



ERNEST RIGHETTI HIGH SCHOOL SELF-STUDY REPORT

941 E. Foster Road

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SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

February 8-10, 2021

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

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Preface

Ernest Righetti High School
Self-Study Report
February, 2021

PREFACE

INITIAL SELF-STUDY PROCESS

Ernest Righetti High School started preparations for the self-study in November of 2018 with the selection and training of a site-coordinator. The Focus on Learning (FOL) Group Leaders were chosen in late December of 2018 and early January of 2019. The coordinator and all but one of the group leaders were new to being part of a WASC Leadership Team, so there was a big learning curve.

Ernest Righetti High School started the self-study process on January 14, 2019. Our school principal, Karen Rotondi, provided the WASC Orientation for all Certificated Staff, displayed the WASC Working Calendar, discussed Schoolwide Learning Criteria, and introduced the FOL Group Leaders. Staff members were given the opportunity to choose which group they wanted to be in.

There was a change in self-study coordinators in February of 2019. Our first WASC Leadership Team Meeting was in early March of 2019. WASC FOL Groups or WASC Department / Home Groups then began meeting on a monthly basis for the spring semester. Home Groups were tasked with listing significant changes in their departments since the last WASC visit. Upon analyzing the various requirements of Chapter 3, the leadership team then scheduled meetings for every 2 weeks during the fall semester in order for FOL leaders to complete their tasks.

We had a new assistant principal, Ted Lyon, join ERHS Administration in July of 2019. His experience with WASC made him an extremely valuable – and welcome addition – to our team.

At the beginning of the fall 2019 semester, departments analyzed how they were already addressing one or more of the Schoolwide Learner Outcomes, which ones they could easily incorporate, and ways in which to ensure students were familiar with our new outcomes. In addition, eight classes of students were asked to review the Schoolwide Learner Outcomes and note which courses, clubs, and extracurricular activities they felt best supported them.

Originally, our visit was to take place in the spring of 2020. Our principal was later asked to select a time for a fall 2020 visit. Fall 2019 meetings proceeded according to plans. FOL groups met on a regular basis to reflect upon their section. Three meetings in the spring of 2020 meetings were cancelled due to the school closure. Due to the COVID-19 pandemic, our visit was moved to February of 2021.

The FOL Leadership team met at the end of the 2019-2020 school year to plan for how to address the extension of time and the new realities our school was facing. There were three FOL meetings in the Fall of 2020. The meetings were used to shore up the work that had been done in each of the focus areas as well as to collect information on what changed due to Distance Learning. The school was faced with addressing what ERHS looked like before the Pandemic and now as it navigated the challenges the shutdown and Virtual Instruction created. The process will continue with meetings set in 2021. The WASC visit the week of February 8, 2021 will be the culmination of a lot of time and effort on the part of school staff.

TIMELINE / MEETINGS

WASC ALL-STAFF MEETINGS

January 14, 2019: WASC Orientation for all Certificated Staff; Review / Refine Vision and SLOs
March 11, 2019: Gene Rickman provided College / Career update; WASC FOL Group Assignments announced (*then moved to FOL Groups*).
August 19, 2019: Announce FOL Group Meetings; Review Motto, Vision, SLOs; Display Student Responses to SLOs; Announce Department Task.
January 13, 2020: Ted Lyon provided WASC Updates.
August 10, 2020: Ted Lyon provided WASC updates; Gene Rickman provided Counseling updates.
February 1, 2021: Prepare for visit.

WASC LEADERSHIP TEAM MEETINGS

Spring Semester 2019

March 4, 2019: Introductions, Folders, Roles and Responsibilities
March 18, 2019: Discuss VS and SLOs from FOL Groups; Review Chapter 1; Discuss 2017 CANs
April 15, 2019: Review Chapter 1 and Chapter 2 Tasks; Determine responsibilities.
May 6, 2019: Chapter 1 and Chapter 2 Updates: Review Department Responses (Significant Changes)
May 28, 2019: WASC Collaboration Day
July 30, 2019: Meeting with Karen, Ted, and Jenn

Fall Semester 2019

September 3, 2019; October 1, 2019; October 28, 2019; and December 3, 2019.

Spring Semester 2020

January 28, 2020; March 5, 2020; and May 18, 2020.

Fall Semester 2020

August 27, 2020; October 15, 2020; November 12, 2020; and December 10, 2020.

Spring Semester 2021

January 7, 2021: Finalize self-study report

WASC FOL GROUP / HOME GROUP MEETINGS

Spring Semester 2019

March 11, 2019 (FOL Groups – Introductions; Choose group favorite Vision and SLOs)
March 25, 2019 (Department / Home Groups –Significant Department Changes Survey)
April 8, 2019 (Department / Home Groups – Complete Panorama Staff Survey)
May 13, 2019 (FOL Groups)

Fall Semester 2019

August 8, 2019 (Department / Home Groups – Task responses to SLOs – department – due 09.16.19)
September 9, 2019 (FOL Groups)
September 23, 2019 (FOL Groups)
October 7, 2019 (FOL Groups)
October 21, 2019 (FOL Groups)
November 4, 2019 (FOL Groups)
November 18, 2019 (FOL Groups)
December 9, 2019 (FOL Groups)

Spring Semester 2020

January 27, 2020 (Department / Home Groups)
February 24, 2020 (FOL Groups)
March 23, 2020; April 27, 2020; and May 11, 2020 meetings were cancelled due to school closure.

Fall Semester 2020 *(All meetings virtual via Zoom)*

September 21, 2020
October 19, 2020
November 16, 2020

Spring Semester 2021

January 25, 2021: Review FOL section; prepare for visit.



Chapter I: Progress Report

Ernest Righetti High School
Self-Study Report
February, 2021

CHAPTER I: PROGRESS REPORT

Significant Developments

There have been numerous developments that have significantly impacted Ernest Righetti High School since our last full visit in 2014.

1. CONSTRUCTION PROJECTS / MODERNIZATION

Several projects have been planned and/or completed since our 2014 WASC visit.

- **Solar Panels / Water Stations:** Solar panels were installed in three of the Ernest Righetti High School parking lots. Water refilling stations for students (and staff) have been installed throughout the campus; these are currently located in the cafeteria, the 100 block, and in the new 800 building.
- **New Building:** The addition of a new three-story building has been the most significant of the construction projects since our last visit. This modern 21st century building holds thirty-eight classrooms with state-of-the art technology: large-screen televisions (three), Novo Pro Connection System, as well as automated lighting and screen controls. Students utilize floor-to-ceiling whiteboards for collaborative activities as well as new desks and chairs set on casters to easily move about the classroom. Teachers were trained on the various configurations so as to create a collaborative, “no front of the room”, environment. Safety features of each room include cyber locks on the doors. First floor rooms have retractable walls to facilitate larger group settings. The building also includes a new computer lab, larger classrooms designated for Career Technical Education, a staff lounge, and a designated room for meetings or professional development. English, math, and health educators began moving into the new building in March of 2019.
- **Modernization:** Several modernization projects have been completed, are in progress, and / or are scheduled. Modernization of classrooms has been postponed due to COVID-19 and the school closure.

2. COURSE OFFERINGS / CURRICULAR AND TESTING CHANGES

National and state assessments have changed considerably, as well as curriculum requirements and subsequent course offerings.

- ERHS has made course and curriculum changes over the last six years to address the Common Core and Next Generation Science Standards. In addition, the school has increased the number of Concurrent Course offerings in partnership with Allan Hancock Community College.
- The English Department adopted a new ELA curriculum and has just recently participated in an Expository Reading and Writing Curriculum (ERWC) pilot for eleventh grade students. ERWC was an earlier option for twelfth grade students.
- The Science Department, in conjunction with a district-wide team, has developed a three-course integrated Science Pathway that is directly tied to the NGSS. The department is

in year two of the rollout. The first two courses, *Physics of the Universe* and *The Living Earth*, are already being offered to ninth and tenth graders. *Chemistry in the Earth System* will begin in the 2021-2022 school year. The course series will give students a broader and more integrated knowledge of Science. This will also support the students as they take the CAST in the eleventh grade.

- The Math Department has not had a curriculum adoption; however, they have been working on refining the PLC process and had a number of training days on essential standards in the 2019-2020 school year on developing Essential Standards.
- The ELD offerings also increased dramatically in the 2020-2021 school year as the ELD support classes have been added to each grade level. State testing has changed to the computerized assessment with the SBAC being utilized to support the California Assessment of Student Performance and Progress (CAASPP).
- The Social Studies Department utilizes Teaching for the 21st Century (TCI) curriculum as a supplement to meet state standards, as well as the California Social Science Frameworks. This contributes to the creative, engaging hands-on lessons that allow students to understand the content through experiential exercises. They also have guest speakers who present material related to the material or curriculum.
- ERHS has had an across subject area increase in Concurrent Enrollment classes with Allan Hancock College. The courses are in a number of curricular areas and the number of students taking a Concurrent Class has jumped from 136 students in 2017-2018 to 734 students in 2019-2020. An area of emphasis has been getting ninth graders into a Concurrent Enrollment course in order to jump start them on the path to becoming College and Career Ready.

SITE AND DISTRICT STAFF CHANGES

- **ERHS Administration:** There is only one administrator, Karen Rotondi, who remains at Ernest Righetti High School since our last visit. Mrs. Rotondi became the principal of ERHS in August of 2014. We have three new assistant principals: Jose Iniguez, Ted Lyon, and Gene Rickman.
- **ERHS Staff:** Multiple staff additions have occurred since our last WASC visit. ERHS now has eight school counselors, whereas we only had one school counselor and several guidance technicians in 2014. In addition, we now have two school psychologists, a crisis intervention consultant, a community liaison, and two employees on site from Fighting Back Santa Maria. Each of these individuals have an important role in serving our at-risk students. In our College and Career Center we now have an EAOP (Early Academic Outreach Program) advisor from UC Santa Barbara in addition to our College and Career Specialist. Our AVID program currently has eight elective teachers (compared to three teachers in 2014).
- **District Administration:** There have been several changes to our district administration. Most significant is the change in superintendents. After our previous superintendent retired in June of 2019, John Davis (assistant superintendent in charge of curriculum) took over as interim superintendent until our latest superintendent, Antonio Garcia, was selected in

November of 2019 and took over in January of 2020. In addition, the ERHS principal during the WASC 2014 visit, Steve Molina, now serves the district as our LCFF / LCAP administrator.

3. TEACHERS ON SPECIAL ASSIGNMENT

During our 2014 WASC visit, ERHS had three teachers on special assignment. These three teachers – each given one period per day – worked together to provide baseline testing for all students and intervention services for students in need. District and Site Administration have allocated additional resources since our last visit. We now have several teachers on special assignments assigned to perform a variety of roles.

- **English TOSA:** Catherine Petty serves as our English Teacher on Special Assignment (TOSA). The English TOSA coordinates all testing for English classes including placement, benchmark assessments, CAASPP (California Assessment of Student Performance and Progress) practice tests and progress monitoring. Our English TOSA further supports teachers by running reports, examining the data, and explaining how the data can drive instructional planning. She also coordinates with our feeder schools to set up testing for incoming 9th graders. This typically occurs in the Spring prior to the start of the 9th grade year. The testing can be done on our site or she has set it up at the junior high. This is particularly important for McKenzie Junior High in Guadalupe. Ms. Petty is developing a plan to do virtual testing administration for our next group of 9th graders.
- **Math TOSA:** Victoria Richardson and Dutch Van Patten serve as our Math Teachers on Special Assignment. The Math TOSA coordinates all testing for Math classes including placement, benchmark assessments, CAASPP (California Assessment of Student Performance and Progress) practice tests and progress monitoring. Our Math TOSA further supports teachers by running reports, examining the data, and explaining how the data can drive instructional planning. Additionally, the Math TOSA trains other Math teachers to navigate the reports for individual usage. The Math TOSA also searches for additional practice CAASPP tests that would benefit the students and provide more data to the teachers than our current assessment.
- **Science TOSA:** Rebecca Wingerden serves as our Science Teacher on Special Assignment. She has two periods per day to work directly with our science department and the other District Science TOSAs. Our Science TOSA works as part of an NGSS District Team to help implement the Next Generation Science Standards, provide Professional Development to science teachers, develop curriculum, create organized locations to share curriculum materials, write Laboratory D level NGSS-aligned science courses, and order lab materials for these new courses. The team also educates administrators, board members, counselors, district personnel, and parents about the new science sequence.
- **Technology TOSA:** Geri Coats serves as our Technology Teacher on Special Assignment for Ernest Righetti High School. This is a full-time position. She works with individual teachers, departments, students, administrators, and the other district Tech TOSAs. She provides professional development on a school level as well as working with the other Tech TOSAs to provide training and professional development on a district level. The District Tech TOSAs have been amazing for providing quick training and support for teachers when we went into online learning in March of 2020. They have provided the support teachers have needed for

ZOOM, Canvas, Aeries and multiple instructional tech resources that teachers have been using to support curriculum and instruction. She also oversees the newly organized peer school tech team. Geri has been the site go to for staff and student issues with access to Canvas. This, in addition to the regular training she provides on technology tools, is essential to making sure that the learning process is uninterrupted.

4. TECHNOLOGY

The Santa Maria Joint Union High School District has implemented a 1:1 tablet program since our last visit. Dell tablets were first furnished to all students, with Lenovo tablets replacing those over the past few years. Tablet use varied widely among departments and teachers, with a complete integration due to the school closure. In addition, the district has purchased numerous subscriptions to a variety of programs in order to enhance student engagement and supplement instruction. Tatung Interactive Display televisions are utilized by several instructors. Classrooms in the new building each have three large televisions. The district also purchased new laptops and an additional monitor for each staff member with CARES act money at the start of the 20-21 school year. In addition, cameras with stands that will allow for a more interactive teaching and learning option were purchased and are being utilized in classrooms during distance learning. This will allow for more options when the students return in a hybrid fashion later in the Spring.

Schoolwide Growth Areas for Continuous Improvement

WASC SELF-STUDY REPORT - 2014

The 2014 Ernest Righetti High School Self Study identified five Critical Learner Needs (CLN):

- **2014 CLN # 1:** There is a need to improve student learning in English/Language Arts for Hispanic students and English Learners and continue to reduce the achievement gap between these two groups and the white students.
- **2014 CLN # 2:** There is a need to improve student learning in English/Language Arts for all students and reduce the achievement gap between our white students and our lower achieving subgroups of Hispanic students, English Learners (EL), socio-economically disadvantaged students (SED), and students with disabilities (Sp. Ed.).
- **2014 CLN # 3:** There is a need to improve student learning in mathematics for all students and reduce the achievement gap between our white students and our lower achieving subgroups of Hispanic students, English Learners (EL), socio-economically disadvantaged students (SED), and students with disabilities (Sp. Ed.).
- **2014 CLN # 4:** There is a need to continuously improve student learning for all students across all core subject areas and reduce the achievement gap between our white students and our lower achieving subgroups of Hispanic students, English Learners (EL), socio-economically disadvantaged students (SED), and students with disabilities (Sp. Ed.).
- **2014 CLN # 5:** There is a need to maintain a comprehensive high school program that appeals to and meets learning needs of all students' goals (educational, personal, academic, social, physical, etc.) that support our Vision and ESLRs. Students need to be in a position to make choices about their postsecondary goals that are not limited by their experiences at ERHS, but are facilitated and supported by our program.

The 2014 Ernest Righetti High School Action Plan had three broad goals:

- **2014 GOAL # 1:** All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics as stated in the Common Core Curricular Standards, including high school graduation, as prescribed by federal and state mandates for testing and accountability.
- **2014 GOAL # 2:** All English Learners (EL) will become proficient in English and reach high academic standards (Common Core and Curricular Standards), at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **2014 GOAL # 3:** All students will be well-prepared for post-secondary success through systematic implementation of a curriculum that emphasizes and encourages students to set goals related to direct college admission, as well as career exploration, and work readiness (including access to Career Technical Education courses within the comprehensive school setting).

In addition, the 2014 Visiting Committee identified three other areas of need (*labeled Goals 4-6*):

- **2014 GOAL # 4:** The Righetti High School instructional and guidance staff will develop and implement a plan to systematically increase the percentage of graduates who complete the UC/CSU A-G entrance requirements to ensure greater access to postsecondary opportunities for Righetti students.
- **2014 GOAL # 5:** The Righetti High School instructional staff will refine Professional Learning Community protocols so that assessment data can more effectively be used to identify best instructional and engagement practices while evaluating the impact of professional development.
- **2014 GOAL # 6:** The Righetti High School administration will continue to provide time and resources to support the instructional staff with the transitions in curriculum, instructional strategies, and assessment practices necessitated by the Common Core so that Righetti students can demonstrate proficiency in the 21st century skills assessed on the SBAC.

WASC MID-CYCLE PROGRESS REPORT – February, 2017

The **2017** Ernest Righetti High School Mid-Cycle Report identified three Critical Learner Needs:

- **2017 CLN # 1:** There is a need to increase the number of students who meet or exceed the proficiency standards for the CAASPP in Math and ELA. (*Similar to 2014 Goals # 1 and # 2.*)
- **2017 CLN # 2:** There is a continuous need to maintain a comprehensive high school program that appeals to and meets learning needs of all students - educational, personal, academic, social, and physical, etc. (*This corresponds to 2014 CLN # 5 and relates to Goals # 5 and # 6.*)
- **2017 CLN # 3:** Students need to be in a position to make choices about their postsecondary goals that are facilitated and supported by the programs at ERHS. (*Corresponds to 2014 Goal # 3 and Goal # 4.*)
- **Additional Note:** There is a continuous need to ensure that underperforming / intervention students have opportunities to achieve equal postsecondary goals offered to all students.

WASC INTERIM PROGRESS REPORT – June, 2018

The **2017** Visiting Committee Report identified three Critical Areas for Follow-up addressed in the Interim Progress Report:

- **Critical Area for Follow-up # 1:** The Righetti High School instructional and guidance staff will develop and implement a plan to systematically increase the percentage of graduates who complete the UC/CSU A-G entrance requirements to ensure greater access to postsecondary opportunities for Righetti students. (*Same as 2014 Goal # 4 recommended by the WASC Visiting Committee.*)
- **Critical Area for Follow-up # 2:** The Righetti High School instructional staff will refine Professional Learning Community protocols so that assessment data can more effectively be used to identify best instructional and engagement practices while evaluating the impact of

professional development. (*Same as 2014 Goal # 5 recommended by the WASC Visiting Committee.*)

- **Critical Area for Follow-up # 3:** The Righetti High School administration will continue to provide time and resources to support the instructional staff with the transitions in curriculum, instructional strategies, and assessment practices necessitated by the Common Core so that Righetti students can demonstrate proficiency in the 21st century skills assessed on the SBAC. (*Same as 2014 Goal # 6 recommended by the WASC Visiting Committee.*)

Ongoing Follow-up Process

All stakeholders are involved in the review, implementation, and monitoring of the School Plan for Student Achievement (SPSA). This includes site and district administration and staff, as well as students and parents. All stakeholders review the SPSA during All-Staff Meetings, Department Chair Meetings, and PLC Meetings, and Committee Meetings.

The annual evaluation, review, and approval of the SPSA is performed by the School Site Council (SSC). Administration elected staff members as well as selected students and parents are all part of our School Site Council. Our SPSA is aligned with the SMJUHSD LCAP in addition to our 2014 WASC goals and critical learner needs / critical areas for follow-up identified by the WASC visiting committee.

Reflection, Analysis on Progress, Supporting Evidence, and Impact on Student Learning for SPSA Goals involved WASC Leadership Team examination of data – with input from our District LCAP Specialist / LEA CAASPP Coordinator, our ERHS Data Specialist, and Intervention Teachers – as well as the participation of all stakeholders in reflection and evidence regarding how their departments / home groups addressed the eight SPSA goals.

Reflection, Analysis on Progress, Supporting Evidence, and Impact on Student Learning for SPSA Goals

ERHS School Plan for Student Achievement (SPSA)

Ernest Righetti High School identified eight goals in their 2019 – 2020 SPSA: SPSA was developed and approved in April of 2019. Due to school closures and conversion to Distance Learning in March of 2020, LCAP/SPSA was converted temporarily to the Learning Continuity and Attendance Plan.

Goal # 1: Challenge and support all students to demonstrate proficiency in the Common Core State and other adopted standards and acquire the knowledge and skills to be successful and prepared to continue their education and be successful in transitioning to a meaningful career.

English has restructured services for English Learners and high needs students toward access to the core. Extensive research and pilots went into the development of a District plan to assist students with support intervention toward academic improvement. This gave the students the knowledge of what type of testing questions will be administered during CAASPP testing and helped teachers effectively teach the material needed to be successful. Progress monitoring in English for 9th, 10th, and 11th-grade students has shown improvement over time. Progress monitoring is conducted three times a year with RenLearn and it is facilitated by ERHS's part time English TOSA for all three grade levels. Eleventh-grade students have shown growth toward proficiency in performance in SBAC. ERHS saw growth in their ELA scores in the Spring of 2019. The effectiveness of Goal # 1 has come from the collaborative efforts of teachers and administrators working to improve toward proficiency for all students. The English pilots that were implemented this academic year have proven to be successful with interventions supporting the student growth. Students in the English intervention courses were able to get back on track to an English 1 College Preparatory course this

year. The work done through the English teachers this year in aligning interventions shall provide positive outcomes for the following academic school year.

Math teachers, with the support and facilitation of ERHS part time Math Tosa, administered SBAC Interim assessments that gave students the familiarity of the workings of the assessment. Math teachers were trained on DESMOS and learned how to implement the program in classroom lessons, which gave students the background knowledge to navigate SBAC assessments.

The District science program has developed its first course, "Physics Of the Universe" which has articulated many professional learning days to support the pedagogy and resources for a successful implementation. ERHS along with the rest of the district schools added Biology of the Living Earth this school year and will complete the three class NGSS focused series with Chemistry of Earth Systems in the Fall of 2021.

The District has worked with other departments to align their curriculum with English and Math to support the common core. The District's Social Studies Department met to develop a three professional learning plan that includes a partnership with UC Santa Cruz. The District in collaboration with UC Santa Cruz held a professional learning day that addressed the new framework and the aligned standards to common core English. Our District International Language Department met twice this year and addressed the need for English Learners to support their transition to English with primary language instruction and incorporating primary language assessment to meet their needs. The District's VPA Department also met a variety of times to develop a professional learning plan for the following year. The District's VPA Department will collaborate with Cal Poly San Luis Obispo on a professional learning plan that will incorporate common core standards, VPA standards, and a focus on District collaboration that represents our community. Our District Physical Education Department has met several times throughout the year. They attended the state's Physical Education Conference. They are now working on developing physical education courses that would be UC A-G approved as a G-elective.

The District Special Education Program provided support for teachers and administrators to attend the Co-Teaching Conference. Co-Teaching professional learning will be a focus for next year and funding through LCFF will support FTE in the area of Math and English. ERHS has increased CoTeaching classes over the last two years in particular. They are now in Math, English, Science and Social Studies.

Our AVID program has expanded significantly, from four sections to eight sections, thus allowing twice the number of students in the program. Considerable emphasis has been placed on student tutorials in order to best prepare students for success in their high school courses and beyond. Prior to the school closure, AVID-trained tutors from Allan Hancock College, as well as trained senior AVID students, played an important role in assisting with the collaborative tutorial process. The district has provided funding for the elective teachers, as well as administration, general education teachers, and school counselors, to attend AVID National and Summer Institutes. AVID Best Practices Professional Development Trainings for all teachers are held at the District Office.

Goal # 2: Create a culture of respect and caring that supports positive relationships among all stakeholders.

ERHS has benefited from the support of the district in this area. The school has support for a Crisis Intervention Consultant as well as Fighting Back Santa Maria that provides support for Foster Youth and a Homeless Liaison. The school in conjunction with the district has introduced Por Vida, a program that supports underserved youth on the campus via after and during school activities, mentoring, field trips and parent support. The school counselors have developed Warrior Parent Academy, a parent education class series that is conducted in English and Spanish and helps parents navigate important High School milestones as well as prepares them for College/Career transition. Some notable ASB and Club activities that support positive relationships include but are not limited to a Fall and Spring Club Day, Kindness Week, a Dia De Los Muertos School Rally, and Earth day celebration to name a few. The ERHS intervention team, headed up by one of the school psychologists, includes administrators, counselors, psychologists and the crisis intervention consultant. The group has developed a tiered intervention approach to mental health support for our students.

Goal # 3: Strengthen the quality for career education programs and services.

The effectiveness of Goal # 3 has provided students the opportunity to engage in real life skills and learning of potential future careers. Students have gained an understanding of the CTE pathway to better their knowledge of the skills needed to be successful in these career pathways. This particular access gives the student the ability to be college and career ready. These courses have been effective in preparing students for professions to pursue after graduation. The effectiveness of CTE offerings has kept students on A-G track in completing career pathways. Staff also attended CTE Advisory meetings collaborating with current industry standards to promote growth in our community. Professional Development days have provided access to teachers with the required knowledge to help prepare students for the 21st Century and Beyond with Career and Tech Ed courses. Expanding the knowledge of students in specialized career pathways and informing them on possible career opportunities has shown the effectiveness of the support of this particular goal. ERHS has increased the number of Concurrent enrollment classes offered to students, particularly in Agriculture. In addition the counseling team utilizes Aeries to track student progress towards College Career Readiness utilizes the measures embedded in the College/Career Indicator.

Goal # 4: Strengthen district-wide support systems, processes, and practices that support student learning.

Ernest Righetti High School has made concerted efforts over the past several years to enhance the quality of our instruction through the implementation of weekly school-wide Professional Learning Community (PLC) meetings, where staff collaborate and focus on instructional content, best teaching practices and activities, student learning, as well as the creation and analysis of common formative and summative assessments. We have focused on College and Career Readiness for students. There has been an increase in College / Career Fairs and Workshops as well as College Tours / Field Trips. The guidance department developed and implemented the Reach Higher Academy to inform all senior students about college applications, FAFSA, and other financial aid

opportunities. Ernest Righetti High School has also increased the number of AP Courses, Career Pathways, and Concurrent Enrollment Courses. The CANVAS LMS (Learning Management System) was implemented over the past two years, which requires technology use relevant to higher education. This is used throughout California Colleges and Universities. In addition, CANVAS has the ability to review outcomes, share rubrics, and run reports.

Goal # 5: Expand the ways in which technology may be used to support student engagement and learning while improving the efficiency of district operations.

The effectiveness of Goal # 5 has provided access for students and teachers to technology, which continues the learning modalities for all stakeholders. This has been very important during Distance Learning. Parents are continuing to be engaged in their student's progress through Canvas, the district's Learning Management System. ERHS provides support to students, parents and teachers with the use of Canvas. The sites Technology TOSA does a tremendous job of providing real time and recorded training on its use and navigation. Canvas has provided the opportunity for faculty to explore different features and tools they've never used before, reshaping their teaching approach. The increase of students staying on top of their online course work and not falling behind with the curriculum has engaged them in classroom participation. The technology support that has been provided by this goal is promoting digital learning modalities and strategies for all stakeholders.

Goal # 6: Maintain a safe, secure and healthy environment for all students and staff.

The effectiveness of Goal # 6 has provided a safe, secure, healthy environment for all students and staff. Through these actions/services, the District has supported a school culture for students to work and mediate their concerns. This is supported on site by Crisis Intervention Specialist and some trained teaching staff. The District's Restorative Approach training has provided an opportunity for student leaders to be trained in leading student circles. Some ERHS teachers have used Restorative Circles in their classrooms and the site has used them to reintegrate students back from suspension or expulsion. Safety training continues to play a significant role in this goal as over 90% of staff complete ALICE online training and has shown the decrease of vandalism and property damage to schools. This goal supports students who have been in the court system and placed in a community day school with 85% of students placed back to a comprehensive high school or our continuation high school. This goal continues to provide support during the school day and after hours for the safety and security of all staff and students.

Goal # 7: Strengthen programs and services to support English Language Learners becoming proficient in academic areas.

The effectiveness of the actions and services of Goal # 7 were targeted toward academic proficiency of English Learners. The District's LCAP Coordinator and MMEP Director visited all teachers funded out of LCAP Goal #7. This gave them the opportunity to observe the instructional effectiveness and provide teacher support. This resulted in the need for English teachers to collaborate on developing a common scope and sequence for ELD and English courses in alignment District-wide. Evaluations

show that teachers overwhelmingly benefit from collaboration and planning time with colleagues across the district. MMEP continues to provide training that benefits ERHS staff. ERHS also houses three Bilingual Instructional Assistants who partner with teachers and focus on the needs of our newcomer students in particular. The BIA's provide after school support via tutoring in addition to the classroom support. The EL Academic Specialists created a shared drive of EL resources and ELPAC test prep materials for teacher use. An ELPAC test prep protocol was also created for teachers to use in reviewing achievement data and setting individual learning goals with their students. Several meetings occurred throughout the year that resulted in all schools aligning courses and the content for implementation for the academic year 2019/2020. Another area of academic growth was through the District pilot programs where EL students were able to transition from an ELD course into an English 1 college prep course. ELD support classes have been added in the 11th and 12th grade levels to encompass the majority of our EL students. These Advanced ELD lab courses provide support and prepare our EL students to pass the ELPAC thus demonstrating proficiency.

Goal # 8: Develop support systems for Foster Youth to improve academic achievement.

The effectiveness of Goal # 8 for the 2018-2019 academic year has shown growth. The foster youth grade point average (GPA) increased this year from a 1.6 GPA to a 2.0 GPA. The services that have been provided to our foster youth students indicate that they are making a difference. Foster youth students are making the academic strides with 56% on track with their A-G requirements and 62% of them improving their GPA. The support from the program specialist for our foster youth has made a difference. The Program specialist at ERHS continues to meet with foster youth at a minimum of once per week. The feedback from the program specialist continues to relate to the needs of foster youth stating the one on one meetings have been helpful with the student's emotional stability, academic support and appreciation of teacher support in a school environment toward connectedness to the school. ERHS program specialist coordinates with counselors, teachers, group home staff and the parent/guardians to provide the necessary support for students. The program specialist is also invited to the school intervention meetings as well as 504, SST and IEP meetings that affect their students.

Growth Areas for Continuous Improvement

Many of our improvements stem from areas outside of the SPSA, including district initiatives pushed through since our last full visit. Facility modernization, integration of additional social-emotional resources, Canvas LMS training, and the 1:1 student tablet rollout were all initiatives that provided major student support programs district-wide.

Facility Modernization impacted ERHS with the addition of the three story thirty-eight classroom building noted earlier in the report. Additional modernization will continue over the next couple of years to upgrade classrooms in other areas of the school. As noted in the change section of the report, the school has added counselors and an additional school psychologist. This along with the support staff that the district has secured via Santa Maria Valley Fighting Back. The District also purchased a Learning Management System, Canvas, and it is being used by all teachers due to the

shift to distance learning. This paired with all students having their own device made the shift to distance learning a little easier. There are a number of other changes that have been addressed to specifically address distance learning during the suspension of face to face instruction that are noted in Chapter 3. It has been a challenge to separate the current situation with our plans for ERHS moving forward.



