

# Ernest Righetti High School

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

Karen Rotondi, Principal

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www.righetti.us



## 2016-17 School Accountability Report Card Published During the 2017-18 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**

Ms. Diana Perez, Board President

Mr. Dominick Palera, Clerk

Ms. Amy Lopez

Dr. Jack Garvin

Dr. Carol Karamitsos

### **District Administration**

Dr. Mark Richardson

**Superintendent**

Mr. John Davis

**Assistant**

**Superintendent/Curriculum**

Mrs. Yolanda Ortiz

**Assistant Superintendent/Business**

Mr. Kevin Platt

**Assistant Superintendent/Human  
Resource**

### **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.

| 2016-17 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Grade 9                                   | 585                |
| Grade 10                                  | 604                |
| Grade 11                                  | 502                |
| Grade 12                                  | 489                |
| <b>Total Enrollment</b>                   | <b>2,180</b>       |

| 2016-17 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 2.1                         |
| American Indian or Alaska Native    | 0.6                         |
| Asian                               | 2.4                         |
| Filipino                            | 1.8                         |
| Hispanic or Latino                  | 62.8                        |
| Native Hawaiian or Pacific Islander | 0.2                         |
| White                               | 26.4                        |
| Two or More Races                   | 2.8                         |
| Socioeconomically Disadvantaged     | 53.8                        |
| English Learners                    | 14.2                        |
| Students with Disabilities          | 11.1                        |
| Foster Youth                        | 0.9                         |

## 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.

| Teacher Credentials                          |       |       |       |
|--|-------|-------|-------|
| Ernest Righetti High School                  | 15-16 | 16-17 | 17-18 |
| With Full Credential                         |       | 99    | 101   |
| Without Full Credential                      |       | 3     | 4     |
| Teaching Outside Subject Area of Competence  |       | 0     | 0     |
| Santa Maria Joint Union High School District | 15-16 | 16-17 | 17-18 |
| 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  | 15-16 | 16-17 | 17-18 |
| 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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

SMJUHSD provides standards-based aligned textbooks for all students. The textbooks are adopted from a state-approved list. Every student has access to their own textbooks and instructional materials, including English Learners.

Textbook selection is a collaborative process. Textbooks are selected through content area department meetings at the District level. State approved textbooks are evaluated by certificated staff (who teach that specific area content) to determine which one best meets the needs of all students in the district. The selection is then sent to the Board of Education for approval.

| Textbooks and Instructional Materials<br>Year and month in which data were collected: Jan 2018 |   |
|--|---|
| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption  |
| Reading/Language Arts  | Collections/Houghton Mifflin Harcourt (2017)<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%  |
| Mathematics  | McDougal Littell (2003)<br>McDougal Littell (2001)<br>Prentice Hall (2004)<br>McGraw Hill (2008)<br>Addison Wesley<br>Freeman (2010)<br>Holt, Rinehart & Winston (1986)<br>Wiley (1996)<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0% |
| Science  | Glencoe (2004)<br>Holt Rinehart (2007)<br>McGraw Hill (2007)<br>Prentice Hall (2005)<br>Addison Wesley (2014)<br>Benjamin Cummings<br>Kendal Hunt (1989)<br>Wiley (2014)<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%                |
| History-Social Science   | Prentice Hall (2006)<br>Glencoe (2006)<br>McGraw Hill (2004)<br>Prentice Hall (2007)<br>McDougal Littell (2006)<br>McGraw Hill (2005)<br>Wadsworth<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%                                      |
| Foreign Language   | <b>Percent of students lacking their own assigned textbook:</b> 0%  |
| Health   | <b>Percent of students lacking their own assigned textbook:</b> 0%  |
| Visual and Performing Arts   | <b>Percent of students lacking their own assigned textbook:</b> 0%  |
| Science Laboratory Equipment   | N/A<br><b>The textbooks listed are from most recent adoption:</b> N/A<br><b>Percent of students lacking their own assigned textbook:</b> 0%   |

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

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 2016-17 fiscal year, the District spent \$277,937 on deferred maintenance. In addition, for 2016-17 fiscal year the District spent \$2.76 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 2.77% of the District's general fund budget.

