

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

2018-19 School Accountability Report Card Published During the 2019-20 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

Mr. Antonio Garcia

Superintendent

Mr. John Davis

Assistant

Superintendent/Curriculum

Mrs. Yolanda Ortiz

Assistant Superintendent/Business

Mr. Kevin Platt

**Assistant Superintendent/Human
Resources**

School Description

Our vision at Righetti High School is to provide a healthy, safe, and engaging learning environment through relevant curriculum in order to promote academic achievement, college and career readiness, social responsibility, and emotional well-being for all students. . Our 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	640
Grade 10	604
Grade 11	521
Grade 12	536
Total Enrollment	2,301

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.7
Asian	2.3
Filipino	1.7
Hispanic or Latino	66.7
Native Hawaiian or Pacific Islander	0.2
White	23.5
Two or More Races	2.6
Socioeconomically Disadvantaged	61.2
English Learners	14.5
Students with Disabilities	11.3
Foster Youth	0.7
Homeless	10.8

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 for Ernest Righetti High	17-18	18-19	19-20
With Full Credential	101	117	117
Without Full Credential	4	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Maria Joint	17-18	18-19	19-20
With Full Credential	◆	◆	411
Without Full Credential	◆	◆	4
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Ernest Righetti High School

Indicator	17-18	18-19	19-20
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 2019-20)

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
Reading/Language Arts	Collections/Houghton Mifflin Harcourt (2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Advanced Mathematics - McDougal Littell - published (2003) Algebra and Trigonometry - McDougal Littell - published (2000) Pre Algebra - Prentice Hall - published (2001) Algebra 1 - published (2008) Geometry - Houghton Mifflin - published (2000) Practice of Statistics - W.H. Freeman - published (2008) Calculus - A New Horizon - John Wiley and Sons Inc. - published (1999) Calculus - Graphical, Numerical, Algebraic - Pearson, Prentice Hall - published (2003) 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 (2004/2012) Prentice Hall (2007) McDougal Littell (2006) McGraw Hill (2006) WordsWorth (2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Houghton Mifflin Harcourt (2018) McGraw Hill (2016) Percent of students lacking their own assigned textbook: 0%
Health	The Goodheart-Wilcox Company (2015) Percent of students lacking their own assigned textbook: 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/ Junior Varsity
- Tennis Courts (outdoor)
- Basketball Courts (outdoor)

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

The Custodial Staff consists of 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 2018-19 fiscal year, the District spent \$539,656 on deferred maintenance. In addition, for 2018-19 fiscal year the District spent \$3.33 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 2.81% of the District's general fund budget.

Planned Improvements (School Year 2019-20)

A three story 38-classroom building was completed and occupied in Spring 2019. 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.

Pavement slurry on outdoor volleyball courts and gymnasium / pool area, as well as grind an overlay the press box area.

Replacement of portable classroom rain gutters.

Replacement of outdoor seating in the Greek Theater.

Removal of block wall at the cafeteria patio; this will open the patio provide a more open feel to the quad during lunch.

Installation of a satellite food service station "Quick Café" to improve the student lunch experience.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/13/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	101-Classroom Home Ec: WO 71026; Replace damaged ceiling tiles; 104-Classroom: WO 71027; Paint north wall; WO 71028; Replace damaged light cover; 113-Classroom: WO 71026; Replace damaged ceiling tiles; 123-Classroom: WO 70126; Replace damaged ceiling tile; 124-Classroom: WO 71026; Replace damaged ceiling tiles; 223-Classroom: WO 71027; Patch/Paint; 224-Classroom: WO 71027; Patch/Paint; 225-Classroom: WO 71027; Patch/Paint; 235-Classroom: WO 71027; Patch/Paint; WO 71026; Replace damaged ceiling tile; 324-Classroom: WO 71026; Replace damaged ceiling tiles; 325-Classroom: WO 71026; Replace damaged ceiling tiles; 401-Classroom Welding: WO 71026; Replace damaged ceiling tiles; 507-Classroom: WO 71026; Replace damaged ceiling tiles; 599-Lounge: WO 71026; Replace damaged ceiling tiles; 600-Classroom: WO 71026; Replace damaged ceiling tiles; 603-Classroom: WO 71027; Paint/patch south wall; 605-Classroom: WO 71027; Paint/patch; 606-Classroom: WO 71026; Replace damaged ceiling tiles; 608-Classroom: WO 71026; Replace damaged ceiling tiles; 609-Classroom: WO 71027; Patch/paint; 610-Classroom: WO 71027; Paint/patch; WO 71026; Replace damaged ceiling tiles; 617-Classroom: WO 71027 ; Paint/patch; 619-Classroom: WO 71026; Replace damaged ceiling tiles;