Chapter II: Student/Community Profile & Supporting Data and Findings

Ernest Righetti High School
Self-Study Report
February, 2021

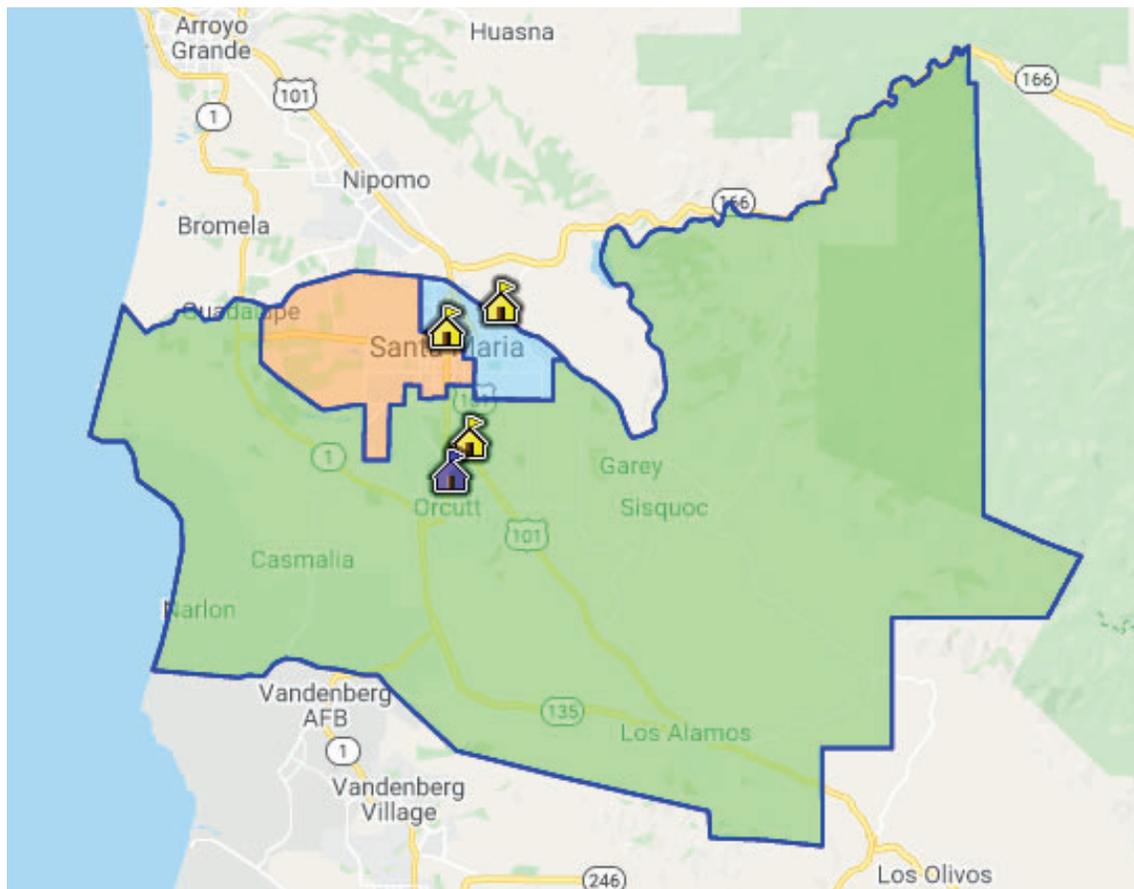
CHAPTER II: STUDENT / COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

A. General History and Background

THE COMMUNITY

Community Served by the School

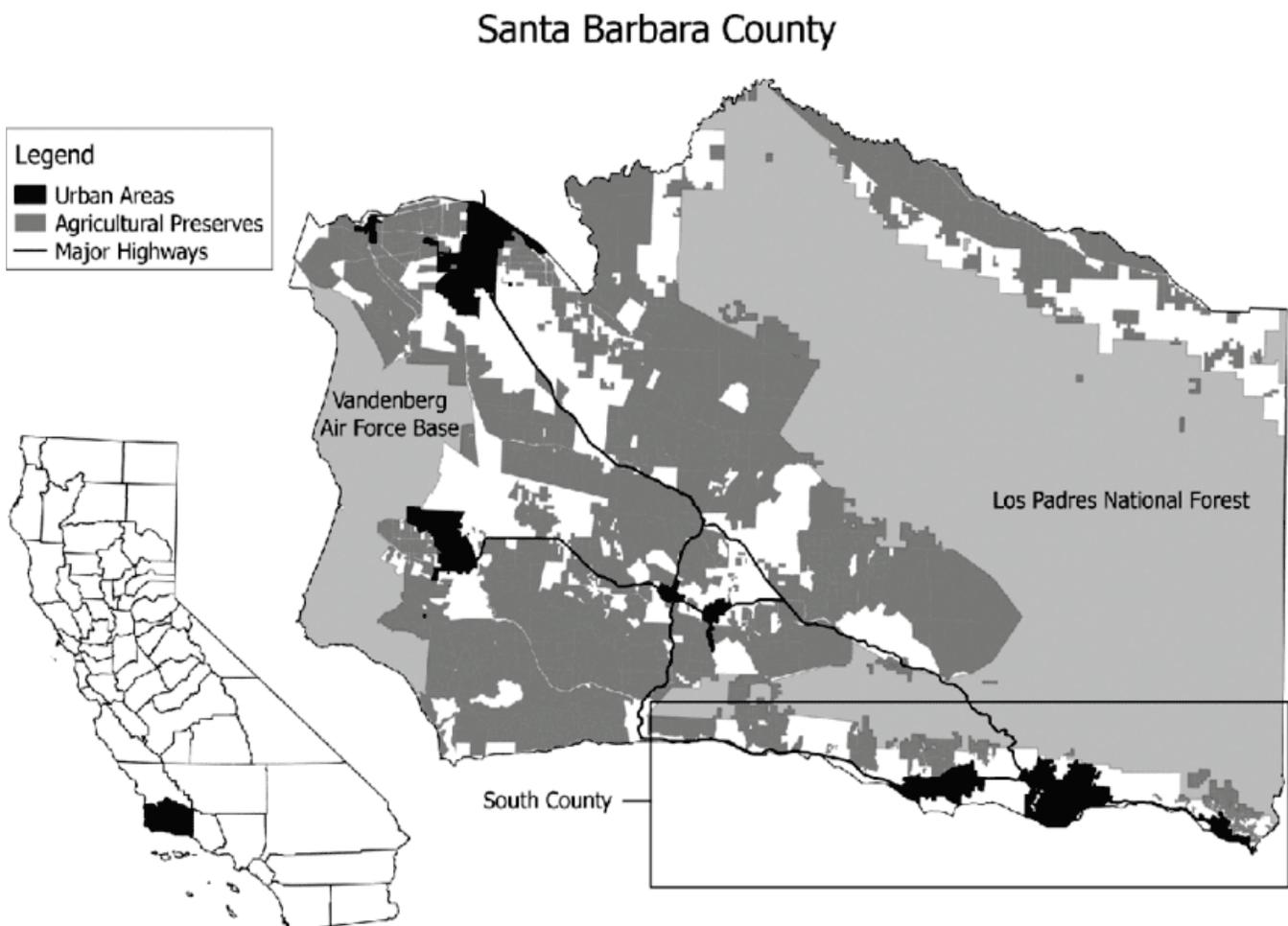
Ernest Righetti High School (ERHS) is one of three comprehensive high schools in the Santa Maria Joint Union High School District (SMJUHSD). ERHS was established in 1963. The school is located on the Central Coast of California in the Santa Maria Valley. Santa Maria is a small urban community with a population of about 107,000 within the city and nearly 142,000 in the Santa Maria Valley (California-demographics.com). This area is primarily a rural agricultural area with some influence from the Vandenberg Air Force Base (VAFB) impacting the southern part of the Santa Maria Valley, especially the suburban community of Orcutt. ERHS has approximately 2400 students and receives students from eight schools within four different school districts (Blochman Union, Guadalupe Union, Orcutt Union, and Santa Maria Bonita). The school has the most diverse student population in the district.



Ernest Righetti High School (in green) serves the largest region within the Santa Maria Joint Union High School District. (*Pioneer Valley High School in blue; Santa Maria High School in orange.*)

Family and Community Trends

The student body is drawn from a variety of disparate communities including cities and small, unincorporated county communities. Most students are from the Orcutt / southern Santa Maria areas in Northern Santa Barbara County. Santa Maria has a high percentage of Hispanic families, with a more balanced mix of White and Hispanic families residing in the Orcutt area. Nearly a quarter of our students are bussed in from Guadalupe, a largely Hispanic town about 12 miles west of the school site. There is a significant amount of farming in and around our area, accounting for our healthy number of students and families who are involved in agriculture, including as migrant and year-round farm labor. In addition, a few students are bused in from the very small communities of Sisquoc (east of Orcutt) and Los Alamos (south of the site). The students from Sisquoc and Los Alamos are few in number and come from very small, K-8 schools in their very rural communities. The student population has a broad spectrum of families with very high levels of income and education through families who are desperately poor and may have limited schooling. Students come from four different elementary feeder districts.



A significant portion of Northern Santa Barbara County is dedicated farmland.

Family and Community Trends (continued)

Census Data: 2010		Census Estimates: 2019	
Community (2010)	Percent of Households at or below Poverty Level	Community (2019)	Percent of Households at or below Poverty Level
Santa Barbara	14.1	Santa Barbara	13.2
Santa Maria	17.7	Santa Maria	17.1
Guadalupe	14.8	Guadalupe	16.6
Orcutt	5.5	Orcutt	6.9

Findings based on the data: Over the past decade, the percentage of households at or below poverty level seems to have decreased in the city of Santa Barbara; however, the poverty level for Guadalupe and Orcutt – two of the regions ERHS serves – have increased. Given the unemployment rate in our country due to COVID-19, there is likely to be a significant increase in these numbers at this time.

Parent / Community Organizations

- **DELAC:** The District English Language Advisory Committee (DELAC). This committee is comprised of ELAC members throughout SMJUHSD. They advise the governing board regarding programs and services that will best serve our English Language Learners.
- **ELAC:** The English Language Advisory Committee (ELAC). This committee serves as a parent support group that provides information and offers services to the parents of our English Language Learners. The committee meets several times per year.
- **ERHS Booster Club:** This club consists of parents and staff members who meet on a regular basis. This club encourages both academic and athletic activities, events, and programs.
- **Parents on a Mission:** A nine-week program that teaches strong parenting skills to help prevent students from making poor lifestyle choices.
- **PTSA:** The Parent-Teacher-Student Association (PTSA). PTSA is a volunteer organization where parents, teachers, site staff members, students, and others are active in both the school and local communities.
- **School Site Council:** The School Site Council (SSC) is composed of teachers, parents, students, administrators, and other members who work together to develop and monitor the SPSA.
- **Warrior Parent Academy:** Warrior Parent Academy (WPA) is a six-week series that educates parents about the school, requirements, and resources. For the 2019-2020 school year, the series focused on Distance Learning, Aeries and Canvas accounts, mental health, grades and graduation requirements versus college / university requirements, and life after high school. (See appendix.)

STAFF DESCRIPTION

Ernest Righetti High School has 128 certificated staff (including 4 administrators – our principal, Karen Rotondi, and 3 assistant principals – as well as eight school counselors), 96 classified staff (with 3

bilingual instructional aides, 28 instructional aides, and a crisis intervention consultant), as well as 2 members from Fighting Back Santa Maria, and a Sheriff's Department Resource Officer (SRO).

Certificated Staff by Race, Ethnicity, and Gender (5-Year Overview)

Year	Hispanic	American Indian	Asian	Pacific Islander	Filipino	African American	White	Not Listed	Total
2015-2016	26	1	2	0	1	0	74	2	107
2016-2017	28	1	2	0	2	0	72	5	110
2017-2018	28	1	2	0	2	0	75	5	113
2018-2019	28	1	2	0	1	1	84	9	126
2019-2020	31	1	2	0	1	1	77	15	128

Certificated Staff by Gender (5 Year Overview)

Year	Male	Female	Total
2015-2016	52	55	107
2016-2017	51	59	110
2017-2018	50	63	113
2018-2019	61	65	126
2019-2020	57	71	128

Findings based on the data: The number of certificated staff has increased over the past five years in order to meet the growing population and the various needs of our students. We have a fairly equal ratio of male to female educators at Ernest Righetti High School.

SCHOOL PURPOSE AND ACS WASC ACCREDITATION HISTORY

School Purpose

Our purpose is to provide a safe learning environment which emphasizes the excitement and joy of learning and prepares students for adulthood by engaging them in opportunities to solve real life problems.

ERHS Motto: Greatness Starts Here!

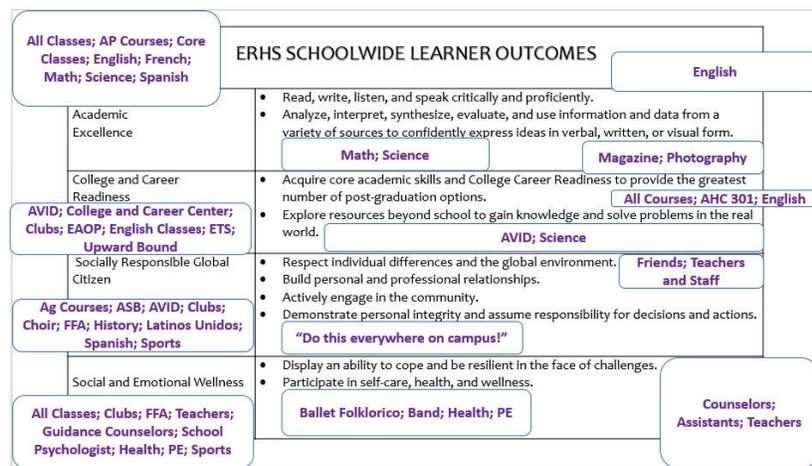
ERHS Vision Statement: Our vision at Righetti High School is to provide a healthy, safe, and engaging learning environment through relevant curriculum in order to promote academic achievement, college and career readiness, social responsibility, and emotional well-being for all students.

District Mission Statement: We prepare all learners to become productive citizens and college and/or career ready by providing challenging learning experiences and establishing high expectations for achievement.

ERHS Schoolwide Learner Outcomes:

Academic Excellence	<ul style="list-style-type: none"> Read, write, listen, and speak critically and proficiently. Analyze, interpret, synthesize, evaluate, and use information and data from a variety of sources to confidently express ideas in verbal, written, or visual form.
College and Career Readiness	<ul style="list-style-type: none"> Acquire core academic skills and College Career Readiness to provide the greatest number of post-graduation options. Explore resources beyond school to gain knowledge and solve problems in the real world.
Socially Responsible Global Citizen	<ul style="list-style-type: none"> Respect individual differences and the global environment. Build personal and professional relationships. Actively engage in the community. Demonstrate personal integrity and assume responsibility for decisions and actions.
Social and Emotional Wellness	<ul style="list-style-type: none"> Display an ability to cope and be resilient in the face of challenges. Participate in self-care, health, and wellness.

Ernest Righetti High School Schoolwide Learner Outcomes with Student Feedback





WASC Accreditation History

Ernest Righetti High School earned a 6-year status on its last review in 2014. A mid-cycle review took place in February 2017, which resulted in a progress report in June 2018 as a follow-up to the identified areas of improvement.

LCAP – IDENTIFIED NEEDS AND DESCRIPTION OF GOALS, ACTIONS, AND SERVICES

Parent / Community Input

Monthly Parent Advisory Committee Meetings held at the SMJUHSD District Office review LCAP goals and services and District Data (such as from the CA Dashboard and local data such as Renaissance Learning scores). During these meetings, the district takes note of parent requests and questions on how to improve their student's education. These requests are taken to the District Administration team and, if possible, are added to the LCAP. There also was a blog on the District Website where people could comment on the plan. The LCAP Steering Committee meeting usually occurs in the spring semester where the district receives input from Community stakeholders, CSEA, FA, Site Admin, parents and students.

Update: The LCAP Steering Committee meeting did not occur in 2020 due to the COVID-19 shutdown.

LCAP Identified Needs and Goals for ERHS

- **LCAP Goal # 1 / ERHS SPSA Goal # 1** (*State Priorities 1, 2, 4, 7, and 8*): Challenge and support all students to demonstrate proficiency in the Common Core State and other adopted standards and acquire the knowledge and skills to be successful and prepared to continue their education and be successful in transitioning to a meaningful career.
Metrics that will measure progress – Appropriately assigned and fully credentialed teaching staff; access to instructional materials; increase the percentage of college / career readiness.
- **LCAP Goal # 2 / ERHS SPSA Goal # 2** (*State Priorities 2, 3 and 6*): Create a culture of respect and caring that supports positive relationships among all stakeholders.
Metrics that will measure progress – Increase the following: A-G completers, College / Career Readiness, Graduation rates, Math scores, Students earning certificates.
- **LCAP Goal # 3 / ERHS SPSA Goal # 3** (*State Priorities 2, 4, 7, and 8*): Strengthen the quality for career education programs and services.
Metrics that will measure progress – College / Career Indicators, Graduation rates, and Suspension rates.
- **LCAP Goal # 4 / ERHS SPSA Goal # 4** (*State Priorities 1, 3, 4, 5, 6, 7, and 8*): Strengthen district-wide support systems, processes, and practices that support student learning.
Metrics that will measure progress – District data: A-G Completion rates, AP Testing Percentage, Cohort Graduation rates, and Cohort Dropout rates.
- **LCAP Goal # 5 / ERHS SPSA Goal # 5** (*State Priorities 1, 2, 4, 5, 7, and 8*): Expand the ways in which technology may be used to support student engagement and learning while improving the efficiency of district operations.

Metrics that will measure progress – Increase rate of student tablet use at school and in the home as well as Pathway / CTE course completion rates; SBAC / Dashboard results, Grade distributions, EL Redesignation rates, and A-G completion rates.

- **LCAP Goal # 6 / ERHS SPSA Goal # 6 (State Priorities 1, 5, 6, and 8):** Maintain a safe, secure, and healthy environment for all students and staff.

Metrics that will measure progress – Provide Technology and Social Media education for students and parents, as well as integrate this education within student courses.

- **LCAP Goal # 7 / ERHS SPSA Goal # 7 (State Priorities 1, 2, 3, 4, 7, and 8):** Strengthen programs and services to support English Language Learners becoming proficient in academic areas.

Metrics that will measure progress – California School Dashboard English Learner Progress Indicator and reclassification rates.

- **LCAP Goal # 8 / ERHS SPSA Goal # 8 (State Priorities 1, 4, 5, 6, 7, and 8):** Develop support systems for Foster Youth to improve academic achievement.

Metrics that will measure progress – Foster Youth A – G Completion rates, College / Career Readiness rates, and Graduation rates.

B. School Program Data – Description of Programs

1. GENERAL EDUCATION PROGRAM

The general education program for high school graduation includes the following requirements:

- English: 40 units
- Social Studies: 30 units
- Math: 20 units (with the successful completion of Algebra 1)
- Science: 20 units
- Physical Education: 20 units
- Foreign Language / Visual Performing Arts: 10 units
- Health Education: 5 units
- Electives: 75 units

This 220-unit program is the minimum requirement for high school graduation.

2. COLLEGE AND CAREER PROGRAMS

ERHS has made significant strides in increasing the number of course offerings that address A-G completion and College Career Readiness.

- **AP Courses:** ERHS currently offers a total of fifteen advanced placement courses from six departments:
 - **English:** AP English Language and Composition; AP English Literature and Composition.
 - **Foreign / International Languages:** AP Spanish Language and Culture; AP Spanish Literature and Culture.
 - **Math:** AP Calculus A/B, AP Calculus B/C, and AP Statistics.
 - **Science:** AP Biology, AP Chemistry, AP Environmental Sciences, and AP Physics.
 - **Social Studies:** AP Microeconomics, AP US Government, and AP US History.
 - **Visual Performing Arts:** AP Studio Art 2D / 3D and AP Studio Art Draw
- **Concurrent Enrollment:** ERHS currently offers sixteen Allan Hancock College (AHC) concurrent enrollment courses.
 - **AG 120:** Viticulture Operations 1
 - **AG 152:** Introduction to Animal Science
 - **AG 154:** Introduction to Fruit Science
 - **AG 156:** Intro to Environmental Horticulture
 - **AG 157:** Agricultural Sales, Communication & Leadership
 - **AG 158:** Agricultural Economics
 - **DANC 140:** Beginning Folklorico

- **DANC 142:** Intermediate Folklorico
- **FILM 110:** Intro Motion Picture / Video Production
- **FRCH 101:** Elementary French I
- **FRCH 102:** Elementary French II
- **GEOL 100:** Physical Geology
- **HIST 101:** World Civilizations to 1600
- **HIST 102:** World Civilizations Since 1500
- **PROD 301:** Intro Life/Career Planning
- **WLDT 106:** Beginning Welding

- **CTE Pathways:** ERHS offers 16 CTE pathways within 7 CTE sectors. Industry Sectors are designed to organize classes, provide career information, attach student activities and unify our students on campus with a sense of ownership. This will expand student opportunities for learning and career preparation. We take pride in the fact that we assist students in identifying the skills and knowledge they are developing in school and demonstrate how they relate to a range of career options. Through this process our students develop a meaningful, personal education plan that leads to individual success through post-secondary education and/or training.
 - **Agriculture and Natural Resources:** Agriculture Business, Agriculture Mechanics, Agriscience, Animal Science, Ornamental Horticulture, Plant and Soil Science
 - **Arts, Media, and Entertainment:** Visual/Commercial Art, Performing Arts, Prof Music, Professional Theater, Film Video Production
 - **Education, Child Development and Family:** Education
 - **Energy, Environment, and Utilities:** Environmental Resources
 - **Information and Communication:** Tech Information Support and Services
 - **Health Science and Medical Technology:** Patient Care
 - **Hospitality, Tourism, and Recreation:** Food Service and Hospitality

- **School / College Partnerships** In addition to current articulation course development, ERHS offers a number of Concurrent Enrollment classes with Allan Hancock College (see above). The Allan Hancock Promise is a program offering free community college tuition, allowing a larger number of high school students to attend college directly upon high school graduation. UCSB EAOP, Cal Poly SLO Upward Bound, and Cal Poly SLO Educational Talent Search provide college and career support for our students.

- **A – G Support Courses:** During the 2020-21 SY, Ernest Righetti High School incorporated a variety of English support classes to assist students in the successful completion of English 1 and English 2, including 5 sections (108 students) of 9th grade English Skills. The RenLearn

scores of our incoming freshman indicate that nearly half of them (48%) require intervention. Regular RenLearn testing and the use of reading intervention software assist with progress monitoring. The English TOSA works very closely with the English Department Chair and Counselors to ensure students are properly placed and are receiving the necessary level of intervention. EL support is also occurring at every grade level with sections of Advanced ELD for our more proficient English Learners, as well as a few sections of support for our newcomers. These courses provide support and prepare students to pass the ELPAC. In addition, ERHS has implemented and refined a 2-year Algebra course to help students meet the Algebra 1 graduation requirement. Approximately 50% of our incoming freshmen come to us with Renaissance Learning placement scores of less than 800. This number generally determines which students are ready to be successful in Algebra 1. We also use 8th grade completed math courses, teacher recommendations, and SBAC scores as additional data points when placing incoming freshmen. The students who are in this category are placed in the new 2 Year Algebra course in which the support is built into the class on a daily basis. This course follows the same curriculum as the Algebra 1 course. These students can still be A-G compliant, completing Algebra 2 by the end of their senior year. The Ren Learn data for the 2-Year Algebra students has shown an average of 100-point gain on the Ren Learn District assessments given three times per year.

- **AVID (Advancement Via Individual Determination):** Our AVID program has expanded significantly since our last visit. During the 2013 – 2014 school year, there were four sections of AVID (one per grade level) and three AVID elective teachers (representing the English and Science departments). We now have eight sections of AVID (two per grade level) and eight AVID elective teachers (representing the English, Math, Science, and VPA departments).

- **Tutoring:** ERHS has after school tutoring in English and Spanish. The tutoring in English is led by two certificated staff members who supervise five to eight student tutors. This is currently being provided remotely over zoom three days a week. The tutoring provided in Spanish was taking place at McKenzie Junior High in Guadalupe prior to school closures. During that time it was a bilingual instructional assistant supervising three student tutors. It is currently being provided via zoom by the three bilingual instructional assistants.

- **Independent Study:** The ERHS Independent Study program is currently taught by Denise Paulus. Our students meet with her a minimum of once a week where they submit assignments and outline what is expected of them the following week. When a student enrolls in Independent Studies, Mrs. Paulus provides a timeline of his/her requirements needed to complete their studies and graduate on time. She reports student progress to the Counselors and Admin once a week. We are currently in the process of integrating to a newer ISP ERHS curriculum, allowing instructors to post assignments and grades in Canvas. Examples of our ISP courses include Key Curriculum and Choices.

Findings based on the data: ERHS continues to build the number of Pathways and Concurrent Enrollment course offerings. In addition, we offer 16 Advanced Placement Courses. Through programs and strategies including English and Math support classes and regular RenLearn progress monitoring, ERHS is committed to providing access to students and is working to ensure more students graduate as A-G completers. However, there continues to be a need for increased junior high articulation and other supports before and as our 9th graders transition to high school.

3. ONLINE INSTRUCTION

Edmentum (A-G Courses): ERHS offers online courses through Edmentum. This is a software program that is Common Core aligned, state approved and accepted to meet the A-G requirements. Students are eligible to take these courses to improve a grade in a previously taken course. Some exceptions include those who come from out of the district or did not have an opportunity to complete the course in a standard classroom.

Independent Study: The Independent Study program is overseen by a Certificated staff member using a curriculum accepted by our district including, but not limited to, Edmentum. Students are closely monitored, and those who do not complete their courses are re-enrolled into the traditional class or are transferred to Delta High school, our alternative educational high school.

MMEP (EL Programs): ERHS offers support to our English Learner population. Our support includes tutoring, credit recovery, SAT prep, and individualized academic support. The credit recovery classes are taken through Edmentum and Cyber High. MMEP also provides regular training and curricular support for our teachers with EL students as well as our Bilingual Instructional Assistants. Currently, this is focused on the curriculum in our new Advanced ELD courses and ELPAC preparation. MMEP supports the site in ELPAC administration as well as Redesignation of EL students.

On Track Credit Recovery (OTCR): ERHS offers credit recovery for students who fail a class and is used to get students back on track for graduation. Students are able to complete an Edmentum class that has been modified to allow students to demonstrate a basic mastery. Students receive only a CR/NC grade for these classes. OTCR is offered during the school year or during Summer school. RHS has offered a class period for students who need to complete 3 or more OTCR classes, called Intervention Through Technology (ITT). The ITT class is overseen by a certificated staff member in the Business department.

4. SUPPORT PROGRAMS

The following is from the District Learning and Continuity Plan:

English Learners:

Designated and Integrated ELD support for all English Learners will continue to be provided through the District's distance learning model. Bilingual Instructional Assistants (BIAs) will

support students in the core by aligning appropriate teaching strategies to content objectives to support students' mastery of the English language. BIA's will provide students with virtual after school small groups and one-on-one tutoring for students who need additional language support beyond the school day. BIA's will have access to courses in Canvas so that they may familiarize themselves with the course content and teacher expectations to best support students through distance learning. BIA's will be trained on EL strategies in addition to the use of Zoom and Canvas. Newcomer students will be provided with small group instruction on how to access the technology before the start of school.

Long-Term English Learners (LTELS) will be provided with a designated English Language Development (D-ELD) grade level Advanced Lab course. These courses are aligned with grade-level core and with English Language Arts / English Language Development standards. Students will be provided with lessons to help prepare for the *English Language Proficiency Assessments for California (ELPAC)* test. Lessons will include structured practice on task types in each of the ELPAC domains, as well as academic vocabulary. Lessons are designed to address gaps in student learning due to learning losses. Special projects will provide students with engaging activities with an emphasis on reading and writing that may be completed in a distance learning environment. Common formative assessments and Ren Learn will be used for progress monitoring to measure achievement growth throughout the year.

Virtual afterschool English and Math Supplemental Instructional Academies will be provided for 9th and 10th grade EL Migrant students who scored below standard or near standard on their last CAASPP English Language Arts/Mathematics test. Instruction will be aligned to CCSS ELA/Math and ELD standards. Students who are not making adequate annual progress towards language proficiency on their last ELPAC test will be identified and provided with supplemental reading and writing instruction. Supplemental math instruction will focus on teaching concepts and procedures, as well as modeling data for students who scored below standard on either Claim 1 or Claim 2. Pre and post assessments and student writing portfolios will be used to measure progress. Supplemental activities in the ELA Academy will emphasize College & Career Readiness, and a variety of online platforms that will support student practice through distance learning. The Math Academy will include an emphasis on science & technology. Parents/guardians and students will be provided with two math nights during the school year to review math standards, instructional strategies to best support students during distance learning, and study skills to reinforce learning at home.

Foster Youth:

The Fighting Back Santa Maria Valley Program Specialists connect with each school team to ensure our foster youth have what they need to be successful during distance learning. This includes connecting them to devices and hotspots as needed. In addition, the Santa Barbara County Foster Youth Services Coordinating Program (FYSCP) assists with school work coordination in partnership with various LEA's, the Social Services Agency, and Probation Department to ensure that Santa Barbara County foster youth students have access to their distance learning and school-based support services. The Program Specialist continues to provide support between school teams and collaborative partners. They assist our foster youth

with the coordination of services and continuity of educational programming including school transitions to minimize enrollment disruptions. Program Specialists contact each foster youth to inquire about what resources they may need during distance learning. When in-person instruction is allowed, Program Specialists will also assist in the foster youth's return to school. Per our Program Specialists, students have shared their needs and have been referred to the appropriate support staff to help them with their requests.

Students Experiencing Homelessness:

Similarly, students who are experiencing homelessness are provided with any support they may need during distance learning. The District's Homeless Liaison coordinates with site teams made up of counselors, community liaisons, guidance technicians, and administrators to assist in the identification of students. Once the students are identified, they are contacted and provided with necessary information and resources. These staff members also conduct needs assessments with all families experiencing homelessness within a week of enrollment. They are referred to school and community-based support systems through a referral process. Our schools have increased outreach to specifically connect them with resources needed through distance learning, such as low-cost internet services, online tutorials for distance learning tools, and basic needs. School staff also provide bilingual interpretation and translation to facilitate communication with teachers and help understand online classroom assignments and expectations. The District will also continue to collaborate with the Santa Barbara County Food Bank to plan and assist families regarding meal distribution.

5. PROGRAMS AND SERVICES FOR STUDENTS WITH SPECIAL LEARNER NEEDS

Our Special Education students are also provided with a continuum of services, from students with Moderate to Severe disabilities to Mild to Moderate needs. If needed, students can receive support until the age of 22 if it is a need. ERHS also has a Therapeutic Learning Class on campus for students who need greater support and therapy. Our number of courses where Special Education staff Co-teaches with General Education staff have increased significantly. In addition, courses taught in our special education department support students as they build skills to prepare them for the general education course sequence. Students are clustered in their core content classes to receive optimal support from their case managers and paraprofessionals. Our counselors work with the case managers to hand-schedule students into classes to best meet each student's academic and socio-emotional needs. ERHS also has a Special Education Coordinator and Special Education Secretary to schedule and facilitate IEPs. This frees case managers up to focus on implementing the IEP's and supporting our Students with Disabilities. The school employs two psychologists and a Speech and Language Pathologist, who provide direct services, assess as well as consult with special education and general education staff. The school also has many students who are on 504 plans. Mr. Eybel, one of our school psychologists, schedules and facilitates those meetings with parents, students, counselors and teachers. A plan is developed that includes accommodations provided to students within their classes to address their individual learning needs.

C. SCHOOLWIDE LEARNER OUTCOMES / GRADUATE PROFILE

Righetti teachers encourage their students to be cognizant of the Schoolwide Learner Outcomes in their academics, such as Academic Excellence. Each course strives to provide students with real-world problems and explore the resources they may need to solve these problems. Oftentimes, solving such problems requires a student to develop the resilience needed to face certain challenges. Students are encouraged to consider how their actions will affect others within their classes and small groups.

Academic Excellence is addressed within each course. Students are asked and taught to read, write, listen and speak critically. Students analyze, interpret and synthesize data. This is being tested in the areas of Math, English and Science via the statewide assessments. In addition, the Math and English teachers regularly use RenLearn assessments. College and Career Readiness is a focus of the Concurrent, AP and AVID Elective courses. The CTE Pathways and specific Concurrent classes are focused on Career Readiness. The ERHS counseling team is highly proactive about monitoring and guiding students on pathways to ensure they are College/Career Ready. Students are exploring and solving real world problems, particularly in Elective classes. The District recently built a CTE campus, scheduled to open in Fall 2021, that will expand relevant and practical career technical options for students at all three district schools. The PE department focuses heavily on the development of “Social and Emotional Wellness” as well as becoming a “Socially Responsible Global Citizen”. Clubs and other extracurricular activities provide students opportunities to celebrate differences, like our Dia De Los Muertos Rally, and demonstrate personal integrity and assume responsibility for decisions and actions.

ERHS developed the SLO’s as part of the process and just began to share them with students and staff in late Fall 2019 and early Winter 2020. There was insufficient time to collect specific data on the degree to which students were achieving them prior to the school closure on March 13, 2020. However, each department did review how they could be addressed in their content area. This information is embedded in Chapter 3 of this report. In addition, the AVID teachers conducted a survey that solicited information about where st saw the SLO’s being supported in the classroom and in extracurricular activities.

D. DEMOGRAPHIC DATA

1. SOCIOECONOMIC STATUS

- Parent Education Level 2020-2021 :

Not HS Graduate	451
High School Graduate	466
Some College	641
College Graduate	536
Graduate School / Postgraduate Training	217
Declined to State / Unknown	152
Total	2463

- Free and Reduced Lunch Eligibility:

School Year	Free & Reduced Price Meals	Percentage
2015-2016	1084	50.7%
2016-2017	1105	50.7%
2017-2018	1262	56.7%
2018-2019	1339	58.2%
2019-2020	1377	56.6%

Findings based on the above data: Nearly 20% of our parent population did not graduate from high school; approximately 30% of our parents are college graduates or have attended graduate school or some form of postgraduate training. More than 50% of students qualify for Free and Reduced Meals.

2. STUDENT ENROLLMENT**School Demographics: Enrollment by Grade 5-year Overview**

School Year	9th	10th	11th	12th	Total
2015-2016	588	544	497	510	2139
2016-2017	585	604	502	489	2180
2017-2018	612	581	549	484	2226
2018-2019	640	604	521	536	2301
2019-2020	684	668	565	518	2435

School Demographics: Enrollment by Gender 2019 - 2020

Gender	9th	10th	11th	12th	Total
Female	344	323	275	240	1182
Male	340	345	290	278	1253
Total	684	668	565	518	2435

School Demographics: Enrollment by Ethnicity - 4-year Overview 2016 – 2017 - 2019 – 2020

Student Group	2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent
African American	45	2.1%	30	1.3%	38	1.7%	29	1.2%
American Indian	13	0.6%	17	0.8%	15	0.7%	19	0.8%
Asian	53	2.4%	57	2.6%	54	2.3%	46	1.9%
Filipino	40	1.8%	33	1.5%	38	1.7%	42	1.7%
Hispanic	1368	62.8%	1434	64.4%	1534	66.7%	1626	66.8%
Pacific Islander	5	0.2%	6	0.3%	4	0.2%	6	0.2%
White	576	26.4%	550	24.7%	541	23.5%	562	23.1%
2 or More Races	62	2.8%	74	3.3%	59	2.6%	83	3.4%
Not Reported	18	0.8%	25	1.1%	18	0.8%	22	0.9%

Predominant primary languages other than English: Spanish and Mixtec.

Title 1: All of the schools within the Santa Maria Joint Union High School District, including Ernest Righetti High School, are Title 1 schools.

Findings based on the above data: Student enrollment numbers have steadily increased over the past five years. Enrollment in the 2015-2016 school year was 2,139 students with enrollment in the 2019-2020 school year at 2,435 students. Enrollment by gender remains fairly even throughout the high school grade levels. A significant portion of our student body is comprised of Hispanic students (67%) with a much smaller percentage of White students (23%) and other ethnicities.