Planned Improvements (School Year 2017-18)

A three story 38-classroom building is under construction. 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.

Replacing concrete in the quad area and improving ADA access to the lower campus are underway and will be complete by the end of the fiscal year.

Solar power installation is in progress to reduce utility costs. The system is planned to be on line in Spring 2018.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 12/5/2017**

| System Inspected                              | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|---|
|   | Good          | Fair | Poor |   |
| Systems:<br>Gas Leaks, Mechanical/HVAC, Sewer | X             |      |      |   |

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 12/5/2017**

| System Inspected               | Repair Status |      |      | Repair Needed and Action Taken or Planned   |
|--------------------------------|---------------|------|------|---|
|                                | Good          | Fair | Poor |   |
| Interior:<br>Interior Surfaces |               | X    |      | 111-Classroom: WO 58780; Replace damaged ceiling tiles;<br>121-Classroom: WO 58778; Patch/paint east wall;<br>124-Classroom: WO 58778; patch/paint west wall;<br>215-Classroom: WO 58780; replace damaged ceiling tiles;<br>222-Classroom: WO 58778 ; Paint/Patch East and West walls;<br>224-Classroom: WO 58778 ; Paint/Patch West wall;<br>234-Classroom: WO 58780; Damaged Ceiling tile;<br>235-Classroom: WO 58778 paint and patch; WO 58780 damaged ceiling tile;<br>302-Classroom: WO 58778; Paint/Patch east wall;<br>305-Classroom: WO 58778; Paint/patch north wall;<br>315-Classroom: WO 58778; Paint/Patch east wall;<br>326-Classroom: WO 58780; Missing/damaged ceiling tile;<br>331-Band Classroom: WO 58789; Remove leaky sink; WO 58778; Paint/patch east wall and interior doors;<br>429-Classroom: WO 58778; patch/paint north wall;<br>430-Classroom: WO 58778; missing baseboard south wall;<br>501-Storage: WO 58780; Replace damaged ceiling tiles;<br>504-Classroom: WO 58780; replace damaged/stained ceiling tiles;<br>505-Classroom: WO 58780; replace damaged ceiling tiles;<br>506-Classroom: WO 58780; repalce damaged ceiling tiles;<br>599-Lounge: WO 58778; Paint/Patch girls RR; WO 58780; Replace damaged ceiling tiles both RR and lounge;<br>601-Classroom: WO 58780; replace damaged ceiling tiles, saging at speaker;<br>602-Classroom: WO 58778; Paint/Patch south wall;<br>603-Classroom: WO 58780; Replace damaged/stained ceiling tile;<br>605-Classroom: WO 58780; Damaged/Stained ceiling tile;<br>606-Classroom: WO 58778; Paint/patch south wall and door ; WO 58780; Stained ceiling tile, sagging tile at speaker;<br>607-Classroom: WO 58780; Stained ceiling tile;<br>609-Classroom: WO 58778; Paint/Patch interior ridge cap; WO 58780; Repalce damaged/stained ceiling tiles;<br>611-Classroom: WO 58780; replace damaged/stained ceiling tiles; |

