walls, repair baseboards; Gym Stage: patch and paint walls; Pool-Lifeguard Office: patch and paint walls; Sword & Shield: patch and paint walls;
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			200-Student Restroom Boys: partitions not anchored to floor
Electrical: Electrical			X	104-Classroom: electrical cover missing/damaged; 131-Classroom: replace damaged light cover; 215-Classroom: replace damaged light cover; 234-Classroom: replace damaged light cover; 235-Student Restroom Boys: replace damaged light cover; 315-Classroom: replace damaged light covers; 321-Classroom: replace damaged light covers; 325-Classroom: replace damaged light covers; 326-Classroom: replace damaged light covers; 504-Classroom: replace damaged light covers; 522-Classroom: replace damaged light covers; 623-Classroom: replace damaged electric outlet covers; 626-Classroom: replace damaged light covers; Pool-Restroom Mens: replace damaged light covers;
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			235-Student Restroom Boys: restroom partition door missing and lower skirt on partition is missing;
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/1/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			598-Restroom Student Boys: replace rain gutter and downspouts; 600-Classroom: replace rain gutters and downspouts; 601-Classroom: replace rain gutters and downspouts; 602-Classroom: replace rain gutters and downspouts; 603-Classroom: replace rain gutters and downspouts; 604-Classroom: replace rain gutters and downspouts; 606-Classroom: replace rain gutters and downspouts; 611-Classroom: replace rain gutters and downspouts; 619-Classroom: replace rain gutters and downspouts;; 620-Classroom: replace rain gutters and downspouts; 625-Classroom: replace rain gutters and downspouts; 626-Classroom: replace rain gutters and downspouts; 628-Classroom: replace rain gutters and downspouts
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			324-Classroom: replace etched window; 598-Restroom Student Boys: replace damaged door vents and doors; Admin 714 Office: replace etched window; Girls Public Restroom Gym: Replace damaged door vent
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	45	52	41	47	44	48
Math	18	22	18	21	34	36

* 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	48	44	39	40	37	33	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.4	22.6	36.1

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	550	499	90.7	39.1
Male	290	260	89.7	37.7
Female	260	239	91.9	40.6
Black or African American	16	14	87.5	35.7
Asian	16	15	93.8	93.3
Hispanic or Latino	324	297	91.7	30.6
White	163	146	89.6	52.7
Socioeconomically Disadvantaged	314	289	92.0	30.8
English Learners	76	67	88.2	3.0
Students with Disabilities	53	48	90.6	16.7
Students Receiving Migrant Education Services	16	15	93.8	13.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	11	492	458	93.1	51.6
Male	11	255	231	90.6	43.3
Female	11	237	227	95.8	60.2
Black or African American	11	14	14	100.0	50.0
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	15	12	80.0	66.7
Hispanic or Latino	11	299	283	94.7	50.5
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	144	130	90.3	55.0
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	239	226	94.6	45.6
English Learners	11	37	33	89.2	3.0
Students with Disabilities	11	60	49	81.7	8.2
Students Receiving Migrant Education Services	11	12	11	91.7	36.4
Foster Youth	11	--	--	--	--

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 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.

**School Year 2015-16 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 Met or Exceeded
All Students	11	494	461	93.3	22.1
Male	11	256	233	91.0	19.1
Female	11	238	228	95.8	25.2
Black or African American	11	14	14	100.0	28.6
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	15	12	80.0	58.3
Hispanic or Latino	11	301	286	95.0	15.2

School Year 2015-16 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 Met or Exceeded
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	144	130	90.3	32.6
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	240	228	95.0	14.6
English Learners	11	37	34	91.9	6.1
Students with Disabilities	11	61	50	82.0	2.0
Students Receiving Migrant Education Services	11	12	11	91.7	18.2
Foster Youth	11	--	--	--	--

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 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.

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 (School Year 2016-17)

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

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	2013-14	2014-15	2015-16
Suspensions Rate	6.8	7.5	5.1
Expulsions Rate	0.1	0.4	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	8.6	7.1	4.8
Expulsions Rate	0.1	0.2	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 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	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
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	350

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	26	23	23	29	44	44	21	14	14	36	43	43
Mathematics	26	23	23	22	35	35	28	30	30	21	21	21
Science	26	23	23	13	20	20	36	43	43	3	1	1
Social Science	28	25	25	15	20	20	8	6	6	32	36	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.

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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,371	\$46,184
Mid-Range Teacher Salary	\$80,484	\$75,179
Highest Teacher Salary	\$96,363	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$124,243
Average Principal Salary (HS)	\$144,952	\$137,939
Superintendent Salary	\$209,955	\$217,637
Percent of District Budget		
Teacher Salaries	36%	35%
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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Ernest Righetti High School	2011-12	2013-14	2014-15
Dropout Rate	3.20	2.80	2.40
Graduation Rate	93.32	94.00	95.70
Santa Maria Joint Union High School	2011-12	2013-14	2014-15
Dropout Rate	10.60	12.00	7.20
Graduation Rate	84.01	83.91	88.59
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

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	

FY 2014-15 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	\$78,464
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			-6.6	3.1
Percent Difference: School Site/ State			21.6	3.1

* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	93.96
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	36.3

* Where there are student course enrollments.

2015-16 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

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	90	89	86
Black or African American	100	100	78
American Indian or Alaska Native	80	83	78
Asian	100	94	93
Filipino	100	88	93
Hispanic or Latino	89	89	83
Native Hawaiian/Pacific Islander	0	100	85
White	90	88	91
Two or More Races	75	90	89
Socioeconomically Disadvantaged	50	55	66
English Learners	52	52	54
Students with Disabilities	57	65	78

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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