School Demographics: Enrollment by Group - 4-year Overview: 2016–2017 - 2019–2020

	2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020	
Student Group	Total	Percent	Total	Percent	Total	Percent	Total	Percent
English Learners	309	14.2%	301	13.5%	333	14.5%	351	14.4%
Foster Youth	20	0.9%	29	1.3%	16	0.7%	17	0.7%
Homeless	156	7.2%	171	7.7%	249	10.8%	257	10.6%
Migrant Education	63	2.9%	51	2.3%	57	2.5%	55	2.3%
Socioeconomic	1173	53.8%	1317	59.2%	1408	61.2%	1461	60.0%
Students with Disabilities	242	11.1%	245	11.0%	259	11.3%	278	11.4%

Findings based on the above data: The number and percentage of English Language Learners has increased over the past four years, with a slight decrease in the number of students in the Migrant Education program. The number of foster youths varies both throughout the school year and over time. There has been a steady increase in the number of homeless students. Over the past three years, approximately sixty percent of our student population is from low socioeconomic backgrounds. The percentage of students with disabilities remains stable.

3. LANGUAGE PROFICIENCY NUMBERS

Student Group	2016-2017	2017-2018	2018-2019	2019-2020
English Learners (EL)	309	301	333	351
Initial Fluent English Proficient (I-FEP)	92	82	65	56
Redesignated FEP (R-FEP)	392	458	504	500

Findings based on the above data: ERHS has the smallest number of EL students in the district, but that subgroup is growing. More support is being provided via Migrant Multilingual Education Program (MMEP), Bilingual Instructional Aides (BIA's) and more EL support course offerings. ERHS has made an effort to ensure that EL students are provided the necessary level of support in the hopes that more will be Redesignated. The Advanced ELD Lab classes that were added this year focus on supporting students with literacy development and prepare them to perform on the ELPAC.

E. DATA ON ADDRESSING THE EIGHT STATE PRIORITIES

CALIFORNIA SCHOOL DASHBOARD *PERFORMANCE OVERVIEW*

ERHS 2019 Student Group Report

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Blue	Yellow	Orange	Green	Yellow
English Learners	None	Blue	Green	Orange	Orange	Orange
Foster Youth	None	Green	None	None	None	None
Homeless	None	Blue	Yellow	Orange	None	None
Socioeconomically Disadvantaged	None	Blue	Green	Orange	Green	Yellow
Students with Disabilities	None	Blue	Yellow	Red	Orange	Red
African American	None	Blue	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	Blue	None	None	None	None
Filipino	None	Blue	None	None	None	None
Hispanic	None	Blue	Green	Orange	Green	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	Blue	Yellow	Orange	Blue	Green
Two or More Races	None	Green	None	None	None	None

LCFF PRIORITY 1 – BASICS (Teachers, Instructional Materials, Facilities)

LCAP Goal # 5 / ERHS SPSA Goal # 5: *Expand the ways in which technology may be used to support student engagement and learning while improving the efficiency of district operations.*

LCAP Goal # 6 / ERHS SPSA Goal # 6: *Maintain a safe, secure, and healthy environment for all students and staff.*

Schoolwide Learner Outcomes: Academic Excellence; College and Career Readiness.

Certificated Staff Education: 5-year Overview

School Year	Doctorate	Master's Degree +30	Master's Degree	Baccalaureate Degree +30	Baccalaureate Degree	Total
2015-2016	2	2	40	58	5	107
2016-2017	1	2	39	61	7	110
2017-2018	0	1	43	60	9	113
2018-2019	0	1	53	62	10	126
2019-2020	1	1	52	62	12	128

Professional Development Programs / Trainings: In addition to the numerous subject-specific trainings, the district has provided the following Professional Development opportunities:

Adaptive Schools	LCAP Steering Committee
AVID (District, National, and SI)	Math at Work
Canvas	NGSS (Next Generation Science Standards)
Counseling Summit	Parents on a Mission
Cultural Proficiency	Read 180
ELA / ELD Pathway	Reading Plus
Ethnic and Gender Studies	Renaissance Learning
Foster Youth Training	Restorative Approaches
Habits of Mind	Social Studies Framework

Student Access to Materials:

SMJUHS adheres to and certifies that all students have access to standards-aligned materials as required by the Williams Act. Each student receives a tablet to access all online material and books are issued at the beginning of the school year. Righetti is a 1:1 device initiative school. Students keep their tablet during their four years and are provided assistance with obtaining internet capability in their home if needed. The school is equipped with wireless capability throughout the campus and all students and staff have an email and storage account through Microsoft Office 365. A full-time Technology TOSA is assigned to offer a variety of trainings and support to staff and students.

Facilities:

ERHS is a closed campus and all visitors must register with the office prior to entering the campus. We hold periodic fire, earthquake, and lockdown drills throughout the school year. The Safety Plan is updated at the beginning of each school year and is adjusted as needed. The Safety Committee holds monthly meetings to review the School Safety Plan. Campus security assistants are on duty from 7:00 a.m. to 4:00 p.m. We have been assigned an SRO from the Santa Maria Police Department. At the present time, we have nearly 100 surveillance cameras.

The ERHS Maintenance and Operations staff are assigned to various parts of the campus. Their responsibilities include general maintenance, upkeep, cleaning, as well as, responding to various requests. Three additional custodians were assigned to each campus to vacuum classrooms and maintain restrooms during the day. Custodians also provide an additional adult presence on campus.

Chemicals used throughout campus, including those used in science classrooms and for maintenance, are kept in appropriate storage facilities and cabinets. The Maintenance staff is trained annually on how to handle and store hazardous materials and waste. An outside contractor performs the inventory and disposal.

Our maintenance department uses a program from MC2 called School Preventive Maintenance Management System (SPMMS). All units such as air conditioning, elevators, and exhaust units that have a manufacturer's recommendation for service are put into the program. Recurring work orders are generated depending on the information put into the system. It could be weekly, quarterly, or yearly. The system will notify the school that service is due, and a work order is printed and given to the staff member responsible. The Maintenance Department is required to do a Facility Inspection Tool (FIT) inspection under the Williams Act. FIT is used to determine whether a facility is clean, safe, and functional. The Plant Manager (PM) walks through every classroom starting in October and follows the FIT guidelines to determine if anything needs to be fixed or serviced in the room. The FIT reports are submitted to the School Accountability Report Card (SARC) coordinators. The FIT and safety inspections are completed at

the same time. Safety violations are addressed and mitigated. A copy of the latest summary of the FIT report is included in the Appendix of this document.

1. LCFF PRIORITY 2 – IMPLEMENTATION OF ACADEMIC STANDARDS

LCAP Goal # 1 / ERHS SPSA Goal # 1: *Challenge and support all students to demonstrate proficiency in the Common Core State and other adopted standards and acquire the knowledge and skills to be successful and prepared to continue their education and be successful in transitioning to a meaningful career.*

LCAP Goal # 3 / ERHS SPSA Goal # 3: *Strengthen the quality for career education programs and services.*

Schoolwide Learner Outcomes: Academic Excellence; College and Career Readiness.

Santa Maria Joint Union High School District and Ernest Righetti High School Site Administration have provided numerous Professional Development (PD) opportunities to ensure teachers are trained in the Common Core State Standards (CCSS). The English and Math departments follow the standards, and CCSS support is provided by other departments. Our English and Math TOSAs help to support Common Core. The science department is in their second year of rolling out NGSS (Next Generation Science Standards). The *Physics of the Universe* course commenced in the 2019 – 2020 school year and *The Living Earth* course started this year (2020 – 2021). Our Science TOSA is fundamental in supporting these efforts.

We now have a district-wide Professional Learning Community (PLC) schedule, which allows for department members to collaborate and examine data every Monday. The district offers multiple PD opportunities for all teachers.

2. LCFF PRIORITY 3 – PARENT ENGAGEMENT

LCAP Goal # 2 / ERHS SPSA Goal # 2: *Create a culture of respect and caring that supports positive relationships among all stakeholders.*

LCAP Goal # 4 / ERHS SPSA Goal # 4: *Strengthen district-wide support systems, processes, and practices that support student learning.*

LCAP Goal # 6 / ERHS SPSA Goal # 6: *Maintain a safe, secure, and healthy environment for all students and staff.*

Schoolwide Learner Outcomes: Socially Responsible Global Citizen.

A variety of measures are in place to seek parent involvement and input in our school decision making processes. These range from a variety of district and site committees and clubs to parent surveys (at both the district and site levels). District committees and clubs include: DELAC, Monthly Parent Advisory Committee Meetings to review LCAP goals and services and District Data, and Parents on a Mission (POM). Site committees and clubs include: ELAC (English Language Advisory Committee), ERHS Booster Club, PTSA (Parent-Teacher-Student Association), School Site Council (SSC), and the Warrior Parent Academy. (*Reference Chapter 2 Section A for additional club and committee information; reference Chapter 2 Section F for Parent Survey information.*) Parents also have access to Aeries, Canvas, and Parent Square.

The Ernest Righetti High School website (www.righetti.us) and the Santa Maria Joint Union High School website (<http://www.smjuhsd.k12.ca.us>) both provide resources for parents.

ERHS Website:

Select Language | v

Learn More

- About The School
- Attendance
- Bell Schedule
- Cafeteria
- Calendar
- CAMPUS MAP
- FACILITY USE
- Forms
- Highlights
- Library
- PARENT HANDBOOK
- Principal's Corner
- School Accountability Report Cards (SARC)
- School Publications
- School Site Council
- School Staff
- Spotlight
- STAFF PHONE LIST
- UCP Procedures
- Week at a Glance

ENROLLMENT

[NEW STUDENTS- START HERE](#)

Academics

- AP/Honors Summer Homework/Syllabi
- Counseling Dept.
- Research Portal
- ROP
- The Center: College/Career
- Transcript Request

Activities

- Clubs & Organizations
- Marimba - Ballet Folklorico
- RHS Band Program
- RHS Choir Program
- RHS FFA
- RHS Film
- RHS Legend - School Magazine
- Righetti ASB

Athletics

- Warrior Athletics

Parent Information

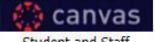
[School Hours](#) | [Important Links](#)



School Hours	Principal
<p>Take In Time: 7:30 AM</p> <p>Dismissal Time: 2:55 PM</p> <p>Main Telephone Line: 805-937-2051</p>	 <p>Karen Rotondi 805-937-2051 X2701 Email</p>

Additional Notes

See Bell Schedules (on left) for more information regarding school hours. Please see School Publications (on left) for newsletters, agendas, handbooks and course description books.


 Student and Staff


 Allan Hancock College

Click here to join
the Canvas Parent Course

**SIGN UP FOR PARENT
CANVAS COURSE**


 PARENT CANVAS


 Aeries SIS
 Portals
 for
Parents & Students
 Aeries Parent/Student
 Portal


 ParentSquare


 Office 365


RHS
 COUNSELING DEPT.


 Graduation Orders

Parent Information

[School Hours](#) | [Important Links](#)

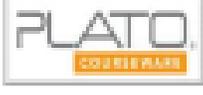
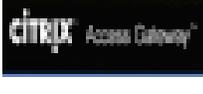
Important Links

[Student & District Handbooks \(English\)](#)

[Student & District Handbooks \(Spanish\)](#)

SMJUHSD Website Links:

Staff, Parent and Student Resource Links

 Employees Online Portal	 Powered by SAGE	 SMJUHSD Employee login
 Microsoft	 Technology Service Request	
		
PLATO is now a part of Clever Please see the Clever link below.	 Previously Read 180	
		
	 Absop/Absence Management	
 Flex Library	 Staff	 Parents & Students
 Formerly Career Cruising	 SchoolCity - Teacher	 SchoolCity - Student
	 California Assessment of Student Performance and Progress	
		
 Collections	 Staff & Students	
		

LCFF PRIORITY 4 – PERFORMANCE ON STANDARDIZED TESTS

LCAP Goal # 3 / ERHS SPSA Goal # 3: *Strengthen the quality for career education programs and services.*

LCAP Goal # 4 / ERHS SPSA Goal # 4: *Strengthen district-wide support systems, processes, and practices that support student learning.*

LCAP Goal # 5 / ERHS SPSA Goal # 5: *Expand the ways in which technology may be used to support student engagement and learning while improving the efficiency of district operations.*

LCAP Goal # 8 / ERHS SPSA Goal # 8 (State Priorities 1, 4, 5, 6, 7, and 8): Develop support systems for Foster Youth to improve academic achievement.

Schoolwide Learner Outcomes: Academic Excellence; College and Career Readiness.

SBAC RESULTS 5 - YEAR OVERVIEW: 2015-2016 - 2019-2020

SBAC (Meet and Exceed %)	ELA (State Avg.)	MATH (State Avg.)
2014-2015	45% (56%)	18% (29%)
2015-2016	52% (59%)	23% (33%)
2016-2017	45.3% (59.8%)	14.7% (32.1%)
2017-2018	45.6% (56%)	20.8% (31.4%)
2018-2019	61.9% (57.3%)	22.9% (32.2%)

Note: 2014 – 2015 was the pilot year for the SBAC.

SBAC Results by Subgroup 2018-2019 % of students who met or exceeded standard

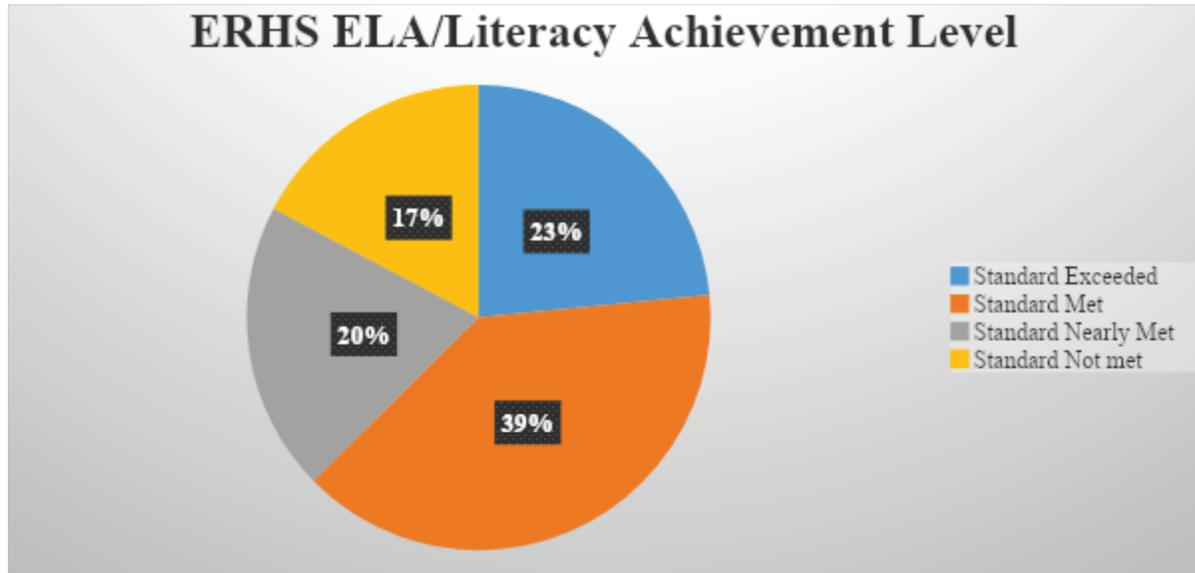
Student Groups	ELA	Math
All Students	61.92%	22.94%
Female	70.82%	25.71%
Male	54.44%	20.64%
English Learners	20.59%	2.94%
RFEP	62.93%	22.69%
Homeless	54.91%	15.69%
Socioeconomic	56.88%	18.28%
Students with Disabilities	11.76%	2.94%
African American	*	*
American Indian	*	*
Asian	54.54%	36.36%
Filipino	*	*
Hispanic	57%	16.89%
Pacific Islander	*	*
White	71.56%	30.63%
Two or More Races	79.93%	50%

Findings based on the data:

There was a significant increase in English Language Arts performance of students at Ernest Righetti High School during the last SBAC testing period. ELA scores were higher than the state average. However, English Learners and Students with Disabilities were far below the schoolwide average. Math performance has fluctuated with an overall increase over the five-year period; however, math scores are still nearly ten percent below the state average. We have made definite progress yet need to focus on continuing to do so. In 2018-2019, scores in Math went up slightly for the total student population. However, English Learners and Students with Disabilities scores are significantly lower.

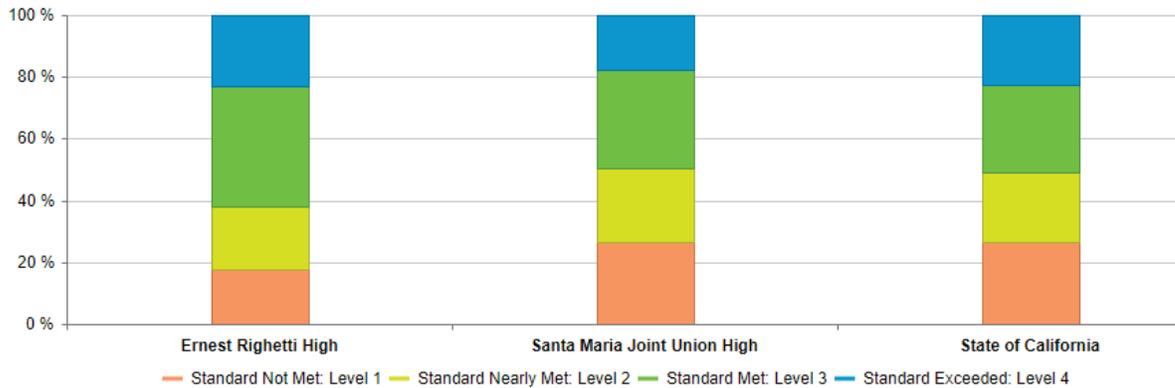
CAASPP RESULTS

English Language Arts / Literacy 2018 – 2019:



ENGLISH LANGUAGE ARTS/LITERACY

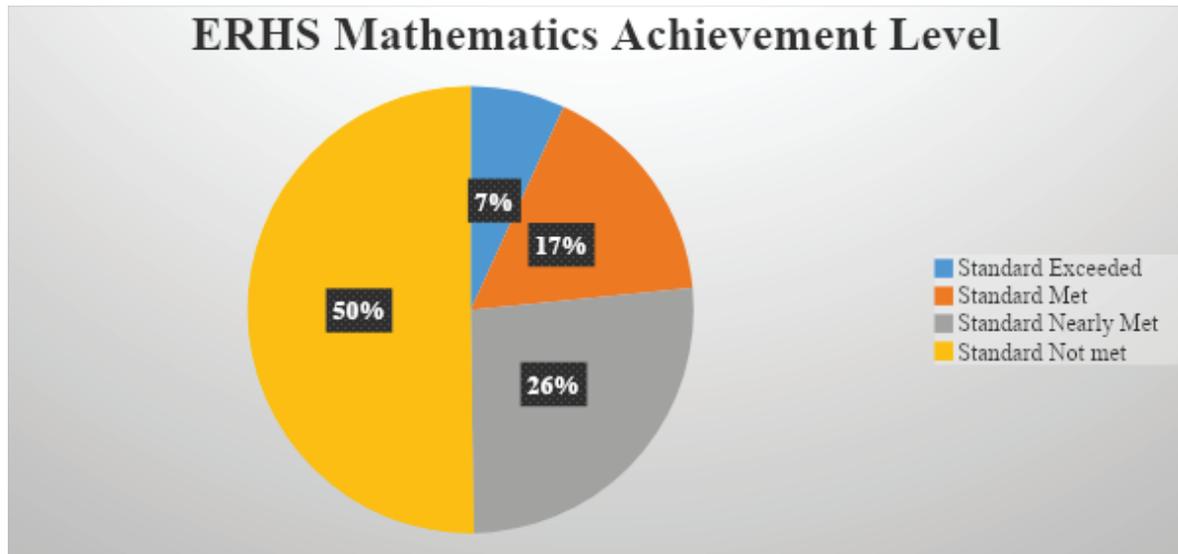
2018–19 Achievement Level Distribution - All Grades



Findings based on the data: ERHS saw a substantial jump in the number of students who either exceeded (23%) or met (39%) standard on the ELA portion of the CAASPP. The score increase is a result of the diligent use of assessment data (REN Learn) and implementation of support classes for English 1 students in particular. In addition, the school had sections of ELD support for our EL students. The department has a part time TOSA who assists in regular administration and distribution of assessment results. In addition, the Department utilizes Collaboration time to align curriculum for each grade level using the District adopted curriculum.

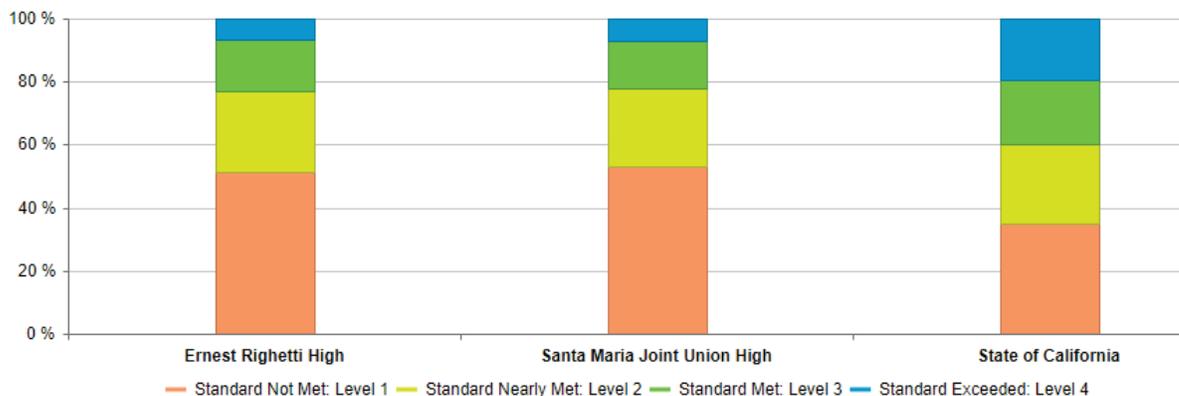
CAASPP RESULTS

Mathematics 2018 – 2019:



MATHEMATICS

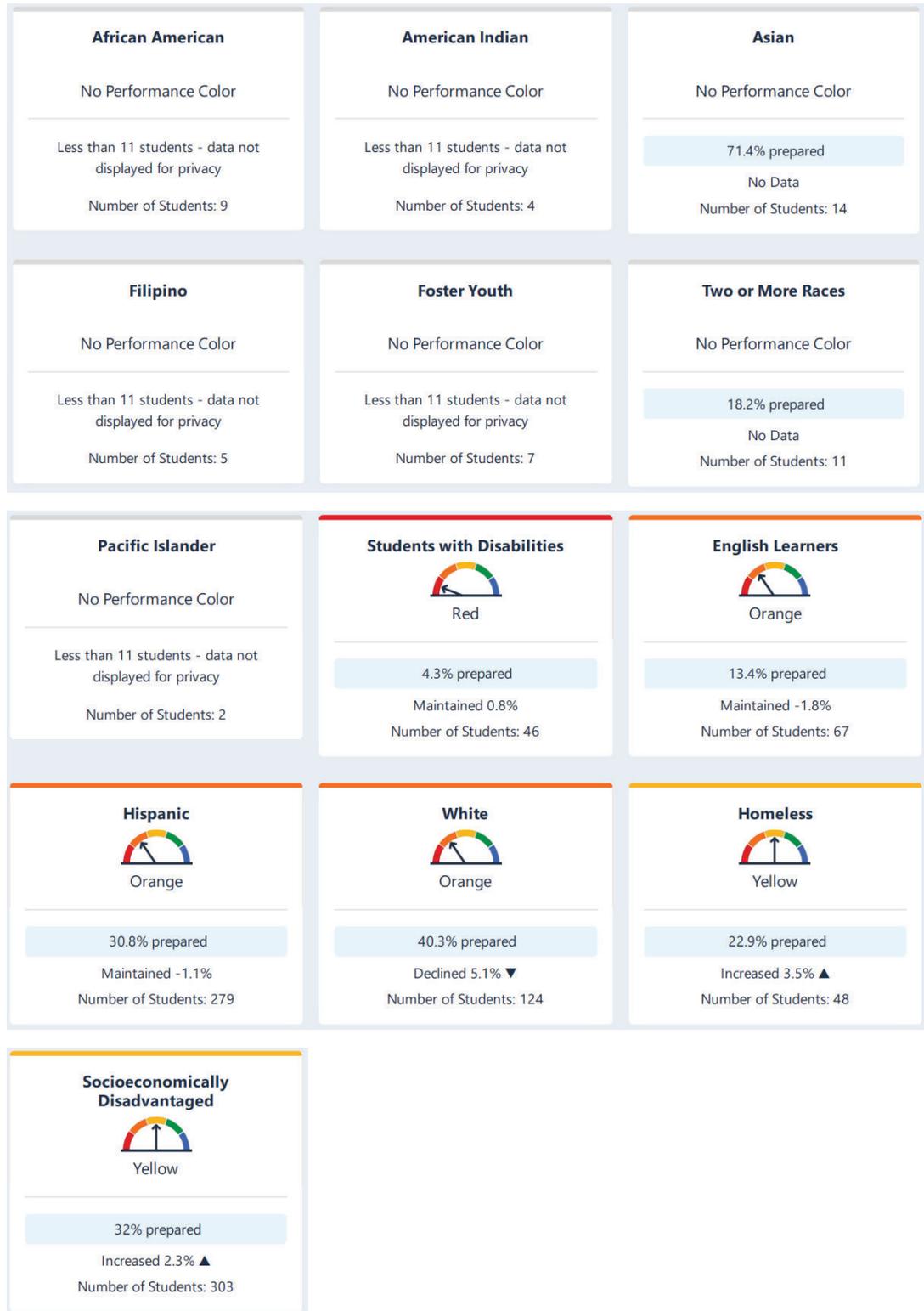
2018–19 Achievement Level Distribution - All Grades



Findings based on the data: ERHS did see a slight increase in Math scores on the CAASPP test. 7% of students Exceeded and 17% Met Standard. However, the scores are still below the state average of 32% (Met or Exceeded). The department has been working on ways to increase student success particularly in Algebra to make sure students have a firm foundation as they progress through the course sequence. In addition, the Math Tosa has helped by facilitating the use of SBAC interim assessments to prepare students for the types of items they will face on the test.

CALIFORNIA DASHBOARD COLLEGE AND CAREER INDICATOR (CCE)

Detailed Results from 2018:



Findings based on the data: The College Career Indicator data from the dashboard shows that some subgroups have increased (Homeless, Socioeconomically Disadvantaged) while others maintained (Hispanic, English Learners and Students with Disabilities) and one decreased (White). The SWD subgroup only has 4.2%. This is an area of emphasis with the school. In addition only 13.4% of our EL students are College/Career ready. The district as a whole is working on providing more options/pathways to improve rates for all students.

SAT RESULTS

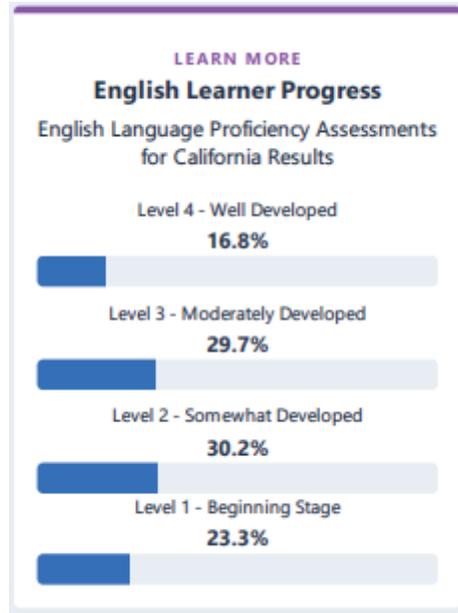
SAT	2016-2017		2017-2018		2018-2019	
	ERHS	State	ERHS	State	ERHS	State
Grade 12 Enrollment	484	489,221	489	484,169	536	489,650
Number Tested	137	236,492	163	221,433	132	170,411
Total Number Meeting ELA Benchmarks	108	167,998	120	159,996	98	116,500
Percent Meeting ELA Benchmarks	78.83%	71.04%	73.62%	72.25%	74.24%	68.36%
Total Number Meeting Math Benchmarks	66	119,835	84	112,391	73	81551
Percent Meeting Math Benchmarks	48.18%	50.67%	51.53%	50.76%	55.30%	47.86%

Findings based on the data: The percentage of ERHS students meeting ELA Benchmarks has exceeded the state percentage for the past three years. There has been a steady increase in the percentage of ERHS students meeting Math Benchmarks, with ERHS students exceeding the state percentage for the past two years. The number of students who took the SAT in 2017-2018 was higher than the other three years. It was also the year where ELA and Math scores were slightly higher. The school's counseling team encourages taking the SAT and administers PSAT on campus.

ADVANCED PLACEMENT TEST RESULTS

	2017-2018		2018-2019		2019-2020	
	Passing 3/4/5 (%)	Total	Passing 3/4/5 (%)	Total	Passing 3/4/5 (%)	Total
AP Test (2019 Ca. State Avg. Passing % for Hispanic/Latino)						
Biology (37%)	15 (45%)	32	14 (67%)	21	17 (85%)	20
Calculus AB (37%)	9 (25%)	36	7 (22%)	32	18 (56%)	32
Calculus BC (64%)	7 (88%)	8	11 (48%)	23	8 (53%)	15
Chemistry (28%)	1 (5%)	21	2 (17%)	12	4 (33%)	12
English Lang & Comp (32%)	18 (23%)	78	25 (32%)	79	30 (38%)	80
English Lit & Comp (26%)	20 (51%)	39	12 (32%)	37	20 (50%)	40
Environ Science (28%)	2 (13%)	15	10 (42%)	24	11 (30%)	37
Microeconomics (28%)	27 (63%)	43	13 (65%)	20	22 (46%)	48
Physics 1 (24%)	6 (67%)	9	6 (46%)	13	11 (69%)	16
Spanish Language (93%)	42 (95%)	44	52 (88%)	59	55 (92%)	60
Spanish Literature (72%)	12 (86%)	14	12 (75%)	16	17 (89%)	19
Statistics (32%)	1 (11%)	9	2 (50%)	4	1 (5%)	19
Studio Art: 2-D Design (77%)	2 (100%)	2	0	0	0	0
Studio Art: Drawing (82%)	2 (100%)	2	2 (67%)	3	0	0
US Government & Politics (33%)	27 (60%)	45	20 (49%)	41	27 (53%)	51
US History (34%)	20 (22%)	90	35 (42%)	83	25 (48%)	52
World History (33%)	18 (25%)	73	16 (42%)	38	0	0
Total	229	560	239	505	266 (53%)	501

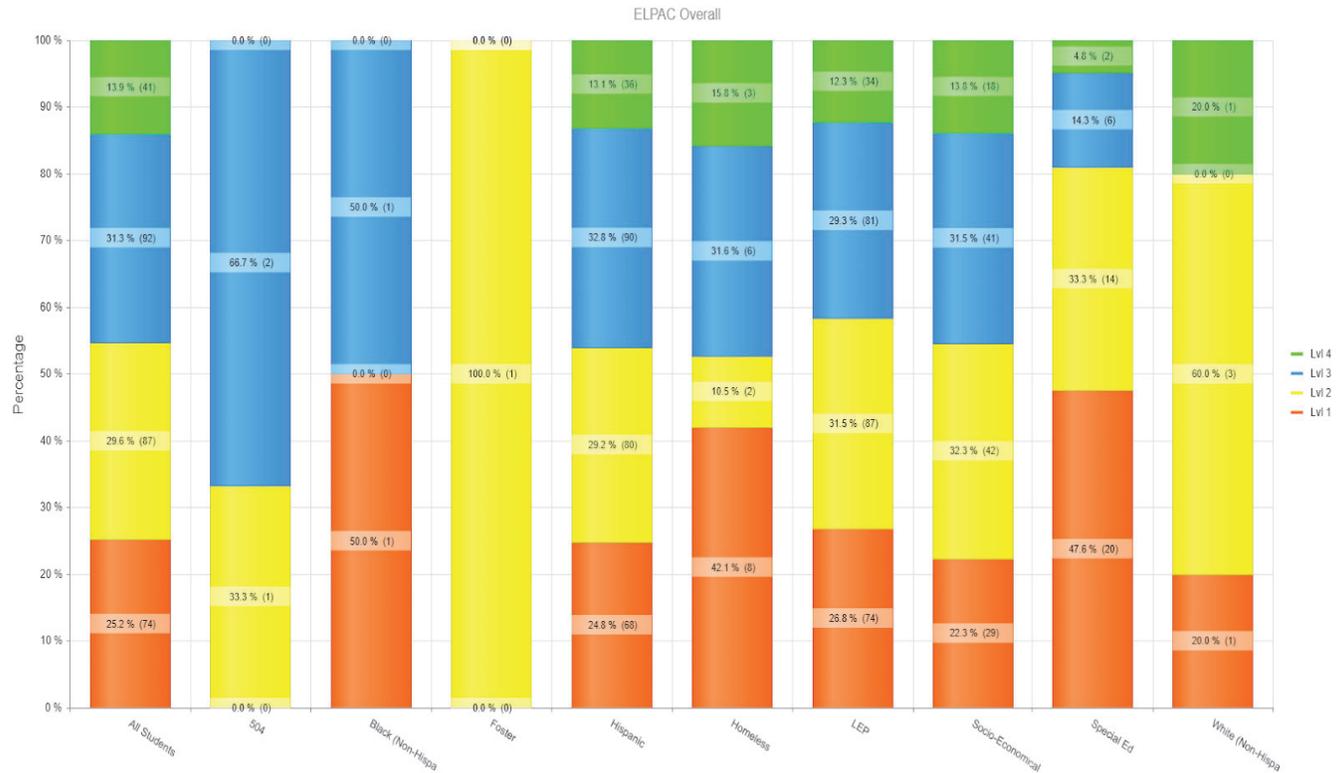
Findings based on the data: Over the last three years ERHS students have taken AP tests in 17 different areas. It is interesting to note, while the test was given remotely in the spring of 2020, the student numbers and pass rates for the tests did not incur as significant a drop as expected based on the circumstances. In some cases the pass rate increased. World History has moved from AP to Concurrent so that is why it is not listed in 19-20. Spanish Language and Spanish Literature both have very high pass rates throughout. English Language and Composition has had consistently high numbers of students taking the test. The ERHS AVID program encourages and supports AVID students to enroll in AP courses and supports them with classwork and test preparation.

