

# 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



## 2017-18 School Accountability Report Card Published During the 2018-19 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**

Mr. Dominick Palera, Board  
President

Mrs. Amy Lopez, Clerk

Dr. Jack Garvin, Member

Dr. Carol Karamitsos, Member

Mrs. Diana Perez, Member

### **District Administration**

Dr. Mark Richardson

**Superintendent**

Mr. John Davis

**Assistant**

**Superintendent/Curriculum**

Mrs. Yolanda Ortiz

**Assistant Superintendent/Business**

Mr. Kevin Platt

**Assistant Superintendent/Human  
Resources**

### **School Description**

Our vision for Righetti High School is to be a safe learning environment which emphasizes the excitement and joy of learning and prepares our students for adulthood by engaging them in opportunities to solve real life problems. Our current Schoolwide Learning Outcomes focus on effective communication skills, essential mathematics skills, critical thinking skills, goal setting skills and an ability to work cooperatively with culturally diverse groups. We earned a full accreditation from the Western Association of Schools and Colleges in June, 2014.

Our staff regularly participates in Personal Development opportunities and Professional Learning Communities (PLC's), and shares 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	612
Grade 10	581
Grade 11	549
Grade 12	484
<b>Total Enrollment</b>	<b>2,226</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.8
Asian	2.6
Filipino	1.5
Hispanic or Latino	64.4
Native Hawaiian or Pacific Islander	0.3
White	24.7
Socioeconomically Disadvantaged	59.2
English Learners	13.5
Students with Disabilities	11.0
Foster Youth	1.3

## 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	16-17	17-18	18-19
With Full Credential	99	101	117
Without Full Credential	3	4	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Maria Joint Union High School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Ernest Righetti High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "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 2018-19)

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 Year and month in which data were collected: Jan 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Collections/Houghton Mifflin Harcourt (2017) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	McDougal Littell (2003) McDougal Littell (2001) Prentice Hall (2004) McGraw Hill (2008) Addison Wesley Freeman (2010) Holt, Rinehart & Winston (1986) Wiley (1996)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Glencoe (2004) Holt Rinehart (2007) McGraw Hill (2007) Prentice Hall (2005) Addison Wesley (2014) Benjamin Cummings Kendal Hunt (1989) Wiley (2014)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	Prentice Hall (2006) Glencoe (2006) McGraw Hill (2004/2012) Prentice Hall (2007) McDougal Littell (2006) McGraw Hill (2006) WordsWorth (2016)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	Houghton Mifflin Harcourt (2018) McGraw Hill (2016)  <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	The Goodheart-Wilcox Company (2015) <b>Percent of students lacking their own assigned textbook:</b> 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 2017-18 fiscal year, the District spent \$510,153 on deferred maintenance. In addition, for 2017-18 fiscal year the District spent \$2.97 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 2.82% of the District's general fund budget.

#### **Planned Improvements (School Year 2018-19)**

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. Completion is scheduled for Spring 2019.

Pavement slurry on parking lots, outdoor volleyball and basketball courts, and student walkways.

Replacement of portable classroom rain gutters.

Replacement of outdoor seating in the Greek Theater.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/7/2018**

<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	212-Classroom: Paint/Patch west wall; WO 64801 223-Classroom: Paint/Patch; WO 64801 235-Student Restroom Boys; Paint walls; WO 64801; 601-Classroom: Ceiling tile; WO 64802; 626-Classroom: paint north wall; WO 64801
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	323-Classroom: light cover damaged
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	45.0	46.0	46.0	44.0	48.0	50.0
Math	15.0	21.0	18.0	19.0	37.0	38.0

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.5	29.6	28.2

\* 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.