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		625-Classroom: WO 71027; Paint/Patch; 626-Classroom: WO 71026; Replace damaged ceiling tiles; WO 71027; Paint/patch south wall; 627-Classroom: WO 71027; Patch/Paint; Gym Stage: WO 71027; Patch/paint walls; Gymnasium: WO 71027; Patch/paint walls; Press Box: WO 71026; Replace sagging ceiling tiles;
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	104-Classroom: WO 71027; Paint north wall; WO 71028; Replace damaged light cover; 123-Classroom: WO 70126; Replace failed lights; 132-Classroom: WO 71029; Replace damaged speaker cover; 133-Classroom: WO 71028; replace failed lights; 235-Kitchen: WO 71028; Replace failed lights; 235-Student Restroom Girls: WO 71028; Replace failed light; 599-Lounge: WO 71028; Missing light cover; 623-Classroom: WO 71028; broken light switch cover; 625-Classroom: WO 71028; Broken outlet cover;
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	200-Student Restroom Boys: WO 71027; Paint doors; 200-Student Restroom Girls: WO 71027; Paint doors; 300-Restroom Student Girls: WO 71027; Doors need painting; 300-Restroom Student Boyos: WO 71027; Doors need painting;
Overall Rating	Good	

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	46	62	44	50	50	50
Math	21	23	19	22	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	17.6	25.4	29.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 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	489	461	94.27	61.93
Male	265	251	94.72	54.44
Female	224	210	93.75	70.81
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	54.55
Filipino	--	--	--	--
Hispanic or Latino	316	296	93.67	57.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	117	110	94.02	71.56
Two or More Races	26	26	100.00	76.92
Socioeconomically Disadvantaged	302	282	93.38	57.19
English Learners	79	74	93.67	29.17
Students with Disabilities	38	35	92.11	11.76
Students Receiving Migrant Education Services	12	12	100.00	25.00
Foster Youth	--	--	--	--
Homeless	59	52	88.14	11.86

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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	489	464	94.89	22.94
Male	265	253	95.47	20.63
Female	224	211	94.20	25.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	36.36
Filipino	--	--	--	--
Hispanic or Latino	316	297	93.99	16.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	117	112	95.73	30.63
Two or More Races	26	26	100.00	50.00
Socioeconomically Disadvantaged	302	283	93.71	18.86
English Learners	79	74	93.67	2.74
Students with Disabilities	38	34	89.47	2.94
Students Receiving Migrant Education Services	12	12	100.00	0.00
Foster Youth	--	--	--	--
Homeless	59	52	88.14	11.86

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 2019-20)

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.

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.5	3.4	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.0	3.3	1.6
Expulsions Rate	0.0	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	383.5

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.2
Other	3.3

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	20	54	29	33	21	61	21	39	21	58	24	40
Mathematics	22	38	31	21	22	39	30	25	24	31	30	25
Science	20	26	43		23	20	46		20	24	40	
Social Science	21	33	5	39	19	41	12	33	20	42	8	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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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. In addition to the three dedicated all-day PD, 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,373	\$52,466
Mid-Range Teacher Salary	\$85,930	\$87,373
Highest Teacher Salary	\$102,883	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$0	\$142,025
Average Principal Salary (HS)	\$159,947	\$153,904
Superintendent Salary	\$231,674	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	33%
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

In addition to the LCFF funds provided through district services, Ernest Righetti High School receives funding from Title I, Lottery, and MAA. Funds are used for classroom curriculum and supplies, teacher professional development, technology upgrades, and intervention supplies. Categorical funds also provide remediation/intervention courses for students in English Language Arts and Math.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Ernest Righetti High School	2015-16	2016-17	2017-18
Dropout Rate	3.4	2.6	3.1
Graduation Rate	94	93.2	94.5

Rate for Santa Maria Joint Union High	2015-16	2016-17	2017-18
Dropout Rate	6.9	6.9	5.3
Graduation Rate	89.3	88.7	91.2

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10412.93	2187.10	8225.83	87206.10
District	N/A	N/A	8287.35	\$86,628.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.7	0.7
School Site/ State	9.1	-1.5

Note: Cells with N/A values 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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	96.01
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	30.57

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	7	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	10	N/A
All courses	26	19.9

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

*Where there are student course enrollments of at least one student.

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 Certipoint 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. For CTE contact information see the District's website.

RHS has a College and Career Center, with a counselor dedicated to making sure to support and pursue students' future goals. There is also a 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. For more detailed CTE Pathway information please see the District's website.

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.