ENGLISH LEARNER PROFICIENCY**California School Dashboard Performance Indicator (2018)****English Learner Reclassification Rate:**

	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	#	%	#	%	#	%	#	%	#	%
ERHS	38	16.2	44	15.3	72	23.3	58	19.3	30	9.0
SMJUHSD	325	15.2	328	16.0	330	17.6	266	15.8	124	7.8
SB County	3319	13.8	2658	11.7	3621	16.2	4517	21.7	2328	13.1
CA	155774	11.2	183272	13.3	193899	14.6	175746	13.8	164653	13.8

English Language Proficiency Assessments for California:

ELPAC Overall 2018 - 2019



Schools: Ernest Righetti HS
 Grades: 9, 10, 11, 12

Findings based on the data: ERHS had nearly 14% of its EL students get a 4 on the ELPAC in 2019. Over 30 percent were at a 3. The students who received a 4 were identified and in most cases Reclassified to FEP. The level 3 students are very close and EL teachers have this information to target ELPAC preparations efforts. The District redesigned its approach to supporting EL students and the new course series is providing additional support to students. The Advanced ELD labs will provide the students with skill development aligned to EL Framework and the ELPAC exam. ERHS was unable to safely administer the ELPAC in the Spring of 2020 and this resulted in fewer students being able to be Redesignated Fluent English Proficient. MMEP in coordination with site ELD teachers were able to target and reclassify 20 students in the Fall of this school year (2020).

OTHER LOCAL ASSESSMENTS:

ERHS REN LEARN BENCHMARK RESULTS

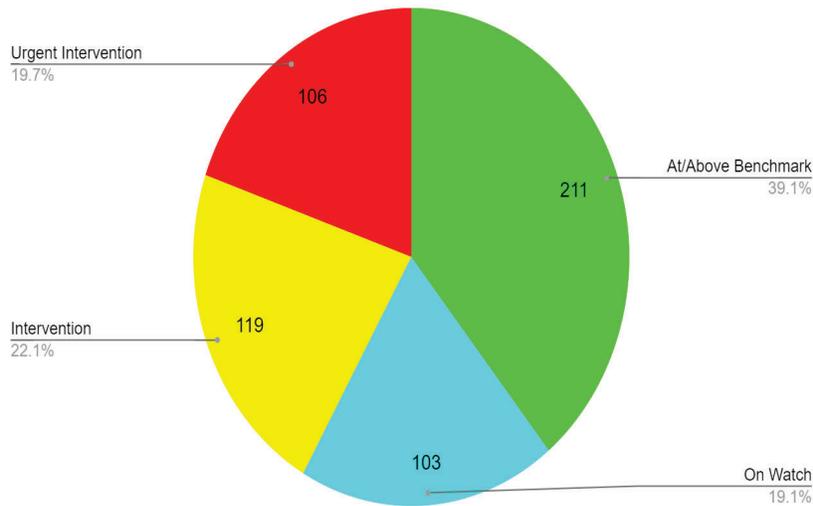
ELA Ren Learn Levels	9 th grade # of students (%)		10 th grade # of students (%)		11 th grade # of students (%)	
	Fall 19	Winter 20	Fall 19	Winter 20	Fall 19	Winter 20
At/Above Benchmark	195 32%	183 30%	171 29%	174 30%	169 36%	172 37%
On Watch	120 20%	100 16%	114 19%	123 21%	84 18%	75 16%
Intervention	143 23%	163 26%	145 24%	131 22%	101 21%	108 23%
Urgent Intervention	153 25%	170 28%	162 27%	158 27%	116 25%	110 24%
Total Tested	611	616	592	586	469	465

Math Ren Learn Levels	9 th grade # of students (%)		10 th grade # of students (%)		11 th grade # of students (%)	
	Fall 19	Winter 20	Fall 19	Winter 20	Fall 19	Winter 20
At/Above Benchmark	331 57%	346 63%	336 62%	314 59%	285 65%	265 64%
On Watch	59 10%	71 13%	68 12%	80 15%	49 11%	51 12%
Intervention	106 19%	77 14%	97 17%	82 15%	51 12%	47 12%
Urgent Intervention	81 14%	58 10%	50 9%	53 11%	52 12%	48 12%
Total Tested	557	552	545	529	437	411

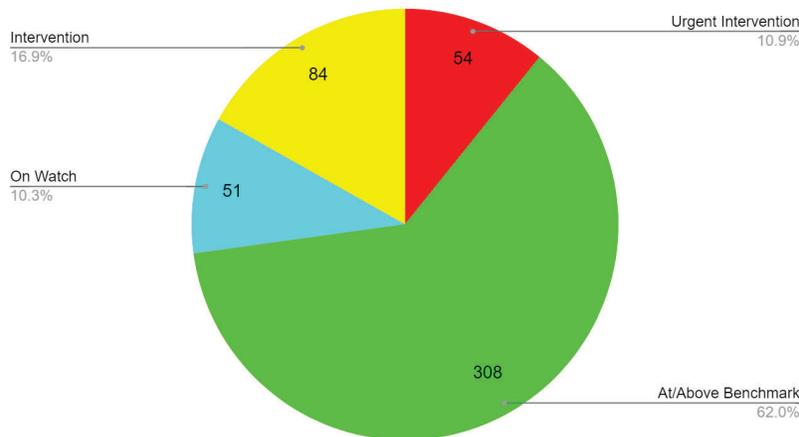
ELA Ren Learn Levels	9 th grade	10 th grade	11 th grade
	# of students (%)	# of students (%)	# of students (%)
	Fall 20	Fall 20	Fall 20
At/Above Benchmark	152 32%	180 34%	54 24%
On Watch	93 19%	89 17%	41 18%
Intervention	116 24%	113 21%	42 19%
Urgent Intervention	120 25%	144 27%	90 40%
Total Tested	482	526	227

Math Ren Learn Levels	9 th grade	10 th grade	11 th grade
	# of students (%)	# of students (%)	# of students (%)
	Fall 20	Fall 20	Fall 20
At/Above Benchmark	258 58%	345 64%	314 66%
On Watch	64 14%	65 12%	70 15%
Intervention	63 14%	79 15%	43 19%
Urgent Intervention	63 14%	48 9%	51 11%
Total Tested	448	526	227

Class of 2023 Spring 2019 ELA Placement Testing (all schools)



Class of 2023 August 2019 Math Placement Testing (all schools)



Findings based on the data: The Ren Learn Star Math and English tests are administered three times a year to measure growth for our District. The placement of incoming Freshmen for Math and English have greatly improved since using the Renaissance Learning software. We are able to give each student the intervention that is needed. While the English data indicates consistent percentages, we have seen growth of each class as they move from Freshman to Junior. We have intervention courses that allow students to move in and out as needed when the Ren Learn scores indicate the intervention course is no longer needed.

The majority of our incoming 8th graders are tested in May for placement in their Freshman year. All students are tested in August to confirm placement and measure growth from the previous year. We are able to move any Freshmen who may have been incorrectly placed at this time. The percentages of students that need intervention represent a significant number of our student population. In ELA the

percentage of incoming students with a RenLearn score that suggests some type of intervention are in the 40 percentage carries over to the Fall scores of their 9th grade year. Over the last 5 years, our Ren Learn 8th grade Math placement scores, and other indicators, have placed the majority of one feeder school into our 2 Year Algebra class. This is our only math intervention course currently. We have a new design to our 2 Year Algebra course with a TOSA dedicated specifically to overseeing it. The 2 Year Algebra classes have instruction on Monday and Wednesday and do their assignments in class on Tuesday and Thursday with a quiz every Friday. The curriculum mirrors the curriculum of our Algebra 1 course. The Ren Learn data last year reflects the success of this new design. The number of students in the intervention categories decreased moving into the “On Watch” and “At/ Above Benchmark”. Our data for the 2 Year Algebra also shows that many of these students are scoring as high as the Algebra 1 students by the end of the course. The 2 Year Algebra students are able to take Geometry as a Junior and Algebra 2 as a Senior and still be A-G compliant. The Ren Learn Star Math and English tests are administered three times a year to measure growth for our District.

OTHER LOCAL ASSESSMENTS: D / F LISTS BY SUBJECT

	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	#	%	#	%	#	%	#	%	#	%
Math D & F										
All Students	988		930		952		919		672	
English Learners	217	22.0%	265	28.5%	191	20.1%	215	23.4%	219	32.6%
Foster Youth	14	1.4%	22	2.4%	21	2.2%	8	0.9%	10	1.5%
Homeless	78	7.9%	60	6.5%	106	11.1%	180	19.6%	146	21.7%
Socioeconomically Disadvantaged	639	64.7%	598	64.3%	375	39.4%	669	72.8%	346	51.5%
Students with Disabilities	93	9.4%	100	10.8%	81	8.5%	88	9.6%	77	11.5%

	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	#	%	#	%	#	%	#	%	#	%
English D & F										
All Students	896		942		1110		1079		887	
English Learners	206	23.0%	279	29.6%	221	19.9%	301	27.9%	359	40.5%
Foster Youth	27	3.0%	31	3.3%	27	2.4%	12	1.1%	10	1.1%
Homeless	84	9.4%	66	7.0%	137	12.3%	230	21.3%	199	22.4%
Socioeconomically Disadvantaged	618	69.0%	631	67.0%	419	37.7%	833	77.2%	537	60.5%
Students with Disabilities	113	12.6%	134	14.2%	153	13.8%	140	13.0%	126	14.2%

	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	#	%	#	%	#	%	#	%	#	%
Science D & F										
All Students	650		686		690		831		659	
English Learners	159	24.5%	190	27.7%	106	15.4%	219	26.4%	256	38.8%
Foster Youth	7	1.1%	22	3.2%	19	2.8%	9	1.1%	10	1.5%
Homeless	60	9.2%	46	6.7%	95	13.8%	187	22.5%	127	19.3%
Socioeconomically Disadvantaged	440	67.7%	476	69.4%	293	42.5%	648	78.0%	261	39.6%
Students with Disabilities	33	5.1%	31	4.5%	37	5.4%	55	6.6%	56	8.5%

	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	#	%	#	%	#	%	#	%	#	%
Social Sciences D & F										
All Students	615		565		509		696		536	
English Learners	148	24.1%	181	32.0%	108	21.2%	176	25.3%	217	40.5%
Foster Youth	17	2.8%	17	3.0%	18	3.5%	22	3.2%	8	1.5%
Homeless	54	8.8%	18	3.2%	52	10.2%	171	24.6%	116	21.6%
Socioeconomically Disadvantaged	372	60.5%	353	62.5%	338	66.4%	531	76.3%	406	75.7%
Students with Disabilities	62	10.1%	76	13.5%	76	14.9%	94	13.5%	82	15.3%

Findings based on the data:

Mathematics: There has been an overall decrease in the number of D/F math students over the past five school years with a significant decrease between the last two years. This correlates with the addition of the 2-Year Algebra 1 course and subsequent changes in the teaching of this course.

English Language Arts: The number of D/F's have dropped the last two years. The drop in Spring of 19-20 may have something to do with closures and shift to Distance Learning. The overall decline can be attributed to support classes that the department provides in 9th grade. In addition to progress monitoring that goes on in all of our English classes.

Science: The number of D/F's in science went up in 2018-2019 and went back down in 2019-2020. There may have been a downward effect based on the school closures and grading practices in the Spring of 2020. The shift in curriculum may have an impact moving forward. It is something the school is monitoring.

Social Studies: The number of D/F's in science went up in 2018-2019 and went back down in 2019-2020. There may have been a downward effect based on the school closures and grading practices in the Spring of 2020.

Overall:

It is clear by the percentages in the chart that Socially Economically Disadvantaged (SED), EL and SWD's with disabilities are getting D's and F's at a relatively high rate. This is something that ERHS will be addressing in the Action Plan.

SUMMARY

ERHS has identified a specific area of concern in the transition and support of our students coming in from our feeder schools into the 9th grade. Utilizing the Ren Learn assessment from the 2019-2020 school year. Nearly half of our 9th graders scored in the Intervention or Urgent Intervention category (48%) in English and one third (33%) in Math. The D/F rates in each of the core subject areas are also high, although most areas decreased in the 2019-2020 school years. The EL, SED, and SWD subgroups were all high and are being addressed in various ways in our school plan moving forward. The need to provide early intervention and support is clear and ERHS is working on articulating more closely with its feeder schools with the goal of improving the transition from junior high to high school.

3. LCFF PRIORITY 5 – PUPIL ENGAGEMENT

LCAP Goal # 3 / ERHS SPSA Goal # 3: *Strengthen the quality for career education programs and services.*

LCAP Goal # 4 / ERHS SPSA Goal # 4: *Strengthen district-wide support systems, processes, and practices that support student learning.*

LCAP Goal # 7 / ERHS SPSA Goal # 7: Strengthen programs and services to support English Language Learners becoming proficient in academic areas.

Graduation Rate:

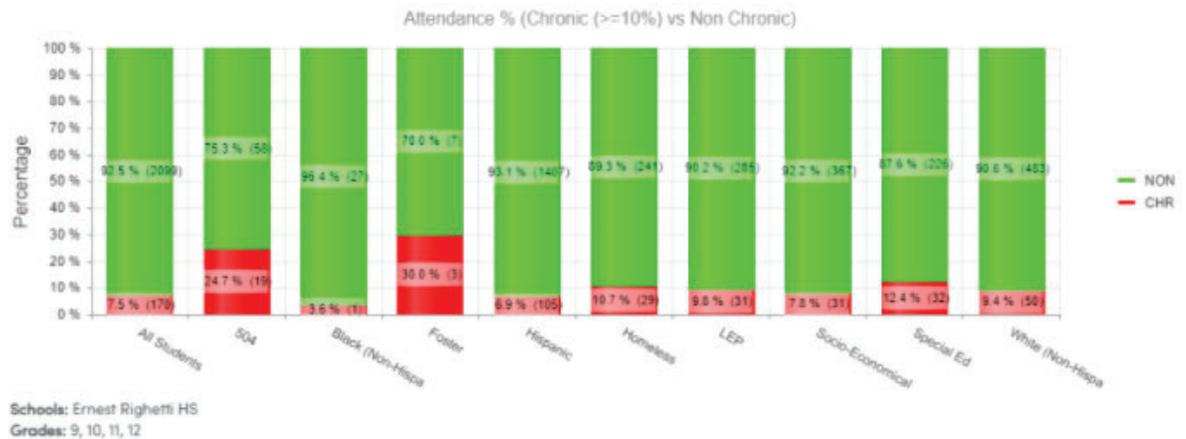
	2016 - 2017 Overall: 93.2%		2017 - 2018 Overall: 94.5%		2018 - 2019 Overall: 93.5%	
Student Group	Total	Percent	Total	Percent	Total	Percent
English Learners	52	88.5%	67	80.6%	100	84%
Foster Youth	8		7		6	
Homeless	46	87%	48	85.4%	64	85.9%
Socioeconomic	290	90.7%	303	92.1%	359	91.6%
Students with Disabilities	65	81.5%	46	78.3%	61	80.3%
African American	7		9		14	92.9%
American Indian	1		4		3	
Asian	11	100%	14	100%	24	100%
Filipino	7		5		9	
Hispanic	313	93.9%	279	92.8%	329	92.4%
Pacific Islander	2		2			
White	143	93%	124	97.6%	133	94.7%
2 or More Races	16		11		12	91.7%

Graduate Details:

	Graduates meeting UC/CSU Requirements	Graduates NOT meeting UC/CSU Requirements	Golden State Seal Merit Diploma	Seal of Biliteracy	Total Graduate Completers	Dropouts
2017-2018	131	313	83	46	444	2
2018-2019	160	338	111	55	498	5
2019-2020	161	309	92	60	470	3

	2017-2018	2018-2019	2019-2020
Cohort Students	468	455	522
Regular HS Diploma Graduates	440	432	490
Cohort Graduation Rate	94.0%	94.9%	93.9%
Graduates Meeting UC/CSU Requirements	122	133	160
Graduates Earning a Seal of Biliteracy	51	41	55
Graduates Earning a Golden State Seal Merit Diploma	184	87	92
Non-Graduate Completers	4	4	3
Transfers	4	3	2
Dropouts and Non-Completers	20	16	27

- **Average Daily Rate of Attendance / Chronic Absenteeism**



- **Dropout Rate**

The total number of students who have dropped out has been as many as five and as few as two over the past three years.

- **Student Survey Results**

Student Survey Results show students with a Growth Mindset at 55% and Social Awareness at 56% favorable replies.

Findings based on the data:

The ERHS graduation rate has averaged 94% overall throughout the past three years. Asian and white students tend to surpass that average, with other students trailing up to fourteen percentage points below the average. However, our cohort graduation rate remains in line with our overall average. The data suggests that efforts for our cohort groups are working.

There are many district and site efforts to motivate and support students to graduate and be eligible for direct admission to college. From one-on-one meetings with our eight school counselors and A-G support classes to a College and Career Center, College and Career Fairs, College Tours, as well as an increase to eight AVID elective courses and teachers.

Over the past three years, there has been an average of 471 graduate completers, with an average of 151 of those students eligible for direct admission to a four-year college or university. The average of 320 students each year who are not eligible for direct admission to college is an area that we need to continue to focus on.

4. LCFF PRIORITY 6 – SCHOOL CLIMATE

LCAP Goal # 4 / ERHS SPSA Goal # 4 (*State Priorities 1, 3, 4, 5, 6, 7, and 8*): Strengthen district-wide support systems, processes, and practices that support student learning.

LCAP Goal # 6 / ERHS SPSA Goal # 6 (*State Priorities 1, 5, 6, and 8*): Maintain a safe, secure, and healthy environment for all students and staff.

LCAP Goal # 8 / ERHS SPSA Goal # 8 (*State Priorities 1, 4, 5, 6, 7, and 8*): Develop support systems for Foster Youth to improve academic achievement.

Schoolwide Learner Outcomes: Socially Responsible Citizen; Social and Emotional Wellness.

- **California Healthy Kids Survey**

SMJUHSD 2018 - 2019

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness [†]	–	56	50	60	A4.6
Academic motivation [†]	–	71	70	70	A4.6
Chronic truancy (twice a month or more often) [§]	–	6	10	14	A4.2
Caring adult relationships [‡]	–	53	55	67	A4.5
High expectations [†]	–	66	65	75	A4.5
Meaningful participation [‡]	–	23	24	29	A4.5
Facilities upkeep [†]	–	39	32	79	A4.13
Parent involvement in school [†]	–	53	43	52	A4.6
School Safety					
School perceived as very safe or safe	–	53	43	66	A5.1
Experienced any harassment or bullying [§]	–	22	23	9	A5.2
Had mean rumors or lies spread about you [§]	–	26	27	13	A5.3
Been afraid of being beaten up [§]	–	12	9	4	A5.4
Been in a physical fight [§]	–	11	8	9	A5.4
Seen a weapon on campus [§]	–	9	11	9	A5.6
Substance Use and Mental Health					
Current alcohol or drug use [¶]	–	15	21	37	A6.5
Current marijuana use [¶]	–	10	14	32	A6.5
Current binge drinking [¶]	–	5	7	22	A6.5
Very drunk or “high” 7 or more times, ever	–	6	12	28	A6.7
Been drunk or “high” on drugs at school, ever	–	8	12	22	A6.9
Current cigarette smoking [¶]	–	1	1	7	A7.3
Current electronic cigarette use [¶]	–	9	11	18	A7.3
Experienced chronic sadness/hopelessness [§]	–	31	38	27	A8.4
Considered suicide [§]	–	14	16	14	A8.5

- California Healthy Kids Survey (continued)
SMJUHSD 2018 - 2019
Details - Grade 9

School Supports and Engagement by Race/Ethnicity - 9th Grade

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	47	43	52	46	61	49	47
Caring adults in school [‡]	53	49	54	49	63	55	53
High expectations-adults in school [‡]	66	60	71	63	85	68	66
Meaningful participation at school [‡]	22	20	32	27	35	25	23
School Connectedness[†]	56	57	62	51	60	54	56
Academic Motivation[†]	70	68	80	68	67	72	70
Parent Involvement in School[†]	53	53	55	48	52	51	54

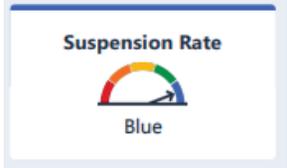
Details - Grade 11

School Supports and Engagement by Race/Ethnicity - 11th Grade

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	48	48	60	46	45	51	48
Caring adults in school [‡]	55	52	68	52	50	59	55
High expectations-adults in school [‡]	65	67	77	53	63	68	64
Meaningful participation at school [‡]	23	24	35	32	23	26	24
School Connectedness[†]	50	61	60	42	52	52	48
Academic Motivation[†]	71	82	76	51	64	71	69
Parent Involvement in School[†]	44	55	48	42	27	40	45

Our highest scores across the grade levels and race details include School Environment - High Expectations and Academic Motivation.

- **Suspension Rate**

School Year	Rate of Suspensions	CA Dashboard 2019: Blue
2016-2017	6.5% (152)	
2017-2018	3.4% (82)	
2018-2019	0.3% (7)	
2019-2020	1.8% (44)	

The number of suspensions have decreased from 6.5% in 2016. Restorative practices implemented by the district and utilized at ERHS have helped lower this percentage. There was a bit of an increase in 2019-2020 due to an increase in fights and vaping on campus.

- **Suspension Rate Details**

Student Group	2016-2017		2017-2018		2018-2019	
	Total	Percent	Total	Percent	Total	Percent
English Learners	39	11.5%	16	4.8%	2	0.5%
Foster Youth	24	24.6%	11	18.3%	1	2.5%
Homeless	30	10.6%	13	5.9%	1	0.3%
Migrant Education	8	11.4%	1	1.6%	0	0.0%
Socioeconomic	120	9.0%	70	4.6%	6	0.4%
Students with Disabilities	24	8.9%	14	4.9%	2	0.7%
African American	5	9.4%	2	5.3%	0	0.0%
American Indian	1	7.7%	2	11.1%	1	5.9%
Asian	0	0.0%	0	0.0%	0	0.0%
Filipino	0	0.0%	0	0.0%	0	0.0%
Hispanic	111	7.5%	62	4.0%	4	0.2%
Pacific Islander						
White	27	4.4%	13	2.2%	1	0.2%
Two or More Races	6	8.8%	3	3.7%	1	1.6%

- **Discipline Referrals**

The data shows that the number of referrals have significantly decreased over the last three years. This is another indicator of Restorative Practices being used on campus. Teachers and Administration are working on ways to support students outside of removal from the classroom environment.

- **Expulsion Rate**

ERHS did not have any expulsions from the 2016-2017 school year through the 2018-2019 school year. Due to the increase of fights on campus, there were 8 expulsions during the 2019-2020 school year.

- **Student Participation in Activities**

The following chart is based on non-scored responses to the *Panorama* Student School Climate Survey (*Spring 2019*).

Survey Question:	YES		MAYBE		NO	
	#	%	#	%	#	%
Athletic Team	678	51 %	125	10 %	515	39 %
Athletic Event	906	69 %	117	9 %	297	23 %
School Club	576	44 %	166	13 %	576	44 %
School Dance / Prom	635	48 %	222	17 %	461	35 %
Lunchtime Activity	492	37 %	272	21 %	554	42 %
Other School Activity	568	43 %	252	19 %	495	38 %
Field Trip	844	64 %	158	12 %	317	24 %
School Assembly	890	68 %	157	12 %	270	21 %
After School Tutoring	151	11 %	204	15 %	963	73 %

- **Sense of Safety and School Connectedness Surveys**

According to the 2019 *Panorama* Surveys of Students, Parents (Families), and Staff:

	Students	Families	Staff
School Belonging / Fit	32 %	41 %	n/a
School Climate	41 %	37 %	37 %
School Safety	49 %	n/a	n/a

It is important to note that 73% of families noted one or more barriers to engagement (such as childcare needs and transportation issues).

Findings based on the data:

Data from the California Healthy Kids Survey reveal our highest marks in Academic Motivation, High Expectations, School Connectedness, and Caring Adult Relationships. Student perceptions regarding School Safety drop by ten percentage points from Grade 9 to Grade 11. Analysis of Student Engagement in School Activities reveals the greatest percentage of students attending Athletic Events, School Assemblies, and Field Trips. ERHS offers After School Tutoring Services - free of charge - to our students; however, student participation is low. We may want to focus on increasing the percentage of students who utilize these services.

Suspension rates have decreased significantly over a three year period. District training in Restorative Approaches and site implementation of these practices may be a contributing factor to this decrease in suspension rates. The greatest rates occur in the Socioeconomic, Hispanic, and English Learners categories.

5. LCFF PRIORITY 7 – ACCESS TO A BROAD COURSE OF STUDY

LCAP Goal # 1 / ERHS SPSA Goal # 1: Challenge and support all students to demonstrate proficiency in the Common Core State and other adopted standards and acquire the knowledge and skills to be successful and prepared to continue their education and be successful in transitioning to a meaningful career.

LCAP Goal # 3 / ERHS SPSA Goal # 3: Strengthen the quality for career education programs and services.

LCAP Goal # 4 / ERHS SPSA Goal # 4: Strengthen district-wide support systems, processes, and practices that support student learning.

LCAP Goal # 5 / ERHS SPSA Goal # 5: Expand the ways in which technology may be used to support student engagement and learning while improving the efficiency of district operations.

LCAP Goal # 7 / ERHS SPSA Goal # 7: Strengthen programs and services to support English Language Learners becoming proficient in academic areas.

LCAP Goal # 8 / ERHS SPSA Goal # 8: Develop support systems for Foster Youth to improve academic achievement.

Schoolwide Learner Outcomes: Academic Excellence; College and Career Readiness.

- **California Dashboard College and Career Indicator**

California School Dashboard 2018 and 2019 Performance Category: Orange

Detailed Results from 2018: 34.1% of students prepared for College / Career.



Detailed Results from 2019: 32% of students prepared for College / Career.



- **UC A-G Completers**

ERHS Total Number of Students (and %) Eligible for Direct Application to University

A-G Rate:	2017-2018		2018-2019		2019-2020	
	#	%	#	%	#	%
All Students	122	27.7%	133	30.8%	160	32.7%
English Learners	3	5.6%	5	9.3%	13	15.3%
Foster Youth	*	*	*	*	*	*
Homeless	4	12.1%	4	9.8%	7	12.5%
Socioeconomically Disadvantaged	52	20.2%	76	27%	92	28%
Students with Disabilities	1	2.3%	1	2.6%	1	2.1%

New course approval goes through the District Curriculum Council under the guidance of the Assistant Superintendent of Curriculum John Davis. Courses are approved and can be added at each of the three high schools.

Findings based on the data:

ERHS has witnessed a gradual increase in the number and percentage of students who are A-G completers. The numbers went from 122 in 17-18 to 160 in 2019-2020. There has been a 5 % increase. However, the percentage of EL, Homeless and Students with Disabilities still are well below the school overall average of 32.7%. Our Socioeconomically Disadvantaged subgroup has increased to a rate where it is only 4% below average. This may be in part to the work that AVID, our Counseling team and Career Center are doing to encourage participation in A-G course offerings.

6. LCFF PRIORITY 8 – OTHER PUPIL OUTCOMES

LCAP Goal # 1 / ERHS SPSA Goal # 1: Challenge and support all students to demonstrate proficiency in the Common Core State and other adopted standards and acquire the knowledge and skills to be successful and prepared to continue their education and be successful in transitioning to a meaningful career.

LCAP Goal # 3 / ERHS SPSA Goal # 3: Strengthen the quality for career education programs and services.

LCAP Goal # 4 / ERHS SPSA Goal # 4: Strengthen district-wide support systems, processes, and practices that support student learning.

LCAP Goal # 5 / ERHS SPSA Goal # 5: Expand the ways in which technology may be used to support student engagement and learning while improving the efficiency of district operations.

LCAP Goal # 6 / ERHS SPSA Goal # 6: Maintain a safe, secure, and healthy environment for all students and staff.

LCAP Goal # 7 / ERHS SPSA Goal # 7: Strengthen programs and services to support English Language Learners becoming proficient in academic areas.

LCAP Goal # 8 / ERHS SPSA Goal # 8: Develop support systems for Foster Youth to improve academic achievement.

Budgetary information, including school budget:

[ERHS 19-20 School Plan for Student Achievement](#)

[ERHS 20-21 Site Allocations](#)

[ERHS 20-21 Title 1 Adopted Budget](#)

Findings based on the data: In reviewing budget data from the SPSA, ERHS has used Title 1 funds to support part time TOSA's in Math, Science and English. The work that the TOSA's are doing to support all students in providing data and creating programs to intervene when students are struggling. The District LCAP funds a Technology TOSA for the site. ERHS has relied on the support with technology particularly during the transition to Distance Learning. The District LCAP also funds a Crisis Intervention Specialist, a Program Specialist from Fighting Back Santa Maria Valley to support our Foster Youth, and a Homeless Liaison from FBSMV as well. The school utilizes other funding to support each department and specialized activities.

