



# 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

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Santa Maria Joint Union High School District

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

#### District Governing Board

Dr. Jack Garvin  
**Board President**

Dr. Carol Karamitsos  
**Clerk**

Mrs. Amy Lopez  
**Member**

Mr. Dominick Palera  
**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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	684
Grade 10	668
Grade 11	565
Grade 12	518
<b>Total Enrollment</b>	<b>2,435</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.8
Asian	1.9
Filipino	1.7
Hispanic or Latino	66.8
Native Hawaiian or Pacific Islander	0.2
White	23.1
Two or More Races	3.4
Socioeconomically Disadvantaged	60
English Learners	14.4
Students with Disabilities	11.4
Foster Youth	0.7
Homeless	10.6

## 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	18-19	19-20	20-21
With Full Credential	117	117	123
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Maria Joint	18-19	19-20	20-21
With Full Credential	♦	♦	432
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Ernest Righetti High School

Indicator	18-19	19-20	20-21
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 2020-21)

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 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	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%
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) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	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%
History-Social Science	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%
Foreign Language	Houghton Mifflin Harcourt (2018) McGraw Hill (2016) <b>Percent of students lacking their own assigned textbook:</b> 0%
Health	The Goodheart-Wilcox Company (2015) <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/ 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 2019-20 fiscal year, the District spent \$450,050 on deferred maintenance. In addition, for 2019-20 fiscal year the District spent \$3.65 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 3.06% of the District's general fund budget.

Planned Improvements (School Year 2020-21):

Replace roofs on portable restrooms

Replace the gymnasium bleacher seating surfaces

Grind and overlay Outdoor Basketball asphalt pavement and re-striped court lines

Seal Outdoor Volleyball court asphalt pavement and re-stripped court lines

Assemble and install additional outdoor lunch tables and umbrellas

Upgrade the outdoor lighting in the Greek Theatre and Student Quad

Resurface the outdoor tennis courts

Modernization of permanent classrooms to provide a 21st Century Classroom experience

construct a new maintenance shop to replace the building demolished to create the 38-Classroom Building

Replace the artificial turf in the football stadium

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 11/16/2020 - 11/20/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	101-Classroom Home Ec: Damaged/stained ceiling tiles; WO 2416; 102-Classroom Home Ec: Damaged/stained ceiling tiles; WO 2416; 103-Classroom: Damaged/stained ceiling tiles; WO 2416; 121-Classroom: Damaged/stained ceiling tiles; WO 2416; 124-Classroom: Damaged/stained ceiling tiles; WO 2416; 134-Classroom: Damaged/stained ceiling tiles; WO 2416; 225-Classroom: Damaged/stained ceiling tiles; WO 2416; 231-Classroom: Broken/damaged electrical outlet cover; WO 2415 234-Classroom: Damaged ceiling tiles; WO 2416; 235-Student Restroom Boys: Damaged ceiling tiles; WO 2416; 303-Classroom: Patch/Paint North wall; WO 2414; 304-Classroom: Patch/paint west wall; WO 2414; 313-Classroom: Patch/paint South wall; WO 2414; 314-Classroom: Damaged ceiling tiles; WO 2416; 315-Classroom: Patch/paint East wall; WO 2414; 317-Office: Damaged ceiling tiles; WO 2416; 321-Classroom: Damaged ceiling tiles; WO 2416; Patch/paint East wall; WO 2414; 322-Classroom: Damaged ceiling tiles; WO 2416;

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		331-Band Classroom: Patch/paint north/east wall; WO 2414; 401-Classroom Welding: Patch/paint various locations in shop; WO 2414; 405-Classroom: Missing electrical outlet east wall ; WO 2415; patch/paint south wall; WO 2414; 406-Classroom Woodshop: paint south wall; WO 2414; 407-Classroom: patch/paint west corner wall; WO 2414; 504-Classroom: Ceiling tiles stained; WO 2416; Dividing wall by restroom needs patching/paint; WO 2414; 507-Classroom: Door stays open, needs adjustment; WO 2418 610-Classroom: East wall needs patch/paint, entire room needs paint; WO 2414; 611-Classroom: Door doesn't latch properly; WO 2418; Room needs to be painted; WO 2414; 615-Classroom: Stained ceiling tiles; WO 2416; East wall needs patch/paint; WO 2414; 616 Classroom: Door doesn't close properly; WO 2418; 624-Classroom: Replace damaged ceiling tiles; WO 2416; 625-Classroom: Door doesn't close properly; WO 2418; 629-Classroom: Door doesn't close properly; WO 2418; Patch/Paint north wall; WO 2414; Boys Locker Room: patch/paint entry boys locker room; WO 2415; Cafeteria: paint north wall; WO 2414; Library: Damaged ceiling tiles; WO 2416; Press Box: Ceiling tiles sagging; WO 2416; 100-Restroom Student Boys: missing stall door, handicap stall
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	225-Classroom: Electrical outlet cover broken; WO 2415; 231-Classroom: Broken/damaged electrical outlet cover; WO 2415; 405-Classroom: Missing electrical outlet east wall ; WO 2415; patch/paint south wall; WO 2414; 600-Classroom: Adjust outlet covers; WO 2415; 612-Classroom: Electrical outlet has broken ground; WO 2415;
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	602-Classroom: Missing rain gutter; WO 2417; 603-Classroom: Missing rain gutter; WO 2417;

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		604-Classroom: Missing rain gutter; WO 2417;
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

### 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	62	N/A	50	N/A	50	N/A
Math	23	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	22	N/A	16	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.



**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

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 (School Year 2020-2021)

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**  
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.4	0.3	3.3	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**  
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.7	1.8	2.5
Expulsions	.31	.22	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## 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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	405.8

\*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	6
Psychologist	2
Speech/Language/Hearing Specialist	1
Other	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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	21	61	21	39	21	58	24	40	21	63	30	45
Mathematics	22	39	30	25	24	31	30	25	24	30	37	27
Science	23	20	46		20	24	40		22	23	39	
Social Science	19	41	12	33	20	42	8	36	22	35	7	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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	5

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 Collaboration days.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,320	\$52,670
Mid-Range Teacher Salary	\$87,649	\$89,660
Highest Teacher Salary	\$104,941	\$112,761
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$142,638
Average Principal Salary (HS)	\$163,303	\$158,074
Superintendent Salary	\$231,674	\$250,285

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31.0	32.0
Administrative Salaries	4.0	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/).

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10,555.87	2,258.53	8,297.34	90,055.39
District	N/A	N/A	8,276.15	\$88,901
State	N/A	N/A	\$7,750	\$90,287

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.3	1.3
School Site/ State	6.8	-0.3

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

#### 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.

#### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Rate for Ernest Righetti High School	2016-17	2017-18	2018-19
Dropout Rate	2.6	3.1	5.9
Graduation Rate	93.2	94.5	93.5

Rate for Santa Maria Joint Union High	2016-17	2017-18	2018-19
Dropout Rate	6.9	5.3	8.2
Graduation Rate	88.7	91.2	91

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

#### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1525
% of pupils completing a CTE program and earning a high school diploma	39
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	17.5

#### 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	95.2
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	32.65

#### 2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	4	N/A
Science	2	N/A
Social Science	5	N/A
All courses	20	11.7

\*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 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. 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).

### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.