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 12/5/2017**

| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned  |
|--|---------------|------|------|--|
|  | Good          | Fair | Poor |  |
|  |               |      |      | 616-Classroom: WO 58780; Replace damaged/stained ceiling tiles;<br>620-Classroom: WO 58778; Paint/patch south wall;<br>623-Classroom: WO 58780; Replace damaged/stained ceiling tiles;<br>626-Classroom: WO 58778; patch/paint north wall;<br>627-Classroom: WO 58778; Paint/patch; WO 58780; replace damaged/stained ceiling tiles;<br>629-Classroom: WO 58778; Paint/patch;<br>Cafeteria: WO 58778; Paint/patch various areas;<br>Cafeteria: WO 58778; paint/patch various areas;  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation | X             |      |      |  |
| <b>Electrical:</b><br>Electrical                                     | X             |      |      | 215-Classroom: WO 58779; missing damaged raceway;<br>225-Classroom: WO 58779;<br>Raceway/loose cord on floor;<br>231-Classroom: WO 58781; Kitchen lights;<br>235-Kitchen: WO 58781; Light out;<br>303-Classroom: WO 58779;<br>Damaged/missing raceway;<br>305-Classroom: WO 58786; Repair light cover;<br>311-Classroom: WO 58786; replace damaged light covers; WO 58779; Missing raceway cap;<br>316-Classroom: WO 58779; Raceway end cap missing;<br>318-Office: WO 58786; Damaged/missing light cover;<br>331-Band Classroom: WO 58781; Replace burned out lights, classroom and closet;<br>428-Classroom: WO 58779; Damaged outlet cover south wall;<br>611-Classroom: WO 58779; Electrical cover needed south wall;<br>622-Classroom: WO 58779; Missing raceway cap;<br>623-Classroom: WO 58779; Missing raceway cap;<br>625-Classroom: WO 58779; Missing/damaged raceway;<br>629-Classroom: WO 58779; replace electrical panel cover; |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains           | X             |      |      |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                   | X             |      |      |  |

| School Facility Good Repair Status (Most Recent Year)                      |                  |             |             |  |
|--|------------------|-------------|-------------|--|
| Year and month in which data were collected: 12/5/2017                     |                  |             |             |  |
| System Inspected   | Repair Status    |             |             | Repair Needed and Action Taken or Planned  |
|  | Good             | Fair        | Poor        |  |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X                |             |             | 599-Lounge: WO 46829;<br>Missing/damaged gutters;<br>601-Classroom: WO 46829;<br>Damaged/missing gutters;<br>603-Classroom: WO 46829;<br>missing/damaged gutter;<br>613-Classroom: WO 46829;<br>Missing/damaged gutter;<br>625-Classroom: WO 46829;<br>missing/damaged gutter; |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X                |             |             |  |
| <b>Overall Rating</b>  | <b>Exemplary</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b>  |
|  |                  | 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

| 2016-17 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 15-16  | 16-17 | 15-16    | 16-17 | 15-16 | 16-17 |
| ELA                                     | 52   | 45    | 47       | 46    | 48    | 48    |
| Math                                    | 22   | 15    | 21       | 18    | 36    | 37    |

\* 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 Test Results in Science for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 14-15  | 15-16 | 14-15    | 15-16 | 14-15 | 15-16 |
| Science   | 44   | 39    | 37       | 33    | 56    | 54    |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 9           | 14.9  | 29.7   | 29.5   |

\* 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.



**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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 477              | 457           | 95.81          | 45.08                   |
| Male  | 249              | 239           | 95.98          | 39.33                   |
| Female  | 228              | 218           | 95.61          | 51.38                   |
| Black or African American                     | 12               | 12            | 100            | 33.33                   |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | 14               | 13            | 92.86          | 76.92                   |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 289              | 276           | 95.5           | 38.04                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                      |
| White   | 134              | 129           | 96.27          | 57.36                   |
| Two or More Races                             | 11               | 11            | 100            | 36.36                   |
| Socioeconomically Disadvantaged               | 268              | 257           | 95.9           | 42.02                   |
| English Learners                              | 74               | 69            | 93.24          | 11.59                   |
| Students with Disabilities                    | 49               | 47            | 95.92          | 6.38                    |
| Students Receiving Migrant Education Services | --               | --            | --             | --                      |
| Foster Youth                                  | --               | --            | --             | --                      |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 477                     | 460                  | 96.44                 | 14.78                          |
| Male  | 249                     | 240                  | 96.39                 | 12.5                           |
| Female  | 228                     | 220                  | 96.49                 | 17.27                          |
| Black or African American                     | 12                      | 12                   | 100                   | 8.33                           |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | 14                      | 14                   | 100                   | 71.43                          |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 289                     | 277                  | 95.85                 | 10.83                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 134                     | 130                  | 97.01                 | 17.69                          |
| Two or More Races                             | 11                      | 11                   | 100                   | 9.09                           |
| Socioeconomically Disadvantaged               | 268                     | 258                  | 96.27                 | 12.79                          |
| English Learners                              | 74                      | 69                   | 93.24                 | 0                              |
| Students with Disabilities                    | 49                      | 47                   | 95.92                 | 2.13                           |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2017-18)

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](http://www.righetti.us).