School Year 2017-18 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	521	492	94.43	45.60
Male	270	260	96.30	37.60
Female	251	232	92.43	54.55
Black or African American	14	13	92.86	30.77
American Indian or Alaska Native	--	--	--	--
Asian	22	21	95.45	76.19
Filipino	--	--	--	--
Hispanic or Latino	326	309	94.79	33.99
White	131	124	94.66	65.32
Two or More Races	12	10	83.33	60.00
Socioeconomically Disadvantaged	311	295	94.86	34.93
English Learners	111	107	96.40	11.32
Students with Disabilities	51	48	94.12	14.58
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.

<b>School Year 2017-18 CAASPP Assessment Results - Mathematics</b>				
<b>Disaggregated by Student Groups, Grades Three through Eight and Eleven</b>				
<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	521	490	94.05	20.78
<b>Male</b>	270	259	95.93	17.97
<b>Female</b>	251	231	92.03	23.91
<b>Black or African American</b>	14	13	92.86	15.38
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	22	21	95.45	61.9
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	326	308	94.48	14.38
<b>White</b>	131	123	93.89	27.87
<b>Two or More Races</b>	12	10	83.33	40
<b>Socioeconomically Disadvantaged</b>	311	294	94.53	14.09
<b>English Learners</b>	111	106	95.5	4.76
<b>Students with Disabilities</b>	51	48	94.12	2.08
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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 school site

### Opportunities for Parental Involvement (School Year 2018-19)

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, 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.



**Suspensions and Expulsions**

School	2015-16	2016-17	2017-18
Suspensions Rate	5.1	6.5	3.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.8	5.0	3.3
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

**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	2.75
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	.25
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	21.0	20.0	21.0	61	54	61	21	29	21	34	33	39
Mathematics	20.0	22.0	22.0	42	38	39	41	31	30	13	21	25
Science	23.0	20.0	23.0	21	26	20	39	43	46	3		
Social Science	22.0	21.0	19.0	29	33	41	13	5	12	31	39	33

\* 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**

Our recent staff development opportunities have focused on the whole child, addressing the California Dashboard criteria established by the CDE. Preparing our students to be college/career ready, decreasing suspension and chronic truancy rates, increasing academic achievement of all students including our English learners, and tending to the social emotional needs of our students is the target of our focused approach to improvement. Righetti faculty have attended a variety of core content area conferences and workshops, restorative approaches training, and collaborate with their peers every Monday during our Early Out days.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,904	\$50,747
Mid-Range Teacher Salary	\$85,079	\$86,127
Highest Teacher Salary	\$101,864	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$136,636
Average Principal Salary (HS)	\$158,363	\$150,286
Superintendent Salary	\$229,380	\$238,058
Percent of District Budget		
Teacher Salaries	33.0	34.0
Administrative Salaries	5.0	5.0

\* 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/).

### 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.

Categorical funds provide remediation/intervention courses for students in English Language Arts and Math.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Ernest Righetti High School	2014-15	2015-16	2016-17
Dropout Rate	2.4	3.4	2.6
Graduation Rate	95.7	94.0	93.2
Santa Maria Joint Union High School	2014-15	2015-16	2016-17
Dropout Rate	7.2	6.9	6.9
Graduation Rate	88.6	89.3	88.7
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9842.92	1923.89	7919.03	86187.58
District	◆	◆	8498.45	\$85,098
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			-7.1	1.3
Percent Difference: School Site/ State			10.6	0.4

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	95.8
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	27.7

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	8	◆
Fine and Performing Arts	1	◆
Foreign Language	3	◆
Mathematics	5	◆
Science	5	◆
Social Science	11	◆
All courses	33	21.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	90.2	89.5	88.7
Black or African American	100.0	80.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	87.5	90.0	94.9
Filipino	86.7	89.3	93.5
Hispanic or Latino	91.4	90.2	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	88.6	84.5	92.1
Two or More Races	40.0	88.2	91.2
Socioeconomically Disadvantaged	87.9	89.9	88.6
English Learners	53.9	62.4	56.7
Students with Disabilities	53.6	44.7	67.1
Foster Youth	40.0	62.5	74.1

### 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. RHS 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, RHS 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 <https://dq.cde.ca.gov/dataquest/>, that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### 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.