F. PERCEPTUAL DATA

PERCEPTION DATA

- Families / Parents *Panorama* Survey Overall (Spring 2019)

Survey Topic - Overall:	ERHS % Positive	SMJUHSD % Positive
Barriers to Engagement	73%	74 %
Family Engagement	20%	16 %
School Climate	37 %	47 %
School Fit	41 %	46 %

- Families / Parents *Panorama* Survey Details – Barriers to Engagement (Spring 2019)

Survey Topic - Barriers to Engagement:	% (Not a Problem)
Childcare Needs	63 %
Transportation	41 %
Getting to school safely	46 %
Parent Schedule (busy)	20 %
School Staff Schedule (busy)	19 %
Communication (unsure how to)	37 %
School Involvement Opportunities	21 %
School is not welcoming to parents	47 %
Communication with people of your culture	81 %
Sense of Belonging with School Community	56 %
Negative Memories of Parent School Experience	81 %
Child does not want Parent to Contact School	70 %
Staff will treat child differently if concern in raised	41 %

- **Staff *Panorama* Survey (Spring 2019)**

Survey Topic:	ERHS % Positive
Feedback and Coaching	29 %
Professional Learning	43 %
School Climate	44 %
School Leadership	33 %

Note/Summary: Family data above based on only 73 parent responses. The Parent, Staff and Student Surveys below were taken after March 13, 2020 and are more representative of our student population. The numbers of respondents are higher and though the focus is on elements of distance learning it still gets perception data on the level of support ERHS is providing. In the survey taken by the district in Spring of 2019 there was only a small percentage of ERHS parents who responded. ERHS planned on conducting a survey in the Spring of 2020 that was more focused on collecting information to fuel our WASC self study. However, circumstances necessitated gathering more specific responses. In the Student Survey 66% of the students surveyed were comfortable asking an adult at school for help. This is an area that is increasing as students are becoming more comfortable with distance learning. The surveys also indicate that

PERCEPTION DATA - DISTANCE LEARNING UPDATES

- **ERHS Distance Learning Survey - Students**

1. Do you wish school was being held on campus?

[More Details](#)

● Yes	1295
● No	244



2. What DO you like about distance learning? Check all that apply.

[More Details](#)

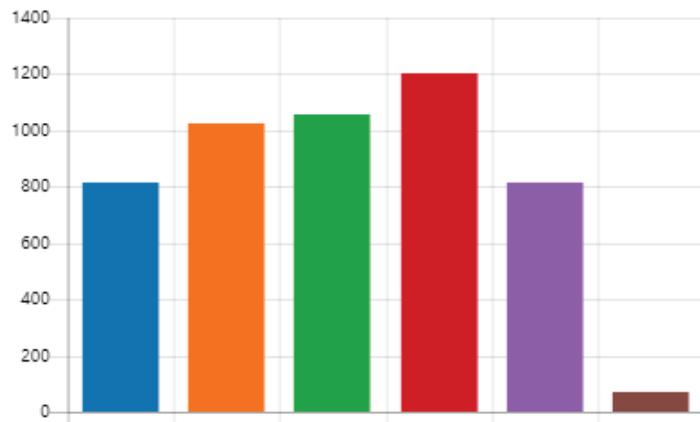
● I like Zooming	153
● I'm able to focus better on my...	271
● I can better manage my home...	559
● It allows me to work at a job	237
● I don't like anything about dist...	837



3. What DON'T you like about distance learning? Check all that apply.

[More Details](#)

● I don't like Zooming	815
● I miss being on campus with ...	1026
● I learn better sitting in a classr...	1056
● I feel overwhelmed with the a...	1203
● Too many distractions at home	812
● I like everything about distanc...	72



4. Do you feel that you have enough direct contact with your teachers meeting with them once per week?

[More Details](#)

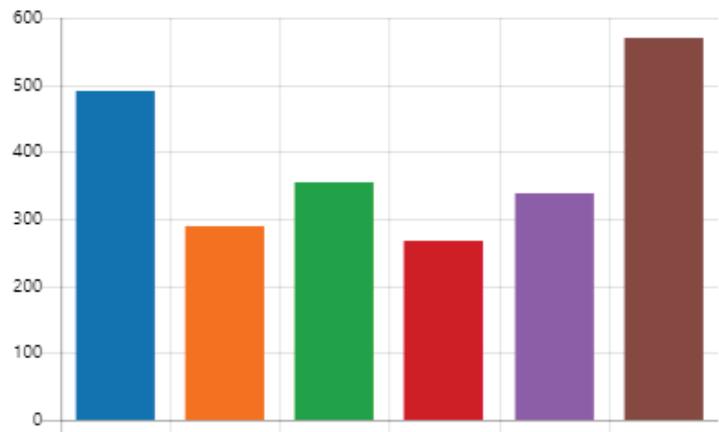
● Yes, once is enough	599
● Once is enough most of the ti...	469
● Not really, twice a week would...	191
● I'd rather meet daily for shorte...	280



5. Are there any subjects you need help with right now? Check all that apply.

[More Details](#)

● Math	492
● English	290
● Science	354
● Social Studies	267
● Other	338
● I don't need any help	569



6. How much effort are you putting into your classes right now?

[More Details](#)

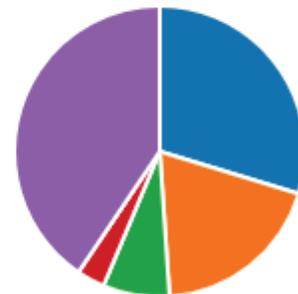
● A great deal of effort	520
● Quite a bit of effort	584
● Some effort	292
● A little bit of effort	87
● Almost no effort	56



7. If you have missed online classes recently, why did you miss class?

[More Details](#)

● I was having technology issues	457
● I was helping my family with s...	296
● I didn't feel like attending	114
● I was sick	48
● I haven't missed any classes	624



8. What technology barriers are you having?

[More Details](#)

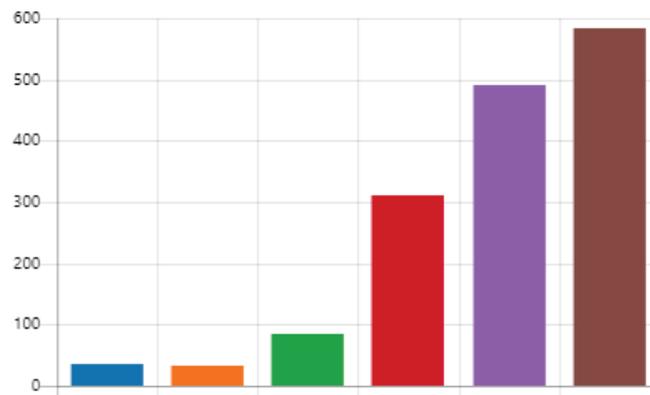
● Tablet not working	128
● No internet connectivity	332
● Difficulties using Canvas and o...	271
● I don't have any technology b...	808



9. On a scale of 1 to 5, what is your stress level WITH YOUR SCHOOL WORK? (Five being the most stressed)

[More Details](#)[Insights](#)

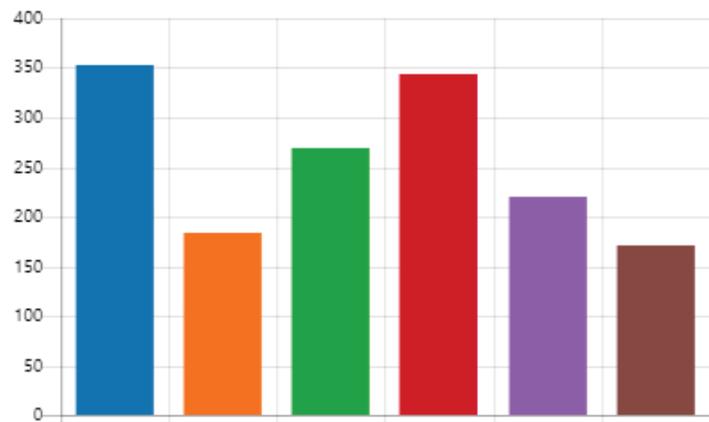
● I am not stressed	35
● 1	34
● 2	85
● 3	311
● 4	491
● 5	583



10. On a scale of 1 to 5, what is your stress level WITH YOUR PERSONAL OR HOME SITUATION? (Five being the most stressed)

[More Details](#)

● I am not stressed	352
● 1	183
● 2	269
● 3	344
● 4	220
● 5	171

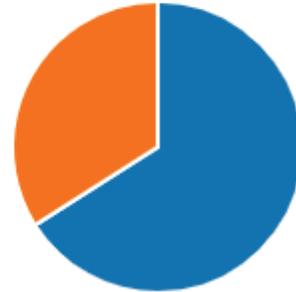


11. Are you comfortable asking adults at school for help?

[More Details](#)

[Insights](#)

● Yes	1016
● No	523



ERHS Distance Learning Survey - Parents

1. If we return to some form of in person school in January, will you send your student back to campus?

[More Details](#)

● Yes, my child will attend schoo...	749
● No, my child will continue wit...	261
● Unsure at this time	290



2. In our current schedule, students attend Zoom classes two days per week. What is your child doing during school hours (7:30 am - 3:10 pm) on the other three days? Check all that apply.

[More Details](#)

● School work including assign...	1089
● Working at a job	132
● Family responsibilities includin...	617
● Other	309



3. How much time does your child spend on school assignments on the days they are not expected to Zoom?

[More Details](#)

● Less than 1 hour	111
● 1-2 hours	280
● 3-4 hours	497
● 5-6 hours	206
● More than 6 hours	206



4. How many assignments does your child have to complete on average every week? (all classes combined)

[More Details](#)

● 0-4	97
● 5-10	406
● 11-15	336
● 16-20	257
● 20+	204



5. How confident are you in your ability to support your child's education during distance learning?

[More Details](#)

● Extremely confident	273
● Quite confident	295
● Somewhat confident	324
● Slightly confident	195
● Not at all confident	213



6. How concerned are you about your child's social-emotional well-being right now?

[More Details](#)

● Extremely Concerned	375
● Quite Concerned	254
● Somewhat Concerned	398
● Not at all Concerned	273



ERHS Distance Learning Survey - Teachers

1. How valuable has professional development been so far this year?

[More Details](#)

● Extremely valuable	20
● Quite valuable	37
● Somewhat valuable	19
● Slightly valuable	9
● Not at all valuable	4



2. How confident are you that you can provide effective instruction in the current learning model?

[More Details](#)

● Extremely confident	13
● Quite confident	31
● Somewhat confident	36
● Slightly confident	7
● Not at all confident	2



3. How confident are you that you can motivate your students to learn in the current learning model?

[More Details](#)

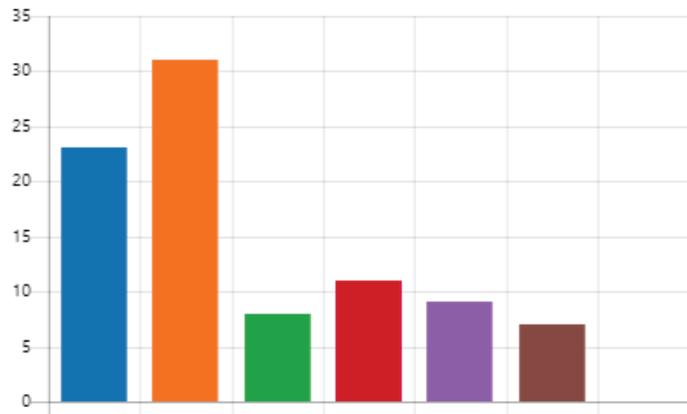
Extremely confident	10
Quite confident	17
Somewhat confident	36
Slightly confident	19
Not at all confident	7



4. How difficult or easy is it for you to use the distance learning tools (Zoom, Canvas, digital curriculum, technology, etc.)?

[More Details](#)

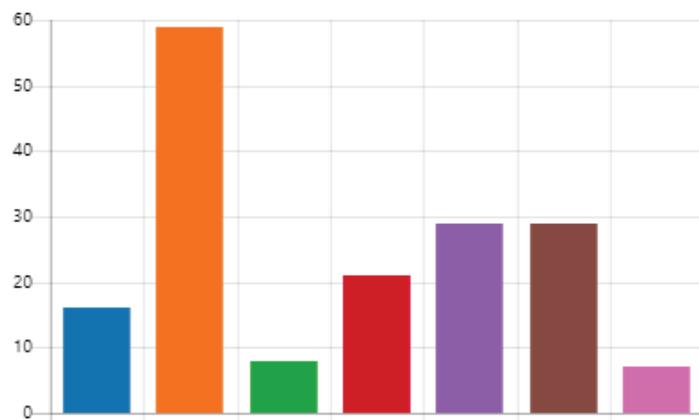
Very easy	23
Somewhat easy	31
Slightly easy	8
Neither easy nor difficult	11
Slightly difficult	9
Somewhat difficult	7
Very difficult	0



5. Which area do you need the most support in right now? Choose all that apply.

[More Details](#)

Using technology	16
Student motivation/engagem...	59
Supporting academically adva...	8
Supporting English Language ...	21
Supporting students with IEPs	29
Balancing home and life respo...	29
I do not need support in any ...	7

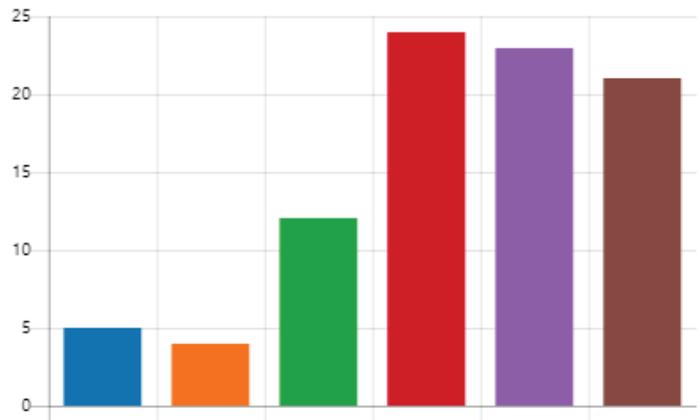


6. On a scale of 1 to 5, what is your CURRENT stress level? (Five being the most stressed)

[More Details](#)

- I am not stressed at all
- 1
- 2
- 3
- 4
- 5

5
4
12
24
23
21



G. SUMMARY OF PROFILE

DATA IMPLICATIONS

- CAASPP scores in ELA and Math have both increased. English to above the state average, Math more incrementally. However, subgroup numbers for meeting or exceeding are low.
- D/F rates have gone down in most core areas. However, EL, SWD and SED subgroups still have high percentages.
- RenLearn scores in Math and English administered to 9th grade students in the Fall indicate that a number of students (nearly half in ELA and a third in Math) need some sort of intervention.
- AP test scores and numbers showed a relative increase even taking into account the issues in the Spring of 2020.
- The ELPAC scores from 2019 showed 14 percent of students with 4's which leads to Reclassification and opportunities to take more electives.
- The Suspension and expulsion numbers went up slightly in 2019 and 2020.

PRELIMINARY MAJOR STUDENT LEARNER NEEDS

There are three major student learning needs.

- To increase Academic Achievement for All Students (particularly with our EL, SWD and SED subgroups)
- To Increase College and Career Readiness for all Students
- To Increase Articulation with our feeder schools and transition activities and support for our incoming 9th grade students.
- Identify students in need and communicate Student Support Services to Improve Overall Student Well-Being

IMPORTANT QUESTIONS FOR STAFF DISCUSSION

Do the current intervention and support classes provide the necessary level of assistance for overall student achievement?

How can English Learners and Students with Disabilities be provided more access into courses that will lead to Pathway completion and/or A-G completion?

How can ERHS do a better job of sharing the support available for students with Social Emotional Learning needs?



Chapter III: Self-Study Findings

A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Ernest Righetti High School
Self-Study Report
February, 2021

CHAPTER III: SELF-STUDY FINDINGS Category A: Organization FOL Group

Julie Santoyo, Leader

Sherry Andrade, Instructional Assistant
Kevin Barbarick, Athletic Director
Beth Bronkey, English
Erin Consorti, Counselor
Kylin Costa, Agriculture
Lori Covington, Administrative Assistant
Jay Craddock, English
Kelley DeBernardi, Activity Director
Dayna DeBernardi-Watson, Guidance Technician
Saira Diaz, Counselor
Vicki Dirkes, Data Specialist
Jennifer Dolan, English
Michael Emerson, Mathematics
Eva Espinosa, Instructional Assistant
Noe Ferreira, International Languages
Vanessa Guerrero, Registrar
Jacob Gustafson, VPA
Fella Gutierrez, Office Assistant
Grettel Hensiek, Instructional Assistant
Kristen Kurth, English
Julian Loera, Security
Shayne MacCuish, Special Education
Cindy Merlo, Lab Specialist
Scott Nickason, Physical Education
Lynne Pace, Special Education
Argelia Perez-Servin, Translator/Interpreter
Debbie Philley, Special Education
Matthew Ringer, VPA
Robin Rocco, Guidance Technician
Rikki Rodriguez, ASB Bookkeeper
Judah Sanders, Science
Brian Tomooka, Mathematics
Karen Townsend, Administrative Assistant
Samantha Van Patten, Science
Robert Villa, Security

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A1.1: Ernest Righetti High School's vision 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. All stakeholders had input on the Vision Statement as well as the Schoolwide Learner Outcomes.</p>	<p>ERHS Vision Statement Staff voted for Vision / SLO's</p> <p>SMJUHS D LCAP #1</p> <p>WASC Agendas and Meeting Minutes</p>
<p>A1.2: During Staff Development, Vision and Motto were initiated, discussed and voted on by the entire Ernest Righetti High School (ERHS) staff.</p>	<p>ERHS Motto is created</p> <p>ERHS Motto: Greatness starts here.</p>
<p>ERHS Motto is voted on during Staff Development.</p>	<p>Motto is painted on the Warrior amphitheater wall.</p>
<p>ERHS Schoolwide Learner Outcomes were brought to FOL groups during staff development and asked to revise some of the language. After careful thought, several proposals were given to staff and voted on.</p>	<p>ERHS SLOs poster made and laminated for all classrooms</p> <p>Career Fairs</p> <p>College Fairs</p>

ERHS believes that Vision statement, Motto, and SLO's reinforce the commitment to equip our students with future global competencies, college/career readiness to further their education by offering an abundance of opportunities throughout their four years at ERHS.

A1.3: ERHS strives to continue researching best practices in educational learning through continued support from SMJUHSD training, conferences, and from school site administration.

Based on student/community profile data, ERHS continues to seek equity in education for all students. Having the most diverse of all campuses in SMJUHSD, ERHS strives to meet all socioeconomic needs especially our underserved populations by providing opportunities to grow professionally and to grow to be more culturally proficient.

Career Pathways

A-G Lessons for all grade levels
Personal/Social grade level lessons taught by School Counselors beginning Fall 2020

PLC Department trainings

Conferences Institute for Equity in Education (Just Communities training)

Cultural Proficient training

Reach Higher Academy-for Seniors
Four-year plan for incoming Freshman

College and Career Fair

Cal Poly field trip for Freshman
In conjunction with school counselors / Career Specialist
There is a career unit that all students receive in their English classes – all four years
Career Pathways
Concurrent enrollment classes
College Now!

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings

A2.1: The SMJUHSD Board procedures and duties are outlined using Santa Barbara County Election process and SMJUHSD Board policy.

School Board meetings dates are published/posted for the public.

LCAP meetings encompass the vital role that our parents and community members contribute.

School Site Council (SSC), PTSA (Parent-Teacher-Student Association), ELAC (English Language Advisory Committee), and Warrior Parent Academy are all groups who greatly contribute to our school and understand how board policy and other governing bodies serve our students.

A2.2: Parents and the school community are invited to participate in committees, activities, and events throughout the school year.

ERHS Clubs and Committees include:

- Booster Club
- ELAC

Supporting Evidence

SMJUHSD School Board Policy

Santa Barbara County Election process

Posted School Board Meetings

LCAP Agendas and Meeting Minutes

SSC Meeting Minutes

PTSA Meeting Minutes

ELAC Meeting Minutes

Warrior Parent Academy Agendas

Club and Committee Agendas and Meeting Minutes

- School Site Council
- Warrior Parent Academy

District Clubs, Committees, and Meetings include:

- DELAC
- LCAP
- Parents on a Mission

Agendas and Meeting Minutes

ERHS Activities and Events include:

- AVID Family Night
- Back-to-School Night
- Cash 4 College: FAFSA assistance for parents and students.
- Counselor Chat: Parents can drop in with their student's school counselor in the library after hours.
- Financial Aid Night: Parent Information Night
- Registration for upcoming 9th graders: Parents can speak with counselors about course options, the 4-year plan, and other information. 1-2 evenings per feeder school.
- Warrior Welcome: A welcoming fair-like set up for all parents and incoming freshmen.

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based and Collaborative: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A3.1: Professional Learning Communities (PLCs) are designed to create Best Practices, Common Formative Assessments (CFAs), and create a collaborative environment where teachers can evaluate, analyze, and compare data among themselves to ensure the best strategies for student success.</p>	<p>Early Out Mondays</p> <p>PLC Meeting Minutes</p>
<p>A3.2: The School Plan for Student Achievement (SPSA) identifies the areas in need and connects directly to LCAP goals, CAASPP and SBAC test scores.</p>	<p>ERHS SPSA</p>
<p>A3.3: ERHS Administration Meetings, Department Chair Meetings, Shared Decision Making Council (SDMC), School Site Council (SSC), PLC / Department Meetings, Faculty Meetings, and our ASB all demonstrate shared decision-making, responsibility, and self-reflection.</p>	<p>Staff Surveys</p> <p>Restorative Approaches Trainings</p>
	<p>ERHS Support Staff</p>

A3.4: ERHS has effective existing structures for internal communication, planning, and resolving differences. For students, there are many structures of internal communication in place for academic, personal, and social services, as well as college and career readiness. These personnel include our School Psychologists, Community Liaison, Speech Therapist, Crisis Intervention, Counselor and Fighting Back Santa Maria Valley members. Our programs include: REACH, Reach Higher Academy, and Restorative Approaches.

ERHS Programs

There are several ways to communicate with students and parents, including:

- Aeries Gradebook
- Canvas Announcements and Emails
- Parent Square Communications
- Outlook emails
- Righetti Website
- Site and District All Calls

Aeries

Canvas

Parent Square

For Righetti staff there are many opportunities in existence for internal communication and planning, as well as resolving differences:

Righetti Website

- Self-reflection occurs for new educators and their mentors during the Teacher Induction Program (TIP).
- PLCs within departments at both the site and district levels offer the opportunity for shared decision making (e.g., District-wide NGSS – Next Generation Science Standards) science curriculum restructuring).
- The Shared Decision making committee is made up of representatives from certificated, classified, management and student groups. This committee meets to address issues that are brought up regarding school related concerns.

TIP Agendas / Requirements

PLC Agendas and Meeting Minutes

Shared Decision Making Agendas and Minutes

- Paid work days for collaboration and curriculum development to support student instruction.
- Teacher Observations from Administration: Pre – and Post – Observation meeting discussions and classroom evaluations.
- Optional safety meetings on campus.
- ALICE and Mandated Reporting Trainings
- Technology Support

Curriculum

Observation notes

Formal Evaluations

Meeting Minutes

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A4.1: Qualifications of teachers are reviewed by district and site administrators as verified through CCTC. New teachers are provided orientation at the district and site levels. TIP provides additional training, mentorship and support throughout the year.</p>	<p>New Teacher Orientation Meetings at the beginning of the school year. TIP Mentorship assignments</p>
<p>A4.2: ERHS effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes. Math teacher attended professional development I the New Math Curriculum. Students in all levels are exposed to stats a every level, increases facility with test questions on the CAASPP</p>	<p>New Math Curriculum - including statistics throughout the scope/sequence of coursework DESMOS - Math – Graphing online tool for students Logger Pro-graphing Analysis Flipgrid Kahoot CPM (California Preparatory Math) workshop (3 days) (Certification) Math at Work workshop through Learning Tree (3 days)</p>

Professional training in graphing, math tools, games and Curriculum.

Extensive professional training needed for new Science standards of NGSS. Integrated EGS and other classroom topics to incorporate “marginalized” group information to connect to student interests and add relevance and humanity to student/teacher interactions

Inquiry based learning training- both Ag and Bio

Leadership (AG) - New Professionals New techniques for summative assessment/formative assessment

Staff invited to trainings involving increased sensitivity to cultural diversity

Ability to provide support for parents and families within a family system theory

Increased awareness of college entrance requirements and the application process

Increased knowledge of teaching strategies within music

Teachers that are up to date with the most recent AVID strategies.

Counselors that are up to date on ASCA national model and comprehensive school counseling implementation

Next Generation Science Standards Curriculum Science department collaboration - Physics of Universe

Record keeping - AG “AET” (Ag Experience Tracker) Training

Tracking of student projects/time management, journaling/details, budgetary concerns, data entry/analysis - Ag areas support math, business, scientific inquiry, use of evidence/support in written communication

Institute for Equity in Education Cultural Proficiency Training

Parents on a Mission

UC/CSU Conferences

National Association for Music Education-California

AVID Summer Institute

American School Counselor Association Conference
California Association of School Counselors Conference

Allows Spanish teachers to communicate with parents and allows parents have access to foreign language curriculum and assignments

Asi Se Dice Training

Security Staff that is well educated on Ed Code laws and the differences between security on a school campus and a peace officer that may be assigned to campus

SBCEO Ed Code and Legal Code Training (Classified/Security)

Less conflicts in the classroom setting, improved classroom environment via student- teacher and student-student relationships and relationships of leadership and staff.

Restorative Approaches Tiered referral system

Allows staff to respond appropriately to medical emergencies and triage students until medical services arrive on campus, if and when necessary

First Aid Training/CPR (Representatives from Classified & Certificated)

Maintain school safety by ensuring that staff can respond to students who may be causing harm to themselves or others

Crisis Prevention Intervention

Provides a safe school environment by entrusting that all school staff will report suspected child abuse as required by law and when appropriate

Mandated Reporter Training (All Staff)

Department Chair Meetings every month

PLC's enable collaboration in every department to evaluate, analyze and review student performance outcomes.

Security cameras are mounted throughout campus and are monitored by Security staff during the school day.

Admin schedule of supervisory duty.

Well trained security staff that respond appropriately to an active shooter situation

A4.3: There are effective processes in place to assess the

measurable effect of professional development on teacher practice and the impact it has on student performance.

Administration brings data to analyze with DC's regarding student performance. DC's take back information to PLC's and departments share information monitor and glean best practices from one another.

PLC's meet every Monday on Collaboration Days to compare Formative Assessments. Teachers share information gained at various trainings and conferences.

A4.4: ERHS implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Administrators and Security personnel monitor students before school, during passing periods, nutrition break, lunch, during rallies, and after school activities.

Security can now monitor students in all areas except within bathrooms.

A4.5: ERHS implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes.

School Site Council and Shared Decision Making are two committees that meet monthly to discuss policies and procedures including School site Plan

Emergency protocol and maps are provided for every staff member. This is to instruct teachers/staff where to locate their position in the evacuation area (football stadium). Teachers received other procedures on Earthquake safety and drills.

ALICE Training is also provided for staff in event of a school shooter threat. ALICE is a mandatory training held every year for certificated/classified and for students.

Accountability to share ideas and best practices during PLC times within departments.

DC's share each of their departments best practices through data driven information.

Departments discuss formative assessments, best practices during Early Out Mondays and during department meetings.

New security system with nearly 100 cameras that monitor all areas to keep students and staff safe.

School Site Council Meetings, agenda and minutes

SDMC Meetings, agenda and minutes

Emergency folder

ALICE online training

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A5.1</p> <p>The Single School Plan for Student Achievement is top priority and the primary focus for all decisions and expenses to improve student learning. All funds are under discretion of the Principal, Administration team, Department Chairs, ASB, SSC, and SMJUHSD budgets.</p>	<p>Title 1 Categorical funds ELL funds Principal's budget Department budgets</p>
<p>A5.2</p> <p>ERHS is in compliance with all district mandates on funding. A federal monitoring process ensured that SMJUHSD is in compliance of all Title 1 monies allocated appropriately according to Federal and State laws</p> <p>Full time Employees budgeted on FE totals of student enrollment</p>	<p>SPSA allocations of budget SSC meeting minutes SSC budget and allocations District funding per FE</p>
<p>A5.3</p> <p>All three PLATO Computer labs are kept up to date by site computer technicians who update computer systems regularly and technicians are immediately dispatched if any</p>	<p>Computer lab furniture (tables, chairs) are replaced when needed. Due to the fact that we are very strict about taking care of our lab's facilities, we</p>

issues arise and cause stations to be inoperable during the school day.

have been able to keep replacement at a minimum over the last 11 years.

Brand new building with 38 classrooms

Williams Act Site report and Board Agenda item showing ERHS in compliance.

A5.4:

Williams site visit for instructional materials and facilities evaluation

ESCAPE for all departments and textbook approval through DO.

Departments needs are given to DC's for approval and any materials needed are purchased through ESCAPE

Monitoring of existing computer labs

Computer lab materials and supplies are submitted through the principal's office and school site council. Computer replacement is on a 3-5 year cycle.

A5.5:

Teachers are given the necessary resources and New Teacher Orientation both at the district and site level. Ongoing professional development is essential and readily available for all certificated and classified

New Teacher Orientation

ALICE training

Staff participate in ALICE training, fire and earthquake drills to ensure proper training in the event of an emergency

Mandated Reporting Training every August

Mandated reporting is essential to any classified/certificated or administrator on campus

COVID-19 / DISTANCE LEARNING UPDATE

Please reference the WASC FOL Organization Group Survey and Responses in the Appendices section.

**ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
Synthesize Strengths and Growth Areas**

Areas of Strength

1. ERHS provides many choices for extra-curricular activities through arts, clubs, athletics and student activities. (See ASB Clubs; Athletic offerings)
2. ERHS provides a variety of programs and intervention for individual success: After school tutoring, SAT Prep, Intervention Referral System, Upward Bound, On Track Credit Recovery, Linguistics Program, English Learner Cohort Classes, AVID classes doubled, AP classes and Concurrent enrollment classes have increased.
3. ERHS has added a new building with 38 rooms equipped with new technology, new TVs, new classroom design with new equipment, student desks and state-of-the-art audio/visual equipment. Also, climate control for added comfort and cost efficiency.
4. ERHS has added five school counselors and one additional school psychologist.
5. ERHS has a commitment to improve results of student achievement with ongoing professional growth opportunities.
6. ERHS has a commitment to improve safety and maintain classrooms, facilities and grounds by the installation of 100 security cameras.

Areas of Growth

1. ERHS will continue to work and promote our Warrior Motto, Vision, and SLO's to all stakeholders
2. ERHS will develop a process to monitor and evaluate the effectiveness of our professional development opportunities.
3. ERHS will continue to provide support curriculum, technologies, equipment, and materials in the classroom to ensure students are prepared for higher education and the world of work.
4. ERHS will continue to collaborate and meet during PLC time to allow department time for implementation of new ideas and areas of improvement.

Ernest Righetti High School has added a number of resources and opportunities over the past six years. The new building with state-of-the-art classrooms as well as the increase in the number of counselors are particularly significant. ERHS has a regular time for collaboration, yet this is still an area of growth. ERHS also has added a full time Tech Tosa to provide training in Canvas and other technology tools. This has been especially helpful during Distance Learning. The focus on training and professional development moving forward is another area of growth. This will assist as ERHS hopes to increase the opportunities for Greatness for our entire staff and student body.



Chapter III: Self-Study Findings

B: Standards-based Student Learning: Curriculum

Ernest Righetti High School
Self-Study Report
February, 2021

CHAPTER III: SELF-STUDY FINDINGS

Category B: Curriculum FOL Group

Victoria Richardson, Leader

Heidi Andree, Family/Consumer Sciences
Sylvie Asselin, International Languages
Clare Barnett, Instructional Assistant
Caitlin Bernardo, English
Angel Bonilla, Physical Education
Alma Cervantes, Instructional Assistant
Eirie Dela Cruz, Science
Gianna Diaz, Instructional Assistant
Sandra Garcia-Barry, Speech Therapist
Rosie Gauna, Attendance Tech
Holly Gramespacher, Instructional Assistant
Sandra Hidalgo, International Languages
Hector Jimenez, Agriculture
Cody La Casse, Instructional Assistant
Rosemary Lopez, English
David Maxwell, Business
Aaron Nesper, Social Science
Kristen Nolting, English
Janel Powell, Special Education
Erin Robinson, English
Colin Rodriguez, Science
Sandra Russell, Instructional Assistant
Sylvia Salinas, Bilingual Instructional Assistant
Mara Savedra, Instructional Assistant
Susan Savins, Special Education
Natalie Trujillo, Counselor
Dutch Van Patten, Mathematics
Alex Vice, Science
Patricia Villalobos, International Languages
Danica Wassmann, English
Nathan Watts, Mathematics
William Woods, Accompanist

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings

Our District and Site Administration provides and supports current educational training, workshops, and conferences to provide teachers opportunities to learn and implement the most current educational research-based curriculum to support the academic standards. Our Professional Learning Communities (PLCs) encourage the use of collaboration to align standards and analyze student data to ensure that the curriculum is preparing our students for college, career and life.

Supporting Evidence

Our Monday Early-out schedule is for PLC groups by department, subject, grade level or goal.

Cultural Proficiency Training

<p>Since our last WASC visit, the district has provided each student a tablet, making us a 1:1 school. The district has also provided for a Tech TOSA position at each school site. The Tech TOSA is a teacher whose full-time, specific role is to assist with the implementation of technology in the classroom. The Tech TOSA also provides training in small group or individual settings. We also have a tech hotline and recently added student techs to assist with student tablet issues. The District has also purchased Canvas, a Learning Management System, that teachers use to organize their curriculum and students interact digitally to enhance the overall learning experience. Canvas is the Learning Management System (LMS) that Allan Hancock College and most other 4-year colleges use. This allows for students to be prepared for post-secondary learning as well.</p>	<p>District purchase of student tablets</p> <p>Tech TOSA position</p> <p>Tech TOSA trainings</p> <p>Canvas LMS</p>
<p>Members of the English department attend yearly conferences such as CUE, inspiring innovative learners. Members also share best practices and literature with universal themes. The department has curricular maps and common writing tasks and assessments.</p>	<p>New teacher conferences</p> <p>English Department CFAs as writing tasks and assessments</p>
<p>The AVID coordinator and teachers attend the yearly conference to stay current on the latest curriculum and instructional research. This AVID conference is where the current methods and practices are taught to be implemented in the school year that is to follow the Summer conference.</p>	<p>PLC Collaboration Mondays and other PD</p> <p>AVID Program</p> <p>AVID teachers have a common prep period</p>
<p>The International Language Department (ILD) has certified AP teachers. Our AP courses include courses of both AP Spanish Language and AP Spanish Literature. The ILD also has courses offered with concurrent enrollment at Allan Hancock College (AHC). The IL teachers attend the training for AP teachers.</p>	<p>Teach presenting multiple modalities and resources</p> <p>AP Spanish</p>

The Family Consumer Science Department (FCSD) attends all professional development relevant to Career Technical Education (CTE) pathways and job skills. FCSD also attends Advisory with AHC and works with peer teachers at least one time per year. The advisory board also consists of feeder schools, principals, and community members of the industry. The community members provide insight relating to the current trends of the industry and what they are requiring of those they hire. FCSD uses project-based learning to ensure mastery of the content and check for understanding. Currently, FCSD offers Pathways in the areas of Hospitality, Culinary and Child Development.

Spanish Speakers 3: Identity & Culture

French 101 & 102: Intro to French

Professional development

Collaboration

Advisory Board

The Special Education Department stays current with Special Education Local Plan Area (SELPA) training. They use the California Association of Resource Specialists (CARS) dedicated for research, inclusion and collaboration based on current educational issues. SPED uses tools (learned through district-wide PD) to access differentiated instruction. The SPED Department meets the needs of all students through the classroom practices aligning the Common Core Standards, differentiated instruction and co-teachers. The SPED Department uses data from a student's Career Prep class, 9-12 yearly transition assessment to determine the appropriate transition goals for education, employment and daily living skills. (The Career Prep class where the Learning Assistance Program (LAP) and Alan Hancock College facilitate the transition to college.)

Specific instructional strategies and techniques used by various departments

Co-Teachers

The Math Department courses are all college prep classes, except for a couple of intervention classes. Teachers teach using Common Core Standards to ensure college readiness. The Math Department is currently in the process of writing Curricular Maps and writing CFAs. The Math Department has been piloting several different curriculums as our Districts seeks to adopt a book for Algebra 1 and higher. The Math Department would like to implement a Pathway and is pursuing possibilities such as Geometry in Construction.

Use of all technology tools to differentiate instruction

Collaborative classes:

- Science (2)
- Ag Science (2)
- Math (3)
- English (4)

The Math Department supplements their current curriculum based on educational research from professional development including the use of digital, interactive tools and the use of Canvas.

The Math Department has also recently adopted a 2-Year Algebra course that runs similar to the Algebra 1 course, but all notes and assignments are done in class. We have seen more growth in our progress monitoring scores for this program over the regular Algebra 1.

Science Department members throughout our district participate in current educational trainings of Next Generation Science Standards (NGSS) curriculum at Cal Poly's Center for Engineering, Science and Mathematics Education in partnership with Western Regional Noyce workshops on modeling for Physics, Chemistry and Biology. These trainings help teachers inspire all students to think like engineers and researchers. Teachers have developed new courses that fully align with the new NGSS standards and implemented a new course for the Fall of 2019 called "Physics of the Universe."