#### State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### School Safety Plan

SANTA MARIA 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.

| <b>Suspensions and Expulsions</b> |                |                |                |
|-----------------------------------|----------------|----------------|----------------|
| <b>School</b>                     | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> |
| <b>Suspensions Rate</b>           | 7.5            | 5.1            | 6.5            |
| <b>Expulsions Rate</b>            | 0.4            | 0.0            | 0.0            |
| <b>District</b>                   | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> |
| <b>Suspensions Rate</b>           | 7.1            | 4.8            | 5.0            |
| <b>Expulsions Rate</b>            | 0.1            | 0.1            | 0.0            |
| <b>State</b>                      | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> |
| <b>Suspensions Rate</b>           | 3.8            | 3.7            | 3.6            |
| <b>Expulsions Rate</b>            | 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.

| 2017-18 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       |           |

| 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)            | 0    |
| Psychologist   | 1.75 |
| Social Worker  | 0    |
| Nurse  | .25  |
| Speech/Language/Hearing Specialist                         | 1    |
| Resource Specialist  | 0    |
| Other  | 1    |
| Average Number of Students per Staff Member                |      |
| Academic Counselor   | 364  |

\* 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+     |         |         |
|  | 2014-15            | 2015-16 | 2016-17 | 2014-15               | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| English  | 23                 | 21      | 20      | 44                    | 61      | 54      | 14      | 21      | 29      | 43      | 34      | 33      |
| Mathematics  | 23                 | 20      | 22      | 35                    | 42      | 38      | 30      | 41      | 31      | 21      | 13      | 21      |
| Science  | 23                 | 23      | 20      | 20                    | 21      | 26      | 43      | 39      | 43      | 1       | 3       |         |
| Social Science   | 25                 | 22      | 21      | 20                    | 29      | 33      | 6       | 13      | 5       | 36      | 31      | 39      |

\* 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 2015-16 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$45,538        | \$50,221                                     |
| Mid-Range Teacher Salary                       | \$82,601        | \$83,072                                     |
| Highest Teacher Salary                         | \$98,897        | \$104,882                                    |
| Average Principal Salary (ES)                  |                 |  |
| Average Principal Salary (MS)                  |                 | \$128,094                                    |
| Average Principal Salary (HS)                  | \$153,750       | \$146,114                                    |
| Superintendent Salary                          | \$222,699       | \$226,121                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 35%             | 34%  |
| Administrative Salaries                        | 5%              | 5%   |

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

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | 9080.49                | 4364.44    | 4716.05      | 82206.97               |
| District   | ◆                      | ◆          | 5428.20      | \$82,132               |
| State  | ◆                      | ◆          | \$6,574      | \$82,770               |
| Percent Difference: School Site/District                           |                        |            | -14.0        | 0.1                    |
| Percent Difference: School Site/ State                             |                        |            | -32.9        | -0.7                   |

\* Cells with ◆ do not require data.

## 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                              | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate   | 2.8     | 2.4     | 3.4     |
| Graduation Rate  | 94      | 95.7    | 94      |
| Santa Maria Joint Union High School                      | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate   | 12      | 7.2     | 6.9     |
| Graduation Rate  | 83.91   | 88.59   | 89.3    |
| California   | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate   | 11.5    | 10.7    | 9.7     |
| Graduation Rate  | 80.95   | 82.27   | 83.77   |

| 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 |                           |

| Courses for University of California (UC) and/or California State University (CSU) Admission |         |
|--|---------|
| UC/CSU Course Measure  | Percent |
| 2016-17 Students Enrolled in Courses Required for UC/CSU Admission                           | 96.48   |
| 2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission                    | 30.44   |