All Science courses emphasize NGSS higher-level performance expectations through one-to-one tablet usage, thoughtful lab inquiry and meaningful assessments which are both formative and summative.

The Social Science department is currently implementing their concurrent enrollment classes with Allan Hancock College. The Social Science teachers attend professional development conferences and meetings. They utilize Teaching for the 21st Century (TCI) curriculum as a supplement to meet state standards, as well as the California Social Science Frameworks. This contributes to the creative, engaging hands-on lessons that allow students to understand the content through experiential exercises. They also have guest speakers who present material related to the material or curriculum. The Social Science department has implemented the use of student tablets and Canvas. All Social Science classes have designed the inquiry-based curriculum and activities to align with the Common Core state standards. Each class incorporates DBQ's, writing skills and research technology.

Solution Tree

NGSS sequence of courses include Physics of the Universe, The Living Earth, and Chemistry of the Earth Systems.

Peer instruction, NGSS Phenon+, PhET, Gizmos, AMTA modeling, AHC communication and/ articulation, Interactive Science Notebooks, Common Core, as well as NGSS Cross Cutting Concepts and Science and Engineering Practices.

Teacher's Curriculum Institute

CA Frameworks

Within the ERHS Business Department, all courses contain a unit in career readiness. Communication Technology (Comm Tech) courses are aligned with the Career Pathway standards. Prod 301 is a concurrent AHC course for all Freshmen in which the students write a 10-year plan for success based on their interests and goals

FBLA

Prod 301

SMJUHSD supports the curriculum that can ensure all students are ready for college or career at graduation. Course classifications help students meet the A-G requirements needed for advanced education.

A-G requirements are updated on Aeries and can be viewed and monitored by parents, staff, and students daily.

Most of our classes have been certified and comply with UC A-G requirements. Courses of studies are written for each class and are Board approved. These courses clearly define the state standards for each department.

“Academic Plan” is added to Aeries which includes a 4-year plan for all freshmen

College Board website of approved classes

The International Language Department implemented 1 course of Ethnic and Gender Studies (EGS) curricular program in the 2018-19 school year. There is planned development and collaboration with Cal Poly, San Luis Obispo of curriculum, gathering and analyzing data. Cal Poly also provides professional development in Ethnic and Gender Studies. Teachers with EGS Courses are collaborating with other teachers from all schools within the district. ILD also offers test prep to students who take the Seal of Biliteracy test.

AHC Dual Enrollment Agreements

Spanish for Spanish Speakers 3: Identity & Culture

Departments have developed community projects to engage students and apply learning outside of the course. The Football program goes to the elementary schools. We have student counselors at the 6th grade camp. The Ag welding program also has an outreach to the elementary schools. FSCD and VPA also have student involvement in community projects.

Careers with Children place students in elementary schools

ERHS Daycare

Our online classes are designed to meet the needs of individual students. Our classes include College Prep A-G and credit only. ERHS works closely with Edmentum (formerly PLATO) to offer a state aligned curriculum for students to take a class for the first time or make up a low grade. Edmentum courses have also been modified to provide students a credit recovery option to graduate on schedule. This can be done during Summer School, during a class period of Intervention Through Technology or through independent study. Our Home and Hospital program also uses the Edmentum courseware. Cyber High is also available to our students to ensure the success of our students to be both college and career ready.

Most classes offer students a variety of methods to submit completed work. These options may include submission electronically through teacher websites, One Note, email or Canvas. Many of these offer students immediate feedback as it allows for written and verbal feedback.

Concurrent enrollment classes with Allan Hancock College have been approved with the dual enrollment agreement that each class will be taught at a college level with a college approved curriculum.

ERHS provides support to our EL students so that they can meet the rigorous academic standards established by our district.

Kinderpatch

Empty Bowls

Special Warrior Goats Program

Write Brain

Edmentum / PLATO courseware

Cyber High

AHC staff on campus Mondays and Wednesdays

ELPAC test prep in English Support classes

All Special Education students have an Individualized Education Plan (IEP) with goals and accommodations provided to each teacher. The SPED Department creates a post-secondary plan for each student including their college and career goals. This plan also details how the student can be supported with the transitional vocational program. This plan is reviewed and updated annually.

All Science classes now meet the “D” lab course requirement in the A-G sequence. The district has adopted the NGSS standards and expectations. NGSS uses a defined curriculum with the standards embedded. Essential questions are designed by standards and re-teaching occurs when needed to ensure mastery of the standards. Engineering design projects are included in Physics, AP Physics and Physics of the Universe courses.

The Agriculture Program competes in Career Development events and participates in certifications, field trips, articulations, job shadowing and concurrent enrollment. Our Ag classes use NGSS Framework and CA Ag Standards. Our Agriculture teachers participate in California Science Teacher professional developments. Pathways, CTE and career options vary by grade level. Capstone courses help students complete job applications, cover letters and resume for employment opportunities.

English uses Xello and guest speakers to connect literature and personal experiences. Curricular standards are defined by Power standards. Curriculum maps details the standards in each unit.

ELD Program support courses uses HMH, System 44, Read 180, Reading Plus

Language Live (pilot)

After school tutoring specifically for EL students

Bilingual Instructional Aide support in both ELD and college prep courses

Cal-Soap Tutors from AHC

Future Curriculum

IEPs include the coursework and transition plan

College Board website of approved classes

FFA certifications, awards and honors

CTE Courses (*reference list in appendices*)

SMJUHSD Press Releases

Family Consumer Science teaches hands-on job skills. The standards include career readiness and meet student's academic and employment needs. FCSD participates in advisory with Allan Hancock College. CTE Pathways include career options in Hospitality, Child Development, Restaurateur and Chef. Our program also assists students with resumes, cover letters and job applications. An important aspect of the program includes team building activities, practicing soft and hard skills that students will need to be successful in careers and life. Certificates can include Food Handlers, Serv Safe, and CPR/First Aid.

SPED has a Transition Vocation Program which provides students the opportunity to gain job readiness skills in the community in order to take classes at AHC with support.

VPA offers field trips to museums, colleges, and competitions with working musicians, college auditions, workshops, local events, and community art festivals. Students are encouraged to participate in the art competitions in Santa Barbara County.

For Spanish Speakers 3 (Identity & Culture), International Language offers field trips to museums, colleges and live theatre in Spanish or written by Latino playwrights.

Our students choose courses that are paired with their interests and future goals. We offer Career and Technical Education (CTE) courses and pathways to prepare our students for a wide variety of high income, high skill and high demand professions. Our CTE courses and pathways allow students to gain understanding, skills and the confidence needed to succeed while being on track to graduate. These courses and pathways incorporate academic, creative and technical skills with the specific goal of preparing students for life after high school.

Counselors provide guidance to students through Career Exploration activities. Counselors also work with College and Career Specialists to host an annual college and career fair. Counselors use American School Counseling Association Standards to guide their program focus on each of the A-G requirement areas.

CTE Courses (*reference list in appendices*)

The SMJUHSD is in the process of developing a comprehensive school counseling process. At Righetti we have increased from 1 credentialed school counselor to 6 credentialed school counselors. The counselors now have a Department Chair. Our School Counselors attend American School Counseling Association (ASCA) for professional development.

The school Counselors use the ASCA Mindset and Behaviors as guides. The Counselors also continue to use evidence-based information to educate the whole student, including academics, social, emotional and career needs. The Counselors use programs to expose students to real world careers and educational opportunities. The Counselors interview students for specific interests and passions to set educational and career goals.

Counseling Department Chair

Addition of 2nd school psychologist

Righetti Counselors initiated University Thursday on campus where students and staff participate by wearing university or college t-shirts. This is creating an atmosphere promoting that all students have access to higher education.

Student Intervention services

Tiered interventions

Counselors work closely with the EAOP Coordinator, Upward Bound, and ETS Specialist to bring the information, assistance resources and support programs to university bound students.

Career Exploration

Resume Building

College and university representatives visit our campus every year to present information about their schools and the programs they offer.

College Research

Xello

Community Response Model (CRM)

College and Career Fair

The recent revision of our Schoolwide Learner Outcomes (SLOs) has allowed us to self-reflect on current practices. We focus on 4 areas:

- **Academic Excellence** which includes the ability to read, write, listen, and speak critically and proficiently as well as analyze, interpret, synthesize, evaluate, and use information and data from a variety of sources to confidently express ideas in verbal, written, or visual form.

- **College and Career Readiness** which includes the ability to acquire core academic skills and College Career Readiness, to provide the greatest number of post-graduation options, and explore resources beyond school to gain knowledge and solve problems in the real world.

- **Socially Responsible Global Citizen** which includes respecting individual differences and the global environment and building personal and professional relationships. Students are to actively engage in the community, demonstrate personal integrity and assume responsibility for decisions and actions.

A-G requirements

CTE Pathways

AVID

School-wide collaboration

4-Year Plan

A-G course offerings

AP / Honors, Concurrent Enrollment and CTE Pathway courses

Canvas

AVID /Intervention

Student tablets

- **Social and Emotional Wellness** in which students display an ability to cope and be resilient in the face of challenges. Students will participate in self-care, health, and wellness.

A-G pathway

CTE pathways

SPED programs

Restorative Approaches Circles
in class

Team-building activities in AVID
and PE classes

Voter registration in
Government class

AG and Special Warrior Goat
programs

FCS classes

Campus clubs: GSA, ASTRA,
Helping Hands, FFA, Fresh Air
Club, Interact, Habitat for
Humanity, Key Club, Latinos
Unidos, Conservative Club

Health / PE classes
Crisis Intervention Program

Teacher Interactions
School Psychologist

Integration between academic and CTE disciplines occur in several areas: Master Board

- English and the Business Department (CTE) have collaborated to provide a class called Communication Technology, which counts as a 4th year Senior English option.
- The Agriculture and Science departments both offer Biology and Chemistry.
- The Agriculture and Social Science departments both offer Government classes.

ERHS relies on business and community resources and involvement. We have partnerships with UCSB, Cal Poly and AHC. They provide a representative who meets with our students and assists them for the transition to higher education. Righetti’s Concurrent Enrollment teachers also collaborates with AHC. Several of our departments collaborate with Cal Poly to implement new programs or courses on our campus.

College representatives on campus
Concurrent enrollment collaboration

ERHS has implemented a program that allows every 9th grader to tour Cal Poly on a field trip, encouraging them to consider college and to believe that every student can attend college.

Cal Poly field trip

Students participate in an after-school program, called Upward Bound that is affiliated with Cal Poly San Luis Obispo. An EAOP counselor from UCSB is also assigned to our campus. Educational Talent Search (ETS) presents to our English classes and is assisting our students in pursuing a higher education.

EAOP data
ETS data
Upward Bound data

The CTE Advisory Committee includes community members, educational professionals and members of the current industry. FCS has business partners that provide internships for our students. Recently, this has included Olive Garden.

Student internship tracking

Although the consistent articulation with our feeder schools were suspended, ERHS has implemented an articulation day with English and Math with Orcutt Junior High, Lakeview Junior High and McKenzie Middle School.

Meeting minutes

ERHS also utilizes guest speakers from the community. The Social Studies department has Veterans and Military recruiters make presentations to their classes to supplement their curriculum. The Health classes also utilize guest speakers from the health field industry and Fighting Back Santa Maria Valley to provide health information and resources. Business classes also integrate speakers from the local community to demonstrate the skills and practice needed for success.

Teacher curricula and feedback

The Administration team, Department Chairs, TOSAs, and teachers examine the AP scores, District tests, and progress monitor tests for growth and effectiveness.

SBAC scores

The Ag Department partners locally with a variety of agriculture businesses on the Central Coast. Over the years, our students have worked, interned, or job shadowed at around 50 different businesses. A few include Evergreen Vet Clinic, JD Fabrication, Plantel Nurseries, Miramar Feed, Farm Credit, and Velazquez Farms. Many of these employers also serve as advisory board members for our Agriculture Advisory Board. The Agriculture Advisory Committee works with us to ensure that we are teaching career ready practices and have the most up to date information to prepare students for future careers.

Ren Learn scores

FFA community service opportunities for students include volunteering for the Elks, volunteering at the local food bank, working with the Warrior Goat Program, the Altrusa Foundation, Los Alamos Valley Men's Club, Santa Maria Breakfast Rotary, Santa Maria Valley Humane Society, and Santa Barbara County Farm Bureau. Students regularly donate their time to support local organizations.

The Business Department articulates with AHC and provides a pathway of concurrent studies for Business students. Effectiveness of the CTE programs is linked to the pathway completers and students that are identified as college and career ready.

Our curriculum programs are monitored for their effectiveness. The admin team, Department Chairs, TOSAs and teachers examine the AP and SBAC scores, allowing teachers to modify their curriculum as necessary. The students who complete a pathway or the A-G track are evaluated and tracked for college or career success.

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>RHS holds an annual Career Fair to bring local and national businesses and colleges to share their stories and opportunities. It is one of several opportunities that students have to talk with industry leaders about potential careers, and training programs. Our College and Career Center is available to provide resources and information to students to help students successfully plan their post-secondary goals and opportunities. Our College and Career Center provides resources for students who plan to attend a four-year university, community college, join the military, enter the workforce or enroll in a training program.</p>	<p>Career Cruising / Xello Concurrent enrollment with AHC A-G approved courses for CSU/UC acceptance</p>
<p>At ERHS our College and Career counselor organizes an annual student visit for the Allan Hancock College (AHC) Career Exploration Day.</p>	<p>FAFSA and scholarship workshops</p>
<p>Our College and Career Center works closely with our school counselors to build a culture in which all students are able to attend college. The Center is equipped with computers where students may apply for colleges, scholarships or employment. The Center is also open during lunch and afterschool to encourage students to use the resources, study or eat lunch. In addition, to promote this college-going culture, all freshmen will participate in a field trip to Cal Poly beginning with the 2019-20 school year. The College and Career Specialist also arranges visits by representatives from various colleges, vocational training schools, military and other professionals throughout the year.</p>	<p>University Workshops and field trips All Freshmen field trip to Cal Poly Cal Soap tutors Guest speakers from the community, Department of Rehabilitation, Professional advisors and universities</p>

The Counseling Department conducts several scholarship workshops each year. Our Counseling Department works closely with our EAOP Coordinator, Upward Bound, and ETS Specialist to bring the information and resources that students will need to be successful in applying to the university or college of their choice.

Students are placed on an A-G four-year plan when they enter ERHS. The exceptions include be English Learners who are new to our country and students of special programs. Our goal is that all students would graduate A-G compliant to ensure their success in both college and career opportunities. This allows us to be accountable with the State and their shift with the CCR indicators.

College and vocational preparedness provide our students with a variety of options in core subjects. All students are encouraged to enroll in courses that will make them A-G compliant to be ready to attend a four-year university. Counselors encourage students to enroll in honors or advanced placement classes. Students taking concurrent enrollment classes receive high school and college credit through AHC. Currently, all freshmen are taking Prod 301 which is a class in which they write a 10-year plan based on their interests and goals.

Concurrent enrollment (CE) refers to college-credit courses taught to high school students by college-approved high school teachers on the high school campus. College Now courses are held at AHC campus or online after school hours.

The AVID program supports the advancement of first-generation college students. These students participate in many field trips to universities each year. Several University speakers also come to speak to the students. AVID supports students in their academic classes to ensure a successful completion of the A-G requirements.

Four-year plans
English Learner placement procedures

Registration
AVID
College field trips
A-G presentations
Career Cruising
All AP Courses
California State Seal of Biliteracy

College Now
Concurrent enrollment

AVID program/data

The Special Education Department provides further support for students with IEP's providing field trips and community events for college and career experiences. Transitional vocational programs for mild, moderate and severe, give adult Special Education students access to work experience within the community. This also allows for the opportunity to participate in credit and non-credit courses at AHC.

SPED job placement and job shadowing

Department of Rehabilitation participates for SPED

All SPED students have College/Career, employment and independent living skills goals evaluated yearly and revised

SPED student's enrollment numbers at AHC

Counselors expose students to internship opportunities. These include volunteering at Marian Hospital, Explorers, and UCSB Internship Programs. These opportunities allow students to collect information in different work sectors. Counselors assist students in completing the necessary documents for entering the workforce and educational institutions. These may include resumes, applications, letters of recommendation and financial aid applications.

All departments have access through school counselors to recommend placements such as Home and Hospital, One to One instruction and Independent Study. All departments also have access to translation services for communication with families.

Our school climate is designed and created to provide and encourage an environment that supports parent involvement. Families are provided a teacher syllabus which lists the required mastery skills for each subject taught at each grade level.

Parents are encouraged to be involved in all aspects of the student's education plan. Aeries provides information on attendance, health, graduation status and A-G requirements completed. Parents are provided with trainings so that they can check their student's grades and attendance daily. Grades are also available on Canvas and parents can also check that. Canvas is also set up to send messages home to parents regarding missing assignments, current assignments with reminders, and when assignments have been graded. Counselors maintain updated progress on graduation and college requirements throughout the year. All stakeholders have access to this information.

Parents meet with Counselors during "Counselor Chat" where parents can meet one on one during a scheduled drop-in session in the Library to discuss a variety of topics such as attendance, grades, graduation, etc.

"Counselor Chat"

Counselors teach a Warrior Parent Academy (WPA) which is a seven-week academic workshop to teach parents how to navigate and support their students in academics, A-G requirements, scholarships and financial aid.

Warrior Parent Academy

Parents on a Mission

ERHS has recently introduced a Parent class called "Parents on a Mission" (POM). POM is a 6-9nweek class where parents learn behavior changes in themselves will have positive influences in the behaviors of their child. It is offered in English presently, but will be offered in Spanish next year as well. This class is having amazing results district-wide.

For accountability, parents are notified if a student is absent with a call home by 10am.

Administrators and several departments, including the TOSA's, meet with feeder schools to discuss curriculum, expectations and placement in core classes.

Math, English and Science Task force

Junior High Articulation with Orcutt Jr. High and Lakeview Junior High.

The Special Education Coordinators and teachers attend articulation meetings for students entering ERHS. SPED also maintains a relationship with AHC Learning Assistance Program (LAP) and the Community Education Department. SPED also signs a release of information in order to share information before and after students have matriculated. Working closely with AHC LAP has created successful transitions for our students who have an IEP. SPED case managers also provide students with adult agency contacts which include LAP services, Department of Rehabilitation and the Regional Center. Department of Rehabilitation case managers visit classrooms throughout the year to confer with students and staff.

To ensure a smooth post high school transition, students have access to, and are encouraged to take classes at AHC and can concurrently enroll. This gives the student a taste of college, simultaneously providing students with an opportunity to make up credits.

Our elective programs are designed to provide students with workplace skills and knowledge of a trade.

To ensure the maximum success of our post high school programs for our students, our Counselors continue to learn and monitor the effectiveness of new programs. Counselors use the ASCA Standards to guide their program focus in each area. Counselors attend webinars, conferences and articulations for a variety of topics to stay current with new and changing “best practices”. These may include California Association of School Counseling, American School of Counseling Association, Bridges to Success, SMJUHSD Counseling Collaboration Meetings and College Board workshops.

Future Business Leaders of America (FBLA)

Future Farmers of America (FFA)

Each department supports their curriculum and provides access to all students. They also use the curriculum to provide real-world experiences. The PE department uses the State Fitness Expectations. They use team building and problem-solving activities. They use Standard Choices that target self-responsibility, social interaction and group dynamics. They have a newer fitness gym similar to those that require membership. Students have access to pedometers, heart rate monitors, and scales that analyze body fat content. Students are encouraged to use their tables to access and use Train Heroic that provide unlimited workouts and nutrition plans.

The PE department is consistently current with fitness journals, conferences, fitness apps, personal goals, fitness blogs, skills tests, time trials, physical fitness tests, as well as performance-based formative and summative assessments.

The International Language department curriculum units are based on the AP language themes where students must analyze six different themes that are relevant to today's society. In Spanish for Spanish Speakers, they have adapted the same grading system, use of technology, reading relevant novels based in our community and social settings where they can see concepts being taught in real world environments.

The International Language Department uses textbooks that are aligned to our current standards. The textbooks also include an online component. Real-world tasks include writing emails, comparing and contrasting ideas and presenting and defending a point of view.

Last year, the three International Language Departments began working with the District Office to have Francisco Jimenez, a recognized author and member of our community, speak to our students. His novel, *Cajas de Cartón*, has been included in the curriculum of the Spanish Speakers I class. This event would make the curriculum more meaningful for our students. With the distance learning in place, the date has yet to be determined.

The inter-district collaboration occurs once a semester to discuss topics that include helping students attain the Seal of Biliteracy and supporting the English Department to increase the SBAC scores.

To add to the real-world experience, the Latinos Unidos Club holds a yearly student-run conference. It includes community speakers and community-run workshops with such topics of self-care and mental health.

The Math department is in the process of including task-based and problem-solving questions into the curriculum. The Math department is currently searching for new Common Core textbooks. They are seeking a challenging curriculum that will encourage students to work collaboratively to accomplish real-world problems or experiences. PLC groups are in the process of common formative assessments to evaluate all students fairly and give access to all students. The Math department is currently re-evaluating grading policies, tests and quizzes to ensure success for all students. The Math department has also adopted a grade-based incentive to encourage students to do their best on the Smarter Balance state assessment. The Math department is also preparing material to review the content needed to be successful on the SBAC. The Math department also has a practice test for the SBAC two times a year to give students the access and opportunity to learn how to navigate the test.

Math course placement and appropriate courses for newcomers is a collaborative process to ensure maximum success for each student. Incoming freshmen and newcomers take an initial Renaissance Learning Algebra placement test for correct placement. All students district-wide take a Renaissance Learning test as a method of progress monitoring for all. Our 2 Year Algebra classes take an additional test once a trimester for progress monitoring to ensure each student is maximizing growth potential.

Mathematics exceeds graduation requirements and prepares students for college with AP Calculus

SPED uses student projects, repetition, SDAIE, visual and audio presentations, pair share and discussions to reach all students. All students are engaged using white boards, Kahoot, thumbs up, Teams and groups. Challenging and varied instructional strategies include comparison charts, rubric and graphic organizers. SPED teachers and case managers collaborate or co-teach with general education teachers. Perceptions of students' level of understanding uses simplified objectives that are reviewed and posted daily. Explicit connections are made between academic behavior now and how they connect to their college / career in the future.

The SPED Department stays current with Special Education Local Plan Area (SELPA) training. They use the California Association of Resource Specialists (CARS) dedicated for research, inclusion and collaboration based on current educational issues. SPED uses Learning Assistance through AHC, as well as the tech tools (learned through district-wide PD) to access differentiated instruction. The SPED Department meets the needs of all students through the classroom practices aligning the Common Core Standards, differentiated instruction and co-teachers. The SPED Department uses data from a student's Career Prep class, 9-12 yearly transition assessment, and from the IEP goal percent to determine the appropriate transition goals for education, employment, and daily living skills. The SPED teachers and general education teachers also use the same Renaissance Learning Program to monitor and place students.

All Science classes have a lab component based on NGSS principles that incorporate real-world content that will engage students and increase interest.

In marine science, students have participated in a variety of field trips / activities including:

- (1) Rocky intertidal species monitoring (at Shell Beach and at UCSB Campus Point)
- (2) Sandy beach monitoring (at the Channel Islands)
- (3) Wetlands restoration

Calling or emailing home to inform parents of low grades

Bi-weekly grade checks as needed

Specific instructional strategies techniques used by various departments

Co-teachers

Use of all technology tools to differentiate instruction

Collaborative classes:

Science (2)

Ag Science (2)

Math (3)

English (4)

(4) Plankton (both phytoplankton and zooplankton) tows and identification in the Santa Barbara Channel.

(5) Marine mammal identification in the Santa Barbara Channel.

(6) Collection of hydrophones for an ongoing study on the effects of sound on marine organisms in the Santa Barbara Channel.

(7) Use of an underwater ROV (remotely operated vehicle) - practice at the Righetti pool (I have some pictures I can send to you - or just add myself - about this) as well as hands-on experience in the field (Santa Barbara Channel).

(8) Visits / presentations from professionals in the field describing their research and taking questions from students.

(9) Students are consistently exposed to current event articles as we continue to discover new things about the ocean. They also analyze various sources to create educational "posts" and presentations about what is happening in our world today.

AP Environmental Science and AP Biology participate (last three years) in Zoo-To-You Experience. This helps students make connections regarding the importance of protection of natural resources such as the Amazon Rainforest and Endangered Species.

For the last 3 years, Geology students are working on their OSHA 10-Hour General Industry certifications. AP Environmental Science students look at heat islands on campus and in areas around their houses. AP Environmental Science students look for nitrates and phosphates in the water both on campus and around their communities. They also look for eutrophication in waterways around our community. Both AP Environmental Science and AP Biology students take part in a Citizen Science Project dealing with carbon in the trees. They are monitoring trees on campus. They also get an approximate amount of carbon that is sunk in trees on campus.

Geology students learn about age dating, radioactive decay and look at nuclear disasters such as Chernobyl and have a debate about the safety of nuclear power from our local Diablo Power Plant.

One recent assignment early this term was the "search for a Covid-19 vaccine". Students studied the process of vaccinations and the companies making vaccines and the process they were going through to develop a viable Covid-19 vaccine. This process opened the concept of immune function and how different factors can affect the immune system.

The Social Studies Department provides their students full access to rigorous, relevant curriculum. This curriculum includes interactive activities, document-based questions, real-life problems all using Problem Based Inquiry. Senior classes projects include Stock Market projects, personal finance, voter registration, and letters to Congressmen that are sent and receive responses.

VPA offers field trips to museums, colleges, competitions with working musicians, college auditions, workshops, local events, and community art festivals. Students are encouraged to participate in the art competitions in Santa Barbara County.

The Ag Department has a "Supervised Ag Experience" (SAE) for every student. These projects are relevant to CTE standards and pathways. These projects can be animals to be shown and sold at the Santa Barbara Fair or plant or horticulture related. Many students go on to be members of the FFA.

Our Business Department supports a curriculum that is rigorous and relevant to real world applications. Every Freshman takes the Concurrent class Prod 301 that focuses on college and career planning including a 10-year plan. The Business Department also offers a class called Communication Technology, which counts as a 4th year Senior English option.

The English Department administers assessments through Xello, formerly Career Cruising. They also monitor students' college and career plans. The curriculum also integrates current events and literature when possible.

The Family and Consumer Science offers classes in Culinary, Developmental and Psychology of Children and Career with Children. Each of these classes have a career exploration component. Each of these classes, by design, are classes that are based only on current and relevant, real-world experiences. Students develop skills in the area of cooking and working with children. Each year classes sponsor a pre-school and a variety of activities in elementary school classrooms. Students write their own children's books and read them to children in the classroom.

Parents are the essential key that connects the students to the high school experience. We have several ways in which we foster the collaboration between students, parents and staff.

Our collaboration with parents generally starts as the incoming Freshmen registration begins. Our bilingual counselors meet with students and parents to begin the process and set up a time for each student to take the placement assessments. Parents are given a tentative 4-year plan outline of the classes their student will need to complete to be A-G compliant. They continue to monitor and include parents on their student's educational progress and goals.

ERHS continues to reach out to parents using Back to School Night, Aeries, Canvas and Counselor-lead grade level meetings. Our Tech TOSA offers classes for parents who need help navigating the school programs so they can monitor and help their students.

We offer other parent workshops such as PIQE, Warrior Parent Academy and Parents on a Mission. Our counselors are available for a specific time to gather called "Counselor Chat". Student grades are monitored by the Admin team and counselors. Counselors use this opportunity to reach out to parents if their student is struggling with their classes and offer resources that might help. Counselors are also available by phone or email.

Back to School Night
CANVAS
Parent workshops

For our SPED students, parents are involved through IEP's, 504's and Student Intervention Meetings. Updated progress on IEP goals are updated regularly.

As students enter their Junior and Senior year at Righetti, Counselors are offering workshops to students and their parents. These may include Cash for College Week, extended College Lab hours and FAFSA workshops. Counselors include parents on information such as deadlines for college applications and scholarships.

Students who are involved in AVID, have an additional advocate monitoring their progress. The AVID teacher is monitoring grades, providing resources for help, and holding them accountable for given responsibilities or opportunities. AVID students have more opportunities to visit college campuses and explore different career options. Parents are also included in the journey for their AVID student.

Teachers are also encouraged to reach out to parents on a regular basis to provide updates. Teachers can now use Parent Square to communicate with parents. Previously, we used School Messenger or Aeries. Some teachers use Canvas to communicate with both students and parents.

Many of our programs involve parents such as sport, drama, music and choir. Parents are an integral part of the success of these students as they provide the needed support and encouragement to continue and finish strong. Many parents volunteer to chaperone or sell tickets at program events.

Ag parents get involved through our Friends of Righetti FFA Booster club and through their students SAE (Supervised Agriculture Experience) projects. The agriculture department completes both SAE Project Visits and Home Visits where the parents get to know the teachers. Because many of our FFA members participate in leadership events and career development events, we travel frequently with our students which allows the parents to get to know the teachers informally during drop offs and pick-ups. We encourage our parents to get involved by attending FFA events where they can watch their child be successful.

Updated progress on IEP goals are updated regularly

Aeries availability

Student 4-year UC & CSU Progress Plans

Cash for College Week

Financial Aid Night

AVID

Bilingual Counselors

FAFSA workshop

ERHS has many strategies and programs that facilitate the transition to college, career and other postsecondary options. One such strategy is the Freshmen concurrent class, PROD 301, which begins the journey for each student to plan on a college, a career, or other post secondary options. Students complete a 10-year plan in this class.

Counselors encourage students to remain A-G compliant to broaden their options during Senior year. Counselors assist students in planning for college by helping with applications, financial aid and scholarships.

Our AP classes and Concurrent enrollment allow for students to get college credit while taking high school classes. The rigor of these courses prepare students for higher education by exposing them to highly academic texts, equipping students with academic vocabulary, exposing students to current events from around the world all while holding them to college-level standards.

The ERWC Senior English course is a course aligned to Common Core State Standards in conjunction with the CSU's. This course prepares students for the rigor of college-level reading and writing.

Our Pathways prepare students for jobs or careers that interest them. One or more certifications are available in each Pathway. There are a total of thirteen certifications that students can earn while enrolled in agriculture classes through ICEV. These certifications are recognized by employers and universities and give our agriculture students relevant knowledge to prepare them for any career. They range from animal and veterinary science to floral design and professional communications.

ERHS has a SPED student-run café called Coffee 'N More. This is a class that gives our SPED students the opportunity to gain job readiness skills and to also learn important life skills such as cooking, taking orders, phone skills, making change, working together, shopping, communication, and more. This gives the students practice at real jobs skills and prepares them for future job opportunities. SPED has a Transition Vocation Program which provides students the opportunity to take classes at AHC with support. ERHS and the SPED services also connect students with services with community partnerships that will transition students to jobs after high school.

Students in our Industrial Technology programs such as welding participate in statewide competitions. Many of our students go on to AHC to complete their welding training before securing an industry job. Several other programs include industry certification as well.

Concurrent classes in the Business Department, Pathways, and articulation with AHC support transition to college. FBLA supports college and career planning and preparation through leadership development and testing events in both section and state conferences.

The Mission of AVID is to ensure that all students will succeed in a rigorous curriculum, will complete a rigorous college preparatory path, will enter mainstream activities of the school, will increase their enrollment in four-year colleges and will become educated and responsible participants and leaders in a democratic society. Students in our AVID program learn skills that will carry into college and beyond.

Visual and Performing Art students learn Art, Drama, Dance, Music, Photography, Publications and Video/Film. These students go on to refine their skills in college or secure a job in industry through one of the Pathways.

Righetti High School uses a variety of methods to monitor the effectiveness of our programs for Seniors who transition to college or career. These would include:

- Tracking the number of students who complete a Pathway using the Dashboard in Aeries and running reports. We also monitor the number of students who receive certifications as most of the certifications must be used within one year of receiving it.
- Monitoring the number of participants in our Reach Higher Academy. This is a 6-week program in which Hancock, Cal Poly San Luis Obispo, and UC Santa Barbara present to our Seniors. This program usually has a physical maximum capacity of 250, but since it went virtual last year, we were able to accommodate all Seniors, closer to 500. These participants also fill out “exit surveys” in which they indicate where or what they will be doing as they transition to post-secondary opportunities.
- ERHS has a full-time staff person from EAOP sponsored by UCSB. This person calendars events and is able to track entire cohorts that participate in this program.
- ERHS has a Hancock counselor on campus weekly meeting with students. Our sign-in sheets are a tool to monitor the effectiveness of this availability.
- Hancock also provides ERHS with information and data on students who are applying and completing financial aid applications. They also provide data for students accessing the “Hancock Promise” which offers every student the first year of attendance free, regardless of economic status.
- The Special Education Department is able to monitor students in the Career Prep Class as far as post-secondary options for Seniors.
- Overall, we rely on reports and queries to provide useful information for tracking our Seniors, as well as the “Senior Exit Survey” provided by the Career Center.
- Through our AVID program, we are also able to assist students with college applications, acceptances and monitor where students go after high school.

ACS WASC Category B. Curriculum: Synthesize Strengths and Growth Areas

Areas of Strength

1. ERHS has increased the number of concurrent enrollment courses, CTE classes, Pathways and certificates. This has contributed to the number of students qualifying as College/ Career ready.
2. ERHS has increased the level that technology is used in the classroom. This includes the Tech TOSA position, Canvas, online textbooks, and the learning apps used to increase student learning and achievement.
3. ERHS has refined the articulation process with the main feeder schools and we are seeing more effective placement for incoming freshmen based on the testing English, Math, Science and Spanish.
4. ERHS has seen an increase in the effectiveness of our MMEP Program including more aids in the classroom. This also includes the use of migrant Cyber High to meet graduation credit requirements and intervention / test prep classes.
5. ERHS has seen an increase in the number of textbook adoptions (including online component) and programs. This has allowed us to align our curriculum to the Common Core State standards.

Areas of Growth

1. Continue to improve the level and variety of academic support provided to freshmen.
2. Continue to lower the number of D's and F's in the 9th and 10th grades, particularly amongst our EL, SED, SWD and Foster Youth populations, utilizing intervention and staff training.
3. Continue to search for a new textbook/ curriculum for the Math and Science departments, while increasing the practice SBAC (Interims) and common formative / summative tests across the content areas.
4. Continue to refine the PLC process used in our department meetings. This would include applying the professional development information, analyzing common assessments, and the sharing of best practices.

Righetti has expanded course offerings and CTE Pathways that would make a student College/Career Ready. Righetti staff and students have experienced a significant increase in the availability and use of technology and training to support that use. Teachers have had training on the use of Canvas and other tools that support student learning. Curriculum at Righetti has been an ever-changing work in progress. The shift to the Common Core, the implementation of NGSS and expansion of Concurrent Course offerings have necessitated these changes. Science has moved to a three course series tied to NGSS, English and Math have both piloted or adopted textbooks. Math is currently in the beginning stages of a new textbook adoption. Elective classes have remained very strong and International Languages have expanded course offerings to include Concurrent Enrollment and AP classes. Agriculture has added a

number of Concurrent Classes as well as their program continues to expand. Edmentum software has provided opportunities to recover credit or complete A-G courses in specific situations. PLC's continue to improve with aligning course calendars and assessments. There still is a need, however, to address the level of support for the incoming 9th grade students and the grades of underclassmen. This is even more a need with English Learners and Special Education students.



Chapter III: Self-Study Findings

C: Standards-based Student Learning: Instruction

Ernest Righetti High School

Self-Study Report

February, 2021

CHAPTER III: SELF-STUDY FINDINGS Category C: Instruction FOL Group

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Matthew Bishop, English
Aleesha Calad, Instructional Assistant
Rudy Calderon, International Languages
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Nicole Danis, Social Science
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Janet Freitas, Special Education
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Corrie Garner, English
Witny Gill, English
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Matthew Provost, Mathematics
Shawn Ramirez, Physical Education
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Gary Wilson, Physical Education
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Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators

C1.1. Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>C-1 (Student Engagement in Challenging and Relevant Learning Criterion) GENERAL FINDINGS:</p> <p>Ernest Righetti High School has made concerted efforts over the past several years to enhance the quality of our instruction through the implementation of weekly school-wide Professional Learning Community (PLC) meetings, where staff collaborate and focus on instructional content, best teaching practices and activities, student learning, as well as the creation and analysis of common formative and summative assessments.</p> <p>We have focused on College and Career Readiness for students. There has been an increase in College / Career Fairs and Workshops as well as College Tours / Field Trips. The guidance department developed and implemented the Reach Higher Academy to inform all senior students about college applications, FAFSA, and other financial aid opportunities. Ernest Righetti High School has also increased the number of AP Courses, Career Pathways, and Concurrent Enrollment Courses.</p> <p>The CANVAS LMS (Learning Management System) was implemented over the past two years, which requires technology use relevant to higher education. This is used throughout California Colleges and Universities. In addition, CANVAS has the ability to review outcomes, share rubrics, and run reports.</p>	<p>Collaboration Schedule</p> <p>PLC Meeting Agendas and Minutes</p> <p>CFAs (Common Formative Assessments) and Curriculum Maps</p> <p>College and Career Center Schedule of Events</p> <p>List of current courses and course descriptions / Master Board</p> <p>CANVAS (2018 -2019 CANVAS Usage: 30% of Teachers and 95% of Students)</p> <p>CANVAS, Ren Learn, and School City Reports</p> <p>AP and SBAC Test Scores</p> <p>Biliteracy Seal</p> <p>Reach Higher Academy Attendance</p> <p>AP, Concurrent Enrollment, and CTE Pathways Registration</p> <p>A – G Posters</p> <p>Assignment Sheets (with detailed instruction)</p> <p>CANVAS</p> <p>Course Descriptions and Syllabi</p>

The Ernest Righetti High School Instructional Staff incorporate a multitude of strategies that engage all students in challenging and relevant work, including: Collaborative Group Work, Creative Activities (many of which build confidence), Presentations (in teams and individually), Projects, Reports, and Teamwork.

Teachers afford open communication and provide consistent feedback regarding student learning.

Students at Ernest Righetti High School are informed of course standards and/or expected performance levels for each area of study. The means by which they know expectations include the following: Focused Notes (with Driving Questions, Essential Questions, or Key Ideas), Lesson Objectives (including online objectives noted on CANVAS, OneNote, and Teacher Websites), Posted Standards, Rubrics, Teacher Syllabi, and Verbal Reminders.

C-1 (Student Engagement in Challenging and Relevant Learning Criterion) SUBJECT-SPECIFIC FINDINGS:

Agriculture:

The Agriculture Department stresses public speaking with Leadership Development Events as well as Opening and Closing Speech Contests in all classes. Students participate in projects, competitions, debates, interviews, and judging events. Woodshop and Welding students learn to read, design, and interpret blueprints.

AVID:

All AVID Elective Teachers incorporate WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies on a regular basis, including the use of: Agendas, Focused Note-Taking, Marking the Text, Logic Problems, Quick Writes, Timed Writes, and Socratic Seminars. AVID Weeks at a Glance are used as a guide for teaching and learning.

Daily Agendas (online or on white boards)

Lab Safety Rules

Rubrics

Speaking and Writing Rubrics (e.g., <https://mrcalderoneld.weebly.com>)

Agri-Science Projects

Ag / FFA Schedule of Events

College Crates

Course Learning Logs

TRF (Tutorial Request Form) PWI (Pre-Work Inquiry) Forms and Reflections

Weekly / Monthly Learning Logs

Lesson Plans

Students are actively involved in Collaborative Study Groups (CSG) and Tutorials, with the assistance of cross-age tutors, on a regular basis.

In addition, AVID students participate in College Field Trips and College Research Reports, as well as Team -, community -, and leadership-building activities and events.

The New AVID Elective Standards – *Student Agency* (Student Empowerment and Leadership of Others), *Rigorous Academic Preparedness* (WICOR), and *Opportunity Knowledge* (Advancing College Preparedness and Building Career Knowledge) are conveyed to the students verbally and through course syllabi. Furthermore, WICOR Posters are prominently posted in every AVID Elective Classroom to ensure students understand performance expectations.

English Language Arts:

Students in English Language Arts classes are involved in a variety of challenging and engaging activities, including:

- Career Units / Exploration (including career inventories and research, presentations about careers, exploring oneself and their ideas creating goals and using journals)
- Connecting reading and texts across units, to other subject areas (cross-curricular), and to their own life / world.
- Critical Reading Strategies to understand text
- Employing media as alternative text
- ERWC (Expository Reading and Writing Curriculum) courses (for juniors and seniors) that provide relevant writing opportunities.
- Learning from other people’s experiences – listening to others and building confidence to voice one’s opinions (with relevant evidence).
- Letters, proposals
- Personal narrative essays
- Project Based Learning
- Reflections and Metacognition

CANVAS / Teacher Websites with digital resources

Career Cruising Student Portfolios

Course Descriptions

Curriculum Calendars (showing the various career units)

ERWC Materials and Sections

Journals and Discussion Prompts

Metacognition and Reflection Portfolios

Reading Lists

- Universal themes

English Language Learners (BIA):

Bilingual Instructional Aides use limited Spanish in classes in order to promote English language proficiency. They assist in the use of creative methods – such as imagery – to help ELL students better comprehend and truly understand the subject matter.

Family Consumer Science:

Students participate in daily reading (articles, textbook chapters), writing (note taking), and processing (lab evaluation) assignments.

International (World) Languages:

Cultural Literacy

Grammar Application

Interdisciplinary activities involving geography and history

Reading Comprehension

Culinary Arts – Teacher Lunches

¡Asi se dice! Text App

Cultural Connections (in the text)

Lectura Readings (in the text)

Music Anthology (videos and songs)

Online websites

Taco Truck Event (in November) – “order food in Spanish”

Use of Quizlets and GimKits

Mathematics:

With the Common Core Standards, teachers have increased the amount of writing about math necessary in class, citing more real-world examples, and motivating students to think more critically about how math is relevant outside the classroom.

Teacher Lesson Plans

Academic Excellence is encouraged through the facilitation of discussions in class that require students to think critically as they analyze, interpret, and evaluate problems, ideas, and data. Students are regularly asked to expand upon their answers and discuss ways in which topics are similar or different.

Group work allows students to learn from one another and discuss their solutions.

All students are challenged in math with the specific challenges varying between students and levels.

2-Year Algebra 1 students are all challenged, but relevance is often limited at this stage.

Geometry students are challenged to switch their brains from process-based problem solving to visualization.

Algebra 2 students are challenged to expand on previous knowledge in a spiral format in which they apply their understanding to new situations.

IDENTIFY THE DIGIT
What is the ones digit for 3¹⁵⁵²?

1 st STEP	2 nd STEP	3 rd STEP																		
list out/ Chart	Find a Pattern	Find Closest Multiple																		
$3^x = y$	<table border="1"><tr><td>X</td><td>Y</td></tr><tr><td>1</td><td>3</td></tr><tr><td>2</td><td>9</td></tr><tr><td>3</td><td>27</td></tr><tr><td>4</td><td>81</td></tr><tr><td>5</td><td>243</td></tr><tr><td>6</td><td>729</td></tr><tr><td>7</td><td>2187</td></tr><tr><td>8</td><td>6561</td></tr></table>	X	Y	1	3	2	9	3	27	4	81	5	243	6	729	7	2187	8	6561	ex: $5-4=1 \rightarrow 3$ ex: $15-12=3 \rightarrow 7$ $1555 : 4 = 388.75$ $4 \cdot 388 = 1552$ $1555 - 1552 = 3 \rightarrow 7$
X	Y																			
1	3																			
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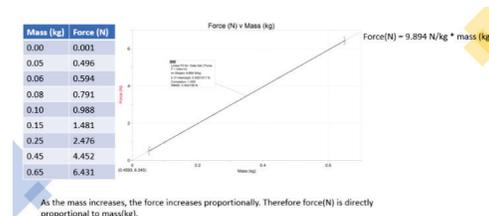
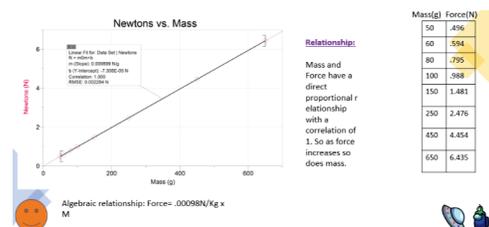
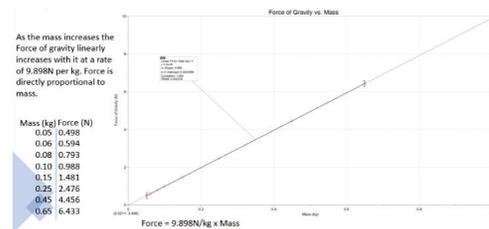
Physical Education:

Students are challenged to push themselves beyond their comfort level.

Science:

In all of our science courses, students are actively engaged in challenging activities, including:

- Analyzing, interpreting, and creating graphs
- Asking questions (Inquiry) using NGSS Science Practices
- CER: Claim – Evidence – Reasoning
- Creating Scientific Explanations, Stories, and Timelines
- Discovery / Inquiry-based learning and lab activities
- Executive Science Skills: Listening, following directions, remaining on-task, respecting norms, working with others (collaboration in pairs, groups, and as a whole class)
- Interactive Simulations (GIZMOS Student Explorations; pHET Interactive)
- Online Interactive Games



- Phenomena-based learning
- Quick-writes to establish initial ideas and further understanding of the subject matter
- Reading and analyzing Current Event Articles and other Educational Materials (*use of modified marking the text strategies to discover the main ideas, defining unfamiliar terms, and summarize.*)
- Reviewing multiple sources of data to reach a solution
- Revisiting and revising original thoughts and predictions
- Use of Vernier LabQuest II Computers and Probes in laboratory activities.
- White-boards

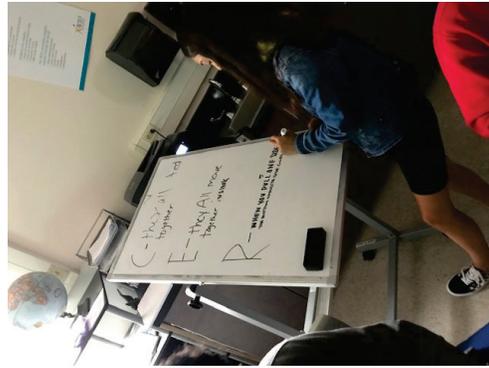
The new NGSS *Physics of the Universe* course began during the 2019 – 2020 school year.

In *Biology*, teachers are piloting the new Modeling Biology Curriculum and instructional strategies which involve a significant level of student-driven activities where students constantly focus, analyze and then revise their ideas. Review of the students' Constructing Knowledge / Doodle Sheets guides instruction.

The new NGSS *Living Earth* (Biology) course is slated to begin during the 2020 – 2021 school year.

In *Marine Science*, students are actively engaged in design challenges as well as group competitions. Students learn Scientific Root Words, Prefixes, and Suffixes to better comprehend the meaning of the vast amount of vocabulary presented. Students review Current Event Articles – using marking the text strategies – to learn about the latest marine science discoveries.

Other: Sustainable Garden



Social Science:

Instructors in the Social Science Department utilize the TCI (Teachers Curriculum Institute) content. They actively use the CANVAS LMS and incorporate inquiry in their teaching activities.

Current Event Articles where students read, mark the text, and define unknown words.

Social Science Teachers have Guest Speakers from the Armed Forces and Veterans from the Afghanistan, Iraq, and Vietnam Wars.

Primary Document Analysis

Simulations (such as the reenactment of the French Revolution)

Writing Across the Curriculum

Special Education:

Recycling Program

Resource / SDC Students: These students are involved in a greater number of challenging General Education courses (such as Physics of the Universe, Biology (P), and 2-Year Algebra). In 2-Year Algebra 1, students are being taught standards-based concepts and are required to apply them to complex problems.

They are also learning how to try out for a job and food preparation (*Coffee and More Program*)

SH Students: These students work on communication skills, community / mobility training, community-based education, and independent living skills. They are involved in challenging academics according to their individual skill levels.

The severely handicapped students are actively involved in the Recycling Program.

Visual and Performing Arts:

Artistic Expression

Community-building

Student Class Schedules

Percentage of Students in Collaboration General Education Classes with a SpEd Teacher (and supportive study skills)

Individual Education Plans (IEPs)

Coffee and More Menu and job descriptions / schedule

Recycling pick-up schedule

Wide variety of VPA Course Offerings

Creation, arrangement, and choreographs of original pieces
Memorization
Public Performances
Advanced Ballet Folklórico students choreograph and teach other students. They also work with professional choreographers and perform in collaborative performances with AHC (Allan Hancock College) students.
Advanced Marimba students arrange songs / parts when learning new repertoire.

Increase in (and continuation of) the number of Art shows (e.g., the chalk festival), Choir Performances, Drama Production Shows, Film shows (film festival), as well as Marimba Band and Ballet Folklórico performances.
<https://www.youtube.com/watch?v=PP26pCCy--k&feature=youtu.be>

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>C-2 (Student-Centered Instruction through a Variety of Strategies and Resources) GENERAL FINDINGS:</p> <p>The Santa Maria Joint Union High School District (SMJUHSD) and our site (ERHS) administration provide a wealth of opportunities for staff to remain current in instructional content and best teaching practices (including differentiation and the integrated use of technology in the classroom) through a variety of Professional Development trainings and PLC (<i>Professional Learning Community</i>) meetings. These include, but are not limited to, the following: Adaptive Schools, Aeries, AVID (<i>Advancement Via Individual Determination</i>) and other Pedagogical best practices, AVID National Conference and Summer Institute, CANVAS Trainings (on site and at the district office), CPM (<i>College Preparatory Mathematics</i>) Conferences, CS4All (<i>Computer Science for All</i>) Trainings, CUE (<i>Computer-Using Educators</i>) Conference, EEI (<i>Environmental Education Initiative</i>) Workshops, Equity and Access Trainings, ERWC (<i>English Reading and Writing Curriculum</i>), Habits of Mind, ISTE (<i>International Society for Technology in Education</i>), NGSS (<i>Next Generation Science Standards</i>) Roll-Outs, Revision Assistant, School Based Restorative Approaches, SchoolCity, SMV (<i>Santa Maria Valley</i>) District Leadership, and a multitude of Technology Trainings.</p>	<p>Collaboration Schedule (including PLC Meeting Agendas and Minutes)</p> <p>In-service Day Agendas</p> <p>Training / Professional Development (Learning) Offerings and Agendas</p> <p>District and Site Training Calendars and Agendas</p>

Additionally, certificated staff actively enroll in and attend other training sessions as noted in the subject-specific findings.

Ren Learn Data

Students are enrolled in English and Math classes based on placement testing and teacher recommendations. Support classes in English are assigned for those in need. Progress monitoring is done for all students – with a more frequent assessment for students in support classes – which further informs instruction.

Differentiation is provided through a variety of strategies, including: CANVAS Mastery Paths, Chunking, Challenges for Fast Finishers, Collaboration Activities, Group Work, Jigsaw Activities (with a variety of reading levels), Microsoft Learning Tools, Student-choice Problem Applications (based on interest and ability level), and Visuals.

The integrated use of technology has been a focus of the SMJUHSD, where all students now have the ability to check out a device (laptop) for use with their studies while enrolled at ERHS. Most classrooms use projectors, Tatung Interactive Display Panels, and/or multiple screens to project information. The majority of teachers utilize one or more of the following in their courses: CANVAS, Ed Puzzle, Flipgrid, Flippity, Gimkit, Go Formative, Interactive Lessons, Kahoot!, Office 365, Online Curriculum, PowerPoint Presentations, Prezi, Quizlet, Revision Assistant, simulations, Storyboard That, Turn-it-in, etc.

Ernest Righetti High School (ERHS) teachers utilize a variety of strategies to promote student-centered learning. These include: building models, collaborative grouping, debates, design challenges, guided peer feedback, jigsaw activities, laboratory investigations, peer teaching, problem-based learning, simulations, Philosophical Chairs, Socratic seminars, student-choice assignments and projects, etc.

Instructors use demonstrations, examples, and modeling to help guide students in their independent and peer group work. Students are then challenged to apply their knowledge and understanding to new situations and applications.

English, Math, Science, and Technology TOSAs (Teachers on Special Assignment) provide support in numerous ways:

The English TOSA coordinates all testing for English classes including placement, benchmark assessments, CAASPP (California Assessment of Student Performance and Progress) practice tests and progress monitoring. Our English TOSA further supports teachers by running reports, examining the data, and explaining how the data can drive instructional planning.

The Math Teachers on Special Assignment coordinate testing for classes including placement, benchmark assessments, CAASPP (California Assessment of Student Performance and Progress), practice tests and progress monitoring. They support teachers by running reports, examining the data, and explaining how the data can drive instructional planning.

Our Science TOSA works as part of an NGSS District Team to help implement the Next Generation Science Standards, provide Professional Development to science teachers, develop curriculum, create organized locations to share curriculum materials, write Laboratory D level NGSS-aligned science courses, and order lab materials for these new courses. The team also educates administrators, board members, counselors, district personnel, and parents about the new science sequence.

ERHS has a full-time Technology TOSA who offers support for teachers and students in the use of technological tools provided by the school and district. Our TOSA provides backend support for the classroom use of tools including professional development and preparation, as well as daily use and support for students (including liaison with device technician).

C-2 SUBJECT-SPECIFIC FINDINGS:

Agriculture:

Agriculture teachers attend many professional development workshops focusing on the latest research in order to qualify for Incentive Grants.

Agriculture classes teach knowledge and skills, which allow their students to show their creativity and use higher level thinking within competitions and projects in the following: Ag Mechanics, Animal Science, Ornamental Horticulture and Floriculture, Soil Competition, Tree Pruning, Veterinary Science, Viticulture, and Welding.

Students are also engaged in Career Development Events where they compete with students from other schools.

AVID:

AVID Elective Teachers, AVID Site Team Members, and other Faculty attend AVID Best Practices Workshops, AVID National Conferences, AVID Summer Institutes (SI), CSU (California State University) and UC (University of California) Annual Conferences, as well as Study Island (ACT and SAT Preparation Courses) and other College-Preparatory Trainings.

Teachers design multi-level unit projects for students to complete that require research and community contacts.

AVID students apply English skills to college-level prompts to better prepare for what is expected in post-secondary education. They are held to higher expectations. AVID students develop a project where, given the careers they've expressed interest in, they compile a report of comparisons and contrasts between those careers. They analyze how much the career matches what they are looking for. They also engage in multiple research projects to determine which major and college(s) would be best suited to their success.

English Language Arts:

English Teachers actively participate in English PLC Days (for training and data review) as well as ERWC (English Reading and Writing Curriculum) and other Textbook Trainings.

AVID SI Training Lists and
Completion Certificates

AVID District Training Lists

The *Collections* curriculum provides online tutorials for specific skills in writing and grammar that can be assigned to individual students or student groups based on their needs.

English Teachers utilize *Turnitin* where teachers can assign students different essay topics. This program also assists students in evaluating and editing their work.

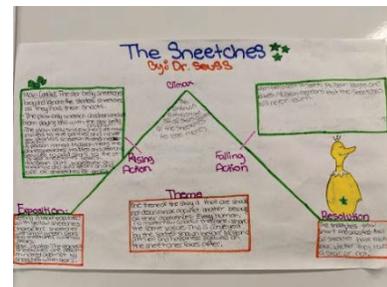
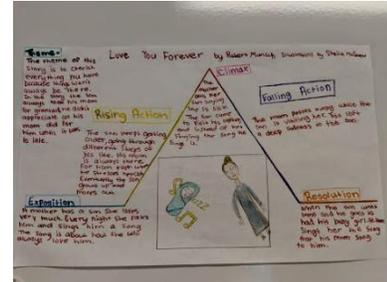
Students demonstrate Creative and Critical Thinking as well as Application of their Learning in numerous ways, such as:

- Brainstorming techniques before writing
- Creating Op-Ed pieces in which students take a stance and write informed pieces
- Discussions (Four Corners, Online Discussions, Socratic Seminars, and Walking Discussions)
- Gallery Walks / Board Walks
- Infographics
- Journals
- KWL Charts
- Persuasive speeches
- Plot Diagram Posters
- Sketch Notes
- Think-Pair-Share / Think-Write-Pair-Share
- Metacognitive reflections – Digital Portfolios and goal setting
- Spoken word activities to address themes of a short story
- Writing proposals for community change
- Developing plans for communities

English Language Learners (BIA):

Bilingual Instructional Aides encourage students to brainstorm ideas in Art and Film classes as well as for assignments in all core courses. They also ask students to practice translating during their daily dialogues with friends and family.

Training Calendar and Agendas



Family Consumer Science:

Our Family Consumer Science Instructor attends Advisory Meetings every year with Business Professionals (from local colleges, restaurants, etc.) to discuss what colleges and employers are looking for in our students with regards to higher education and employment. She also actively engages in District-wide FCS Meetings. In addition, Mrs. Andree works with local Elementary School principals and teachers to locate placements for students in her *Careers with Children* course.

Family Consumer Science Students work in collaborative group settings (both large and small) while participating in lesson plans, design and lab activities, and presentations.

Students in the *Careers with Children* course are placed in local elementary schools to discover how it is to work with young children. These students also actively participate in the ERHS Preschool, a 4-week course taking care of young children of staff members.

Culinary Arts students participate in cooking demonstrations. *Culinary Arts 1* prepares cookies for the ERHS Senior Awards Night. *Culinary Arts 2* students prepare lunches for teachers.

Every student in the *Developmental Psychology of Children* course has 24 hours with the electronic doll learning how to take care of an infant as well as the dedication and amount of time needed to tend to their needs. They also participate in the ERHS Preschool.

International (World) Languages:

International Language Teachers actively participate in District-wide Collaboration.

They implement strategies based on Krashen's input hypothesis and Terrel's Natural Approach. Educators encourage CANVAS Discussions, Comprehensible Input, the Free-reading of Spanish novels, and Reflective Writings.

Many International Language students are encouraged to apply for the Biliteracy Seal.

Professional Development
Calendar and Agendas

CANVAS Discussions

Los Angeles de Puebla Taco Truck (11.08.19): Students practice ordering food in Spanish.

Reflective Writing Pieces

Test for Seal of Biliteracy

Physical Education:

C-2.1: PE has had training (clinics) on motivational techniques that can be used for athletes and students alike. The training has been based on Bruce Brown's books as well as the *InSide Out Coaching* book by Joe Ehrmann. There have also been breakout sessions on weightlifting and conditioning that get applied in the weights course. Two teachers, Mr. Wilson and Mr. Nickason, took the *Nutrition* course at AHC to better prepare them to teach a 3-week segment on nutrition to the 9th graders in their Course 1 PE class. There has been support for this unit and a classroom to teach it is located in our 400 building. The staff also has apps to track growth in the weights class through "Train Heroic". There is also a PE teacher who is using Pedometers to track movement in their PE classes. The goal of the 9th grade course is movement and preparation for the 9th grade Physical Fitness Test. There is also district wide support for the Health classes. In addition to curriculum, speakers are provided to address certain topics.

Curriculum
Training Videos

C-2.2: PE works in their Team units on strategy and critical thinking. Students are asked to position themselves in ways that benefit the team. There is an emphasis on developing leadership and collaboration. The goal is to build fitness in the 9th grade and spend a bit more time on Team Sports in the 10th grade. Providing the students guidance, but leaving them with some "uninstructed" times to apply strategies.

C-2.3: PE / Health instructors have students chart their food choices (health) and develop menus (health) that students can apply. This develops healthy eating habits that extend into the student's life outside of school. The PE classes are also developing skills (fitness related) that students can and have used to improve their personal fitness. The students in weights are given lifts and programs that address different muscle groups. The students are taught about rest and recovery. Teachers see this applied in student's overall health and appearance in some cases. This would definitely extend into extracurricular sports. This can, and has led, to improvements in health esteem and overall mental and physical wellness.

C-2.4: There is ongoing discussion regarding ways to develop units or coursework that could lead to careers in fitness (physical trainer) or coaching (amateur and professional).

School Counselors:

Ernest Righetti High School (ERHS) School Counselors participate in numerous trainings, including: ASCA (American School Counselor Association) National Conference; CA Dream Act, Cal Grant, and FAFSA Workshops; CASC (California Association of School Counselors) Annual Conference; CSAC (California Student Aid Commission) Training; CSU (California State University) and UC (University of California) Annual Conferences.

ERHS Administrators and School Counselors have been working diligently to develop a comprehensive counseling program.

Counselors are actively involved with students in a variety of ways, attending, creating, and participating in Career Panels, Classroom Presentations, College / Career Fairs, College Field Trips (AHC and Cal Poly SLO), CTE Pathway Presentations, EAOP / College and Career Center, and Military Presentations.

Science:

Current Knowledge – Science teachers attend:

AMTA (American Modeling Teachers Association) for STEM (Science, Technology, Engineering, and Mathematics) Teachers

CAST (California Science Test) Workshops

CSTA (California Science Teachers Association) Conferences

EECCOA (Energy Efficiency to mitigate Climate Change and Ocean Acidification)

EI (Environmental Education Initiative) Conferences – soon to be available for English, Math, and Social Sciences too.

MBER (Model-based Biology)

NGSS (Next Generation Science Standards) Roll-outs

NOAA (National Oceanic Atmospheric Administration) trainings including LiMPETS (Long-term Monitoring Program and Experiential Training for Students), and Local Trainings

NSTA (National Science Teachers Association) Conferences

Physics of the Universe (POTU) District-wide Meetings

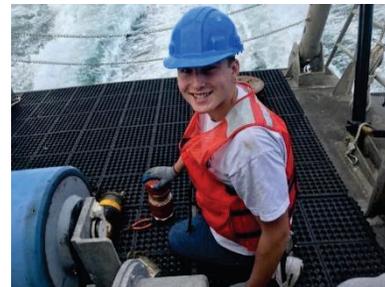
Problem Based Learning (PBL) Workshops

The Living Earth (TLE) District-wide Meetings

School Counselor Training
Calendar and Agendas

Training Lists for PD, such as:
NGSS Roll-Out Sessions (including CAST), NGSS Subject Specific Trainings at the DO, Vernier Technology Student Simulations (GIZMOS - <https://www.explorelearning.com/> and PhET Interactive Simulations - <https://phet.colorado.edu/en/simulations/category/new>); Vernier LabQuest II Computers (with Logger Pro Software) and associated Probes; other technological equipment (Remotely Operated Vehicle; Air, Soil, and Water Quality Sampling Tools and Equipment)

Cal Poly SLO and UCSB-hosted Trainings and Workshops
Albert, GIZMOS, and PhET Simulations
Real-world Technology Applications
Design Challenges



Social Science:

Social Science Teachers attend Framework Roll-outs, State Conferences (CCSS), Professional Development Trainings, and District-wide Collaborative Workshops.

Teachers utilize many resources, strategies, and technology in order to encourage creative and critical thinking, including:

- Collaborative Reading
- Creation of Authentic Representations of Content using Artistic and/or Digital Presentations
- Document-Based Questions (DBQs)
- Historical Era Art Interpretations
- Inquiry-based Experiences using Primary Documents (such as Historical Role Plays)

In Economics, students participate in a Stock Project as well as other assignments that have real-world applications (such as checking accounts, etc.)

Special Education:

Special Education teachers attend Co-teaching Conferences and Project Read Trainings. They also attended the SIRAS Systems Training (when it changed over to this new Special Education Management System).

Co-teachers collaborate with general educators to stay relevant with content.

Special Education instructors use technology to support students in their understanding of general education concepts (such as reviews in Quizlet).

Eleventh grade students participate in the *Job Tryout* course, where they learn customer service skills and money handling, as well as cooking and food preparation while working in the café.

Twelfth grade students are active in the *Job Prep* course, where they take part in transition activities such as career research, learning to budget, creating resumes and cover letters, etc.

Professional Development Calendar and Agendas

The image displays two screenshots from a professional development calendar application. The top screenshot shows a list of events for October 2021. Key events include:

- 10.22.19 - Activity: Critiquing Art of the Industrial Revolution
- 10.23.19 - Wednesday - Three Close Reads: The Industrial Revolution
- 10.23.19 - Thursday - Writing Task
- 10.23.19 - Friday - History Lab: Charting Scientific Breakthroughs

 The bottom screenshot provides a detailed view of the '10.22.19 - History Lab: Charting Scientific Breakthroughs' event. It lists objectives such as 'Students will be able to analyze and evaluate the impact of scientific breakthroughs' and 'Students will be able to identify and evaluate the impact of scientific breakthroughs'. The event also includes a list of activities and a 'Due Tomorrow' section.

IEP Transition Goals

Visual and Performing Arts:

The Ballet Folklórico and Marimba Band Teacher regularly attends the Asociación Nacional de Grupos Folklóricos and Danzantes Unidos Festival conferences.

In Ballet Folklórico, the students are trained in different dances during one semester. After that, students teach newer students. They also re-choreograph the dance moves for different venues. Students attend conferences to learn additional dances which they then teach to the rest of the class.

Students have also been taken to master classes and performances at universities and professional music venues. They have seen groups such as the Boston Brass and Tom Kubis Big Band.

Professional Development
Calendar and Agendas

<https://www.youtube.com/watch?v=PP26pCCy--k&feature=youtu.be>

COVID-19 / DISTANCE LEARNING UPDATES:

CATEGORY C GENERAL FINDINGS:

All teachers and students are now using Canvas.

District Data

Synchronous instruction via Zoom Meetings.

Teachers are utilizing a variety of resources, including:

- CK-12
- Edpuzzle
- Flipgrid
- Formative
- Gimkit
- Menti.com (*check-in's and written correspondence*)
- Nearpod
- OpenStax
- Padlet
- TedEd
- YouTube

Students are developing self-advocacy and communication skills, computer literacy, and internet skills.

Teachers are providing time-management scaffolds.

Science: The district purchased seats for PIVOT Interactives (where teachers can add videos and questions). Our physics instructors are utilizing Quest Learning for many activities.

ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Areas of Strength

1. Canvas and other online resources
2. Collaboration among teachers
3. District PD opportunities
4. New Courses and Pathways (including Collaboration / Co-Teaching courses)
5. Teachers on Special Assignment / Intervention

Areas of Growth

1. Articulation with feeder districts to help bridge the achievement gap among incoming freshmen as well as transition support with core skills courses for freshmen in need.
2. EL / Special Education engagement and performance in courses and state tests
3. Common Formative Assessments / Release days for Collaboration
4. Incentives for students to pass the CAASPP
5. Summer school courses for advancement (especially math courses)
6. Expansion of cross-curricular assignments and curriculum

Ernest Righetti High School teachers are utilizing multiple online resources that have been purchased by the district. Due to the school closure, all teachers now have Canvas courses, use Zoom to meet with students, and utilize a variety of online tools. This had been an area for growth prior to the shutdown; however, with numerous training opportunities provided by the Technology TOSAs, our use of Canvas and other online tools is now one of our strengths.

There is a significant need to bridge the achievement gap of our incoming students. With such a wide disparity of abilities, it is imperative that we provide transitional services as well as core skills courses and support for our students. This focus may assist with student engagement and performance in courses as well as increase students scores on state tests.



Chapter III: Self-Study Findings

D: Standards-based Student Learning: Assessment and Accountability

Ernest Righetti High School
Self-Study Report
February, 2021

CHAPTER III: SELF-STUDY FINDINGS Category D: Assessment FOL Group
Joe Denney, Leader

Eric Blanco, Counselor
Justin Bronson, Physical Education
Meredith Brough, Secretary
Cynthia Carlson, Instructional Assistant
Brian Chavez, Mathematics
Megan Cota, English
Scott Davis, Science
Andrew Domingues, Social Science
Steven Donohue, Mathematics
Jennifer Flaa, Special Education
Alondra Garcia, International Languages
Joseph Graack, Social Science
Rolando Grijalva, Special Education
Guillermo Guerra, Agriculture
Mickey Guerra, Agriculture
Stella Guild, English
Natalie Hernandez, Instructional Assistant
Cameron Holmes, Mathematics
Sarah Hunter, Mathematics
Alexis Kissel, English
Lynzee Limon, Instructional Assistant
Jennie Maretti, Special Education
Todd Noel, Physical Education
Sylvia Ojeda, Administrative Assistant
Rebecca Ollice, Instructional Assistant
Cathleen Petty-Nickason, English
Laurie Ramirez, Special Education
Margaret Rucker, Mathematics
Kizen Sugano, VPA
Kyle Tognazzini, English
Kayla Tucker, Instructional Assistant
Helen West, Science

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>The Righetti High School Staff is committed to improving student performance. A variety of processes are used in the collection, disaggregation and analyzation of data which is used throughout the school year. The Righetti High School staff meets throughout the year on staff development days, collaboration Mondays and in their Professional Learning Communities for common assessment development. Righetti High School is in the process of developing Common Formal Assessments (CFAs) based on the Common Core State Standards. (CCSS). CFAs in English support classes are fully implemented. Science is working on CFAs for all NGSS courses. Math is working on CFAs for Algebra I, 2-year Algebra and Geometry. Agricultural Science is working on CFAs for Ag Biology and Ag Chemistry.</p>	<p>SBAC/CAASPP CAST PFT ELPAC Ren Learn Canvas ERWC pilot Aeries AP Exams PSAT/SAT/ACT School City</p>

School City, Turnitin.com and Canvas are all tools used by teachers for collecting, analyzing and disaggregating data.

School City is an assessment suite that allows for assessments to take place and be analyzed at multiple levels. It can be used for individual teacher assessments, for PLCs, for Schools, and for the school district as a whole allowing for disaggregation of data at each of those levels. Assessments can be reviewed and analyzed looking at student performance to identify areas of growth related to the materials created in the assessments (i.e.. By standard, by grade level, by demographics, etc.). School City is currently being used by both a variety of individual teachers and departments have begun to use it for PLC purposes. ***This is an area where there is room for growth with this tool as we could use it more fully and have better data to act upon.**

Turnitin.com is a web-based program that allows teachers to evaluate student work and provide feedback to students. Its original purpose was to check for plagiarism but has grown to a feedback tool that is helpful to teachers and students. Since Turnitin can be used for all writing assignments it can be used in all disciplines. Numerous teachers on campus use Turnitin to discourage plagiarism, to leave feedback on student's work, for grading, or scoring essays with stored rubric.

Canvas is our Learning Management System. It allows for teachers to give assessments within their courses through the quizzing function that can be disaggregated, reviewed and shared by individual teachers. Students and parents are able to access Canvas through the website or through a mobile app and see their course information posted by the teacher, but also their work product through the semester. Teachers can also use Canvas as a grading program and can export the grades into Aeries. There are additional functions that we are exploring (outcomes) that can allow for disaggregation at a higher level, course and/or school.

Minutes from PLC

Turnitin.com

Righetti.us

Righetti is piloting the ERWC program. 11th grade students are being split into three groups: AP English, English 3, and ERWC 11. Those students in English 3 and ERWC 11 will be pre- and post-tested on progress in the subject matter. Those students will then be randomly mixed into ERWC 12 and English 4 and pre- and post-tested again. The CSU's (California State University System) are taking that test and compiling data to compare how the ERWC class curriculum compares to the college prep curriculum. These results will be given to teachers and administrators to decide which classes to offer in the future. This pilot testing will continue from the start of the 2018 school year until the end of the 2021 school year.

Aeries is used at Righetti High School, as well as, throughout the district for collecting, analyzing, and reporting student progress and achievements. Aeries is a student database system and therefore students and parents have access to Aeries and can access student progress in class in real-time. Aeries provides staff with access to data concerning teachers' classes, as well as, student data such as:

- Attendance
- Gradebooks
- Grades
- Parent contact information
- Student data:
 - Student profile
 - Demographics
 - Contacts
 - Attendance
 - Grades
 - Grade history
 - Transcripts
 - Graduation status
 - Gradebook summary
 - Gradebook details
 - Guidance including assertive discipline and visitations
 - Student schedules
 - Course requests
 - IEPs
 - 504 plans
 - Language assessment

The ELPAC or the English Language Proficiency Assessments for California is administered every year at ERHS. In the last two years, the test administration has taken place in the students' ELD classes. In the 2018/19 school year, an effort was made to pilot/create EL specific sections of the English 1 and English 2 Skills and Support classes to allow for testing ease (not the sole reason of the pilot--just a benefit). The ELPAC is typically administered in March. The ELD teachers and those teachers of the EL designated support classes have been given ELPAC prep materials to help their students prepare for the assessment prior to the administration. The ELPAC results are used (for current students) in the process of fluency re-designation and placement in the ELD program. For incoming students, their previous ELPAC scores are used as part of the placement/criteria in the English classes. Teachers receive the results at the end of the school year. ELPAC scores are also uploaded into AERIES for teacher access.

Renaissance Learning is an assessment tool we use for student placement and progress monitoring. Renaissance Learning's STAR assessments are computer adaptive and not based on any curriculum, so that there is no "teaching to the test." Students are given a placement test in both English/reading and math upon entry to our schools either in 8th grade or when registering as a transfer student. This practice is inconsistent and impacts data. Students are then placed using the data from that assessment and other points of data available including previous grades, teacher recommendation, CAASPP scores, ELPAC scores, etc. Our district requires that students (grades 9-11) in ELA and math take a district benchmark three times a year to monitor growth. The benchmark is the Renaissance Learning STAR Enterprise assessment. The fall and spring benchmark results are reviewed by the ELA TOSA to confirm initial student placement and then recommend placement for the next year. The ELA winter benchmark is reviewed by the ELA TOSA to recommend any changes for the next semester in the intervention classes (either in or out). The ELA benchmark scores are given directly to each ELA teacher after each benchmark, both by entire grade and by individual classes. Students who are enrolled in the English department intensive intervention and strategic intervention classes take the assessment more often for progress monitoring. The three district benchmark scores are uploaded in AERIES soon after the completion of each benchmark.

The school website allows all stakeholders to view ERHS information, access faculty emails and view important information about the school and classes. Staff use email and parent phone calls as a means of communicating with parents as well. Many teachers email parents weekly informing them of the week's schedule, grade progress and behavior concerns. Faculty and staff are encouraged to return parent emails within one business day.

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings

All departments on campus participate in PLCs. Student grades, common grading practices, common formative assessments, common rubrics and projects are some of the items discussed.

Departments are in the process of developing curriculum maps, essential standards, and common assessment, as well as work on CFA's during PLC time on Monday afternoons. Definitely the NGSS roll out in Science with Physics of the Universe would fall into this category.

Many departments have made strides towards implementing common assessment strategies, grading and growth. For example, English and Social Science has developed some common writing and project rubrics for student work. Math uses the Essential Standards to create quizzes and tests.

The school uses other measures to chart students' performance and progress. These can be informal checks for understanding, sharing strategies with colleagues that work with specific students, and grade checks via Aeries, Canvas or paper, homework monitoring. Renaissance Learning assessments are done at least three times a year in Math and English. This increases to every 6 weeks if a student is in support classes. Practice SBAC assessments (IAB's and practice versions) in ELA and Math. ERHS also tracks A-G completion rate, Career Pathways, OnTrack Graduation rates.

There is a definite desire for cross curricular collaboration. One place in particular is between math and science: Algebra 1 and Physics of the universe. There is collaboration between the Agriculture classes and English in preparation for competition (job interviews).

Supporting Evidence

Projects scored by rubrics

Homework

Quizzes

Standards based tests

Participation

Labs

Standards based short answer writing tasks (MWH-CFAs)

Performances/rehearsals (VPA)

Notes/notebook checks (AVID)

Authentic outside of classroom assessments in Agriculture; Speaking events, Judging, Meetings, Fair and Science Fair

Essays/ Writing Assessments

Oral Presentations

SMJUHSD Board Policy regarding grade percents

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.

Findings	Supporting Evidence
<p>There are no departments that currently have or use a common/uniform grading system. ERHS teachers exercise their professional discretion when determining grades. At the district level, general grading criteria has been established and ERHS teachers follow this criterion.</p> <p>2 Year Algebra has a common pacing guide including common quizzes used every Friday. Every 6 weeks the 2 Year Algebra classes are tested using the Ren Learn computer assessment to check for growth throughout the year.</p> <p>Most Algebra 1 teachers use a common cumulative final exam for Fall and Spring. Algebra I teachers have also created short (3-4 question) CFA's for 3 units throughout the year, but they haven't been implemented in the classroom yet.</p> <p>All math students are tested on the RenLearn STAR test 3 times a year to check for growth from their Freshmen year to the end of their Junior year.</p> <p>Righetti Science is in the beginning stages of implementing a new NGSS, UC approved D lab science, curriculum for all science students. In 2019-20, ERHS freshmen were all enrolled in the first of the three courses, Physics of the Universe. All ERHS POTU teachers have been using common formative laboratories and activities to measure student success along the path. There is common pacing and unit presentation but individual teacher assessments. The district goal is to have some common assessment tools in the next few years, but as this is the pilot year, many of those details will be forthcoming.</p>	<p>CFA's</p> <p>PLC's</p> <p>Canvas</p> <p>Curriculum Calendar</p> <p>Essential Standards</p> <p>PLC minutes</p> <p>Aeries Student Profile</p> <p>Aeries Gradebooks</p> <p>righettiscience.com</p> <p>Aeries 4-year plan</p>

All of those students will be enrolled in Biology: Living Earth, our life/earth science course, which will debut fall 2020-21. Teachers of this course likewise will be using common pacing and curricular guides as well as common formative laboratories and activities. Once again, individual teacher assessments will be used.

All of those students as juniors should be enrolled in the Chemistry in the Earth System course. Current chemistry courses at Righetti use common laboratories, activities, and even assessments. Current biology courses use common laboratories and formative assessments as well.

Elective and advanced placement courses are mostly singleton classes and therefore do not fit into a common pacing or common assessment scenario. Monthly PLC meetings allow our department members the time to collaborate and discuss common strategies, assessment ideas, and results.

ERHS teachers are currently in the process of creating more common rubrics and assessments through the PLC process. PE gives a common Physical Fitness Test (PFT). Some modern world history teachers are creating common writing assessments that assess historical thinking skills. All math and English students are assessed through RenLearn. English support classes use Reading Plus while all ELD classes use Read 180. Special Education assesses their students prior to IEP's using the Woodcock Johnson tests of cognitive abilities. All linguistic classes use Language!Live. There is four-year planning for all incoming freshmen and ERHS is currently using Xello, formerly known as Career Cruising. Every student in grades 9-11 completes a survey in order to identify career pathways for the district.

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level.*

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results of state and local assessments are used in decisions about student achievement and advancement.

Findings

Supporting Evidence

At ERHS, students are provided an opportunity to make up failed courses using the district adopted online curriculum Edmentum Courseware.

SMJUHSD OTCR guidelines

Any course taken must be 100% completed. This includes online modules, mastery tests, unit post-tests, unit activities, other written work, essays and worksheets.

Students may take notes while working through modules and may use those notes on mastery tests. Students have three attempts to pass the mastery test. If a student fails a mastery test, they will need to complete the tutorial to reopen the mastery test for a retake.

Students retaking non college prep Edmentum courses can only earn credit/non credit. Credit is earned by completing 100% of the Non-College Prep course modules and activities with an average grade of 70% or higher. College prep Edmentum courses, students earn a letter grade. Letter Grades are given if 100% of the College Prep course modules and activities are completed with an average grade of 70% or higher. Grading scale is: C (70-79%); B (80-89%); A (90%+).

Assessment of Program Areas

D1.4. Indicator: The partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the collaborative processes that the school leadership and instructional staff in partnership with district leadership use to review and assess the programs and their expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>At ERHS, the curriculum council and individual departments help to determine programs and expectations. Science has fully determined NGSS pilot programs and the path they see going forward with the new NGSS. English fully determines pilot programs and path forward under the common core umbrella. The Math department is transitioning, as it is district wide. Math has some autonomy with the district heavily involved in its path moving forward. The Agriculture department has been heavily involved and is waiting on other district schools to determine a forward path. All departments have the ability to submit new courses for approval.</p> <p>The District mandates graduation requirements, credit requirements and course completion. There has been a committee who has met in the past, that includes staff from each district school site, that addresses potential changes in the requirements.</p> <p>District wide, English determines which courses meet grad requirements. (ELD/intervention) In the past, multi discipline groups have helped determine grad requirements. Past practices have shown unilateral decisions made at the district level.</p> <p>The only homework policy that has been mandated is with all Two-year Algebra A/B and C/D classes. School administration has asked all who teach these classes to carry out a no homework policy. The rest of the staff is able to determine for themselves their own homework policy.</p>	<p>Entire NGSS curriculum</p> <p>Science Dept. Website</p> <p>ERWC 11 and 12</p> <p>PLC meeting minutes</p> <p>Curriculum Council minutes</p> <p>Parent Handbook</p> <p>District Website</p>

Schoolwide Modifications Based on Assessment Results

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D1.5. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>There are several ways Righetti High School uses assessment results to make changes/decisions in the school program, professional development, and resource allocation.</p>	<p>NAEA Conference RenLearn Data Training EL Toolkit</p>
<p>The English department uses RenLearn for pretests of all the incoming 9th graders from the many different districts and feeder schools and uses it to place students. It is also given various times during the year to determine if students are properly placed and if they are progressing at expected levels.</p>	<p>ERWC Institutes District PD Calendar RenLearn Results CAASPP Projections CAST Test Practice CAST Test PD</p>
<p>For English 1 Intensive students who are significantly below grade level, RenLearn is used for the testing of these students every two weeks.</p>	<p>LCAP World Language CFA results</p>
<p>For English 1 Support/English 2 Support students, who are far below grade level reading, 50/50 ELL students, RenLearn testing is used once a month to assess placements and progress.</p>	
<p>English 1 Skills/English 2 Skills students who are below grade level reading and some ELL students, RenLearn testing is used once a month as well to assess placements and progress.</p>	
<p>College Prep English classes conduct practice CAASPP. These results are used to project scores and focus curriculum.</p>	
<p>Students who are in English 3 take ERWC assessments to determine the pilot's effectiveness and to help determine future curriculum choices.</p>	

The RenLearn Algebra Test is used for every freshman placement (2-year Algebra, 1-year Algebra or Geometry) as an added data point to the 8th grade teacher recommendations and Jr. High grades. Transfer students' placement are more heavily reliant on their previous course. The Algebra placement test is used to confirm basic skills only.

The 2-year Algebra (intervention) classes are heavily reliant on the Star Enterprise Test. This test helps teachers track the growth of all 2-year Algebra students.

Algebra 1/ Geometry/Alg 2/ Math Analysis/ Calculus students take the Star Enterprise Test 3 times/year. This is district mandated. The results are used to measure growth by the district; however, the results are invalid and do not drive instruction.

World Languages use a placement test for all transfer students and incoming freshmen at feeder schools during their 8th grade year.

In Science, NGSS curriculum and assessment are currently being developed to make changes/decisions in the curriculum and professional development. Science incorporates GIZMO, PHET and ALBERT online activity modules for support. Some professional development is needed to implement districtwide.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Assessment Strategies to Measure Student Achievement

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

D2.1. Prompt: *Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>ERHS collects assessment data from both state and school-wide assessments. Assessments both school and district wide are administered using one of several platforms, from Renaissance Learning to School City, as well as others. Those results are collected and analyzed by specific staff to help make informed choices about placement and student progress.</p>	<p>CFAs PLC Meeting Minutes ACT PSAT SAT AP Exams</p>
<p>Other assessments, including CAASPP, CAA, ELPAC, ACT, and SAT, that are given on a wider scale, have scores reported in Aeries, where parents and students have access to their scores. Administrators and some other members of staff can see the scores for all students in school, while teachers and classroom level staff are allowed access to scores and data from any student in their class.</p>	<p>Report Cards 6-week Progress Reports Canvas</p>
<p>Assessment data for the entire school is shared by administration, though many teachers felt that ERHS as a school does not spend enough time looking at whole school performance data.</p>	

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The On-Track Credit Recovery (OTCR) program requires students to retake courses they have failed through the district adopted online curriculum Edmentum Courseware. Students who are retaking a non-college prep Edmentum course receive either a credit or non-credit grade. Credit is given when an entire module/course is 100% complete with a grade of 70% or better. Students who are retaking college prep courses receive a letter grade. Letter Grades are given if 100% of the College Prep course modules and activities are completed with an average grade of 70% or higher. Grading scale will be: C (70-79%); B (80-89%); A (90%+)</p>	<p>SMJUHSD OTCR guidelines</p>

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. (This may include how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.)*

Findings	Supporting Evidence
<p>Righetti High School is a professional learning community that is in the beginning stages of using analysis of common formative and summative assessments. However, individual teachers do so in a variety of ways.</p> <p>Individual Science teachers, (Physics, Chemistry and Biology) are working together in PLCs to modify and adjust curriculum. Agricultural Sciences do the same, but they meet with the other Agriculture Departments districtwide.</p> <p>English Teachers at the different grade levels use CFAs. ERWC 11 and 12 work together to determine what needs to be taught senior year that was not learned junior year.</p> <p>Some Modern World History teachers are in the beginning process with developing Common Writing Assessments.</p> <p>Social Science is processing the recent Social Science Framework that was recently rolled out.</p>	<p>Pretests Unit Projects and Presentations Writing Samples Exit/Entrance tickets Prior Knowledge surveys DBQs Historical Arguments Historical Thinking Skills Assessments Kahoot! Discussion Boards Quizzes Formal Essays Writing Assessments</p>

Two-year Algebra courses use CFAs to adjust curriculum. Individual teachers also make modifications and adjustments in their own classes based on this data.

World Languages meet together for PLCs by levels. Spanish I,II,III,IV. Based off of these meetings, modifications and adjustments are made to the curriculum.

Unit Exams
Semester Finals/Exams
TOSAs
Notebook Checks/Homework
VPA student self-assessments
VPA Rehearsals
VPA Auditions
VPA Performances
RenLearn
CAASPP
Essential Questions
Ag- 21 industry certifications
Forklift certifications
Welding certification

Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings

Communication between teachers and students here at ERHS is extremely important. Staff take pride in making sure students are aware of the high expectations that are held in each class. Students also see the connection between their expected performance levels and their preparation for college and career readiness.

At the beginning of each course, each student is given a syllabus for each class which contains the requirements and expectations for each course. Each day the objectives for lessons are communicated to students and they are reminded of how those objectives relate to the overall purpose or learning goals of the course.

ERHS's use of Aeries, Canvas, OneNote, Remind and other Learning Management systems and apps, means students have access to their grades, assignments, and course outlines and requirements always. The district has also made a

Supporting Evidence

Rubrics
Self-Evaluations
Career Pathways
Communication Book
Rubrics
HW/Reading Quizzes
Exit Tickets
Notebook Checks
Exams/Quizzes
Progress Reports
Self-Evaluation
Teacher Evaluations
Canvas

tablet/laptop available to every student, meaning that online work and communication can be done outside of class, at home, or wherever the student is at the time. When a student is absent, the assignments and work can be made up using Canvas and OneNote, and grades can be monitored in Aeries by both students and their parents.

Students participating in CTE classes are exposed to real-world methods, techniques, and requirements. Additionally, the teachers in those courses provide opportunities for students to practice and demonstrate their progress towards meeting those requirements throughout the year.

Some departments and teachers make use of online quizzing apps such as Quizlet, Ed Puzzle, Kahoot and others to help give students more timely feedback. Some of the online textbook components provide students with feedback.

Feedback, on both formative and summative assessments is crucial for students to know their progress and improve their learning. This feedback is provided in a few ways by teachers across departments. The use of verbal feedback, as well as written, is provided constantly during lessons and on assessments.

ERHS teachers use a variety of specific measures to provide feedback to our students:

- Notebook checks several times during the grading period allow for feedback and corrective suggestions.
- Homework is checked daily and often stamped.
- Exit tickets are used and warm up questions in several classes (question of the day) as a means of determining what students are understanding and a way to provide teacher feedback.
- Rubrics for laboratories and projects are returned and provide feedback.
- Homework/reading quizzes provide students an opportunity to demonstrate their understanding.
- Exams and quizzes are ways that teachers provide feedback at the completion of major units and several science teachers have make-up opportunities for students to demonstrate a renewed growth in their understanding and

- Progress report monitoring includes comments and information home to solicit parent involvement and understanding as well as provide general feedback.
- Self-Evaluations (VPA)
- Teacher Evaluations (VPA)
- Daily assessments of academic and behavior progress (SPED)
- Counseling- presentations for college A-G requirements All students (posters) One on one conference. (Individual needs).
- English has all grade levels use the same rubrics to provide feedback. Some put the rubric into Canvas, and others do hard copies. This shows students their specific weakness and strength areas. Rubrics are aligned to state standards, and specific unit learning goals.
- AP English classes provide feedback on practice exams to help students know what to study. Teachers also provide written feedback for practice essay answers.
- English Support/Intervention/Skills classes provide feedback on RenLearn test scores to show students past goals and progress thus far. These scores are available for students within seconds of the exam.
- All grade levels in English conduct a Career unit using an online program that tracks their progress towards their career goals and is aligned to their academic pathway set up with counselors as freshman. Feedback is provided through the online program from both the program administrators and individual English teachers.

Assessment Tools Used During Distance Learning

English:

- RenLearn- used for benchmarks, 3/year, progress monitoring in Tier 2 courses
- One on One Conferences
- No Red Ink- used in ELD (targeted and designated support classrooms)

- Newsela- used in ELD (targeted and designated support classrooms)
- Journal
- ELPAC Test Prep
- Reading Plus- used in support of Tier 2 classes
- Discussion Forum on Canvas
- ELPAC Chat

Social Science

- CFAs- DBQ Writing Assessments
- Canvas Quizzes
- Edpuzzle
- Cloud Assignments
- School City
- Edmentum
- Google Forms
- Zoom Polls
- Go Formative

SPED:

- Collaborative Feedback
- Aeries
- Woodcock Johnson

Agriculture:

- Presentations
- Group Projects
- Canvas Quizzes
- Zoom Polls/Check for Understanding

Math:

- Canvas Quizzes- 2 Year A/B and C/D are creating canvas quizzes during PLC time for every Monday on the topics we studied last week for all teachers to give their students. Some teachers are giving multiple choice quizzes using the Canvas Quizzes feature.
- College Board Classroom- AP Calculus AB, AP Calculus BC and AP Statistics assign multiple choice and free response progress checks on review concepts.

Progress checks are organized by the Unit, in order to assess understanding of specific topics.

- RenLearn Algebra- Freshman- Freshman were tested the first week of school to verify placement in their math course.
- RenLearn Enterprise (9-11)- All 9th-11th grade students were tested the 2nd week of school for the district benchmark. This test is repeated 2 more times throughout the year for the district to measure growth.
- Zoom Polls
- Weekly Monday Quizzes-Canvas
- Whiteboard-feedback
- Canvas Feedback
- Microsoft Notebook- students use OneNote as their class notebook where they can take notes, watch min-lectures and work in groups. You can embed Microsoft Forms into the documents which allow you to assess student's understanding and get their results from their Homework assignments
- Zoom Chat- Feedback

Science:

- Flipgrid
- Cloud Assignments
- Canvas Quizzes
- Pivot- Online Lab
- Gizmo
- Albert (AP)
- AP Central Classroom
- Kahoot
- Whiteboarding- Zoom/PowerPoint

Physical Education:

- Edmentum- course curriculum and weekly quizzes
- Canvas Quizzes- combination of edmentum weekly quizzes as well as daily workouts. Workouts are built in canvas quizzes with videos and descriptions, students perform and log completion.

International Language:

- Projects/Presentations
- Flipgrid
- “checking for understanding”

Counseling:

- Transcript evaluations
- Senior Transcripts Evaluation
- Senior Letters
- Reach Higher Academy
 - Pre/Post Survey- Microsoft forms
- High School/Counseling Lessons- examples include High School 101, Academic 4 Year Plan, Goal Setting and Stress Management.
- 4-year planners

VPA:

- Zoom/Video Conferencing
 - Without this type of live, video conference platform, much formal and informal assessment would be severely curtailed, especially in the areas of student wellness. We can see our students and get everything from attentiveness and energy/mood, personality, introversion/extroversion, humor, conversation, and many other ways of assessing their individual and group dynamics, as well as some sense of wellness, somewhat like in live, in-class instruction. We can also assess those qualities over time with students, gain insights, and note change, as would occur with on-campus learning.
 - Video conferencing provides live conversation, “checking for understanding” with students during class.
 - Video conferencing also provides a way for students to get to know their teacher, which can be significant in the larger job of “assessment” where students need to feel comfortable to seek help.

- Office Hours/Live Help
 - VPA teachers are available during the six formal Office Hours sessions in the weekly bell schedule, most/all conducted through Zoom video conferencing. In addition, VPA teachers use the class periods on “Flex” Mondays for additional Office Hours.
 - Office hours are used for individual, 1 to 1 help between student and teacher.
 - I will sometimes offer my office hours as an optional test prep/review time to all students before publishing the test the following day.
 - Monday Flex used for small group interventions.
- Zoom Breakout Room
 - Differentiated instruction/remediation small group with teachers moving between different rooms for goal setting, instructions, etc.
 - I’ve had more successful work completion, students speaking openly & honestly to me about their needs, making personal connections with students, as well as the ability to assess and address individual learning needs. Individual, 1 to 1 help with students
 - Supporting students with IEPs & 504s
 - Students work solo in a breakout room.
 - Used every class for marching band, the leadership team leads their section in the breakout to work on music or whatever specific marching needs.
- Email/ParentSquare Posts – VPA teachers engage in dialogue with individual students and parents/guardians regarding student work, academic progress, attendance, work habits, and behavior through district email. VPA teachers use Canvas “Inbox” and ParentSquare Posts for more general, class-wide informational communications, such as approaching progress reports, new posts in Canvas, additions/modifications to course policies.
- Canvas Assignments – All VPA programs utilize Canvas to post lecture notes and documents, instructions,

and assignments for their students and courses, providing a platform for students to submit work.

- Canvas Quizzes/Tests – Some VPA teachers use Canvas to create and administer quizzes in Music History, Music Theory, Film History, and Film Vocabulary quizzes. Other uses of Canvas quizzes have been as classroom community builders and to provide immediate student feedback.
- Canvas Comments for Feedback – Most/all VPA programs use the Comments feature of Canvas assignments.
 - VPA staff like the flexibility to provide students individual feedback and correction, invitations and directions for improving work and grades, invitations to Office Hours, grading expectations, and a variety of assessment commentary.
 - Comments allow each student a limited ability to hear the “teacher’s voice” talking to them during distance learning in the absence of daily contact.
 - One or more VPA teachers uses SpeedGrader as a platform to share student work with the class to provide general and specific feedback to review, remediate, and expand upon ideas of the assignment and course.
- Video/Flipgrid submissions – VPA Performing Arts courses – music, dance, choir, and drama – ask for student videos of their performances in lieu of live, in-class performances. The Film/Video program of course is based upon the production of student films.
- Microsoft PowerPoint submissions – Photo class projects presenting student photos for each photo topic/technique. In Photo classes, students present photos of the pages of their Photo Notebook - student warm up topics and responses and assignment notes.
- Microsoft Word Submission – Some VPA teachers ask for students to turn their work in as Microsoft Word documents. To that end, some VPA teachers create Microsoft Word templates for students to download and modify for their assignment submissions.

- Band Lab/Audio File Submissions
 - Songwriting students use the web-based music production program BandLab to create and submit their songwriting assignments. Songwriting class uses this software for assignments, music creation, submitting assignments, and viewing teacher comments about their assignment.
 - Choir program has used Band Lab this year to create rehearsal tracks to help students learn their voice parts for our songs. He records the track in a way that isolates their vocal part from the accompaniment (i.e., left ear vs. right ear).

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Areas of Strength

1. Progress Monitoring (math and English) utilizing RenLearn and the distribution of those results.
2. Freshman Placement (math, English and international languages)
3. PLC embedded in schedule (district wide)
4. Assessment TOSA in Math, English and Technology
5. The availability and use of Assessments in Canvas.
6. VPA authentic assessments (based off a variety of visual and performing arts mediums, as well as industry standards)
7. PSAT, ASVAB, # of students participating in AP Testing (Calculus BC), District paid AP Test for all students

Areas of Growth

1. Collection of Data across all departments to guide instructional decisions and support the work of our Professional Learning Communities.
2. Newcomer/EL Achievement- close gap between newcomers and regular ed students
3. Continued training using Canvas and other tools for Data Collection to be shared through the PLC process.
4. Promoting high achievement on the CAASPP (Math, ELA, Science) through distribution and access to results

The staff and administration at Ernest Righetti High School have worked extremely hard to implement and make effective use of Professional Learning Communities at the school site. The staff at ERHS make collaboration days a priority and minimize distractions during that time. The training has allowed the staff to focus their instruction on key agreed upon standards, develop common pacing guides, restructure Common Formative Assessments and better structure their conversations about teaching and learning. Additionally staff continue to assess students in a few ways, through both informal and formal, formative and summative assessments. The staff clearly communicates expectations to students and their parents and uses assessments to drive their instruction. However, there is a definite need to develop CFA's across courses so the data collected can be used in a more meaningful way during collaboration. In addition, this data can be used to develop ways to target and intervene when students struggle. This is a particular need for EL and Special Education students.



Chapter III: Self-Study Findings

E: School Culture and Support for Student Personal and Academic Growth Culture

Ernest Righetti High School
Self-Study Report
February, 2021

CHAPTER III: SELF-STUDY FINDINGS

Category E: Culture FOL Group

Jose Pereyra, Leader

Ed Alvarez, Social Science
Auni Baldwin, English
Kimberly Barbarick, English
Laura Branch, Science
Sharon Brickey, Physical Education
Elesa Carlson, VPA
Dee Carroll, Instructional Assistant
Hillary Colvin, Crisis Intervention Consultant
Annamarie Darnell, Psychologist
Tracy Davis, Mathematics
Camille Dionisio, Instructional Assistant
Paul Eybel, Psychologist
Dorie Fisher, Instructional Assistant
Clay Freeman, Security
Alejandra Fulton, Business
Paul Gaddis, Security
Sophia Gallizio, Social Science
Amy Guerra, Agriculture
Ed Herrmann, Health
Andrea Huitron-Navarro, Instructional Assistant
Melissa Johnson, VPA
Roxanne Leasure, English
Christina Limone, International Languages
Debby Martell, English
Mandy McDonald, Career Center Specialist
Harold Oliveira, Special Education
Kristen Olvera, Instructional Assistant
Christie Ortiz, Physical Education
Tony Payne, Mathematics
Kenya Penrod, Instructional Assistant
Nick Sauer, Special Education
Kyle Shaffer, Science
Lisa VanSolinge, Secretary
Steve Wagner, Social Science
Stacie Willson, Secretary

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

Parent Engagement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
Righetti High School prides itself in providing various opportunities for ongoing family and community involvement in order to support and facilitate student learning. As a school we have developed community partnerships and created supports that enable us to reach the needs of our diverse student population. The following are examples of how students are supported at Righetti High School.	School Messenger Log of Emails/Calls, Calendar of IEP's/504's/SST's Special Olympic Flyers
Incoming Freshman are offered the opportunity to take part in the Freshman Orientation and Warrior Welcome.	Collaboration with PTSA Log of Parent Portal Accounts
The Freshman Orientation is for students only, in which students receive their student ID, receive a counselor presentation, pick up their schedule, and receive a tour of the campus.	School Site Mtg Agenda's Daily Grapevine, Freshman Orientation Flyer
The Warrior Welcome targets families as a whole. Warrior Welcome consists of a showcase of Righetti offerings and gives students the opportunity to sign up for classes, sports, and clubs.	SSC Agendas and meeting dates/notes Principal Newsletter
Righetti High School highlights and recognizes student talent through our Annual Art Show, Choir Concerts, Concert/Marching Band Performances, Theater/Drama Performances, and Marimba Band and Ballet Folklorico Performances.	Career Fair Flyers ELAC Parents on a Mission
The school offers a back-to-school night, and has an updated web page that offers calendars and information, and mails letters of information and makes phone calls to families regarding student activity (i.e., absence, tardies, library fines)	Back to School Night Canvas

Righetti High School students have access to over 20 clubs on campus, in which students are able to collaborate with the community.

Every year Righetti High School offers the College Fair during the Fall Semester and the Career Fair during the Spring semester. Students can meet with different college representatives and learn about different careers.

Throughout the school year, Art and Theater students are also able to hear from guest speakers from their respective industries. Through the Art and Theater classes students are able to attend field trips and events in the community to see professionals in action (Gallery Exhibits, Museums, Live theatre- educational and professional), relevant college (college tours) and career experiences (seeing artists in action: Foundry & Glass Blowing demos), and opportunities to