\* Where there are student course enrollments.

| 2016-17 Advanced Placement Courses |                               |                                   |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject                            | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science                   |                               | ♦                                 |
| English                            | 2                             | ♦                                 |
| Fine and Performing Arts           | 1                             | ♦                                 |
| Foreign Language                   | 2                             | ♦                                 |
| Mathematics                        | 2                             | ♦                                 |
| Science                            | 4                             | ♦                                 |
| Social Science                     | 3                             | ♦                                 |
| All courses                        | 14                            | 21.5                              |

| Completion of High School Graduation Requirements |                          |          |       |
|---|--------------------------|----------|-------|
| Group   | Graduating Class of 2016 |          |       |
|   | School                   | District | State |
| All Students                                      | 92.75                    | 90.86    | 87.11 |
| Black or African American                         | 100                      | 87.5     | 79.19 |
| American Indian or Alaska Native                  | 100                      | 50       | 80.17 |
| Asian   | 91.67                    | 100      | 94.42 |
| Filipino  | 100                      | 95.56    | 93.76 |
| Hispanic or Latino                                | 93.42                    | 91.35    | 84.58 |
| Native Hawaiian/Pacific Islander                  | 100                      | 100      | 86.57 |
| White   | 91.67                    | 86.1     | 90.99 |
| Two or More Races                                 | 88.24                    | 88.89    | 90.59 |
| Socioeconomically Disadvantaged                   | 90.09                    | 90.36    | 85.45 |
| English Learners                                  | 50                       | 58.08    | 55.44 |
| Students with Disabilities                        | 66.67                    | 51.87    | 63.9  |
| Foster Youth                                      | 66.67                    | 72.73    | 68.19 |

### Career Technical Education Programs

Ernest Righetti High School (RHS) offers a comprehensive, high-quality Career Technical Education (CTE) Programs designed to offer industry recognized skills, hands-on curriculum, and work-based experiences to ensure career opportunities after graduating from high school. PVHS offers high-quality CTE pathways in the following sectors: Agriculture and Natural Resources, Arts, Media, and Entertainment, Business and Finance, Environment, Energy, and Utilities, Family and Consumer Science, Hospitality, Recreation, and Tourism, Information and Communication Technology, and Manufacturing and Architecture. 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 or work-based learning. The Business program now includes Certiport Microsoft Certifications, and we are building multiple partnerships for work-based learning. All business computer labs have been updated to reflect industry standards. RHS has an active FBLA Chapter. The Arts pathways modernized and now includes Digital Arts as the Capstone course. 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 just began this year and has transformed two every day classrooms, into a hands-on lab with three industry certifications, and college credits soon to be an updated option. 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 include a Veterinary Science, and Biology and Sustainability pathways. The Film pathway includes a state-of-the-art film studio and updated equipment that matches industry standards. Two of the offerings are AHC Concurrent Enrollment classes, allows high school students to obtain college classes for free as a part of their high school schedule.

RHS CTE Curriculum includes a few ROP offerings, which are now blended and supported along with the other CTE Pathways through Perkins, ROP, CTEIG, and our district LCAP plan. We currently share Advisory Committees and Advisory events, such as the District Advisory Committee and Student and Industry Advisory, as well as Hancock's, State of the College, with Allan Hancock College. We have industry and college advisors for every CTE pathway offered. We have over 21 industries informing our educational practice, and well over 100 industry partners.

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 fulltime, Allan Hancock College counselor, and EOAP 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 Career Cruising for student interest surveys, resume development, and college transfer preparation. Beginning Spring of 2018, PVHS will begin to collect student interest surveys from every incoming student, to better inform our offerings and guide counselors for student course placement. RHS has several Concurrent Enrollment classes and gold many articulation agreements with Allan Hancock College. RHS also possess CTE pathway brochures, promoting their programs and informing students and families about the CTE Pathways offered and the local employment wages ties to that pathway.

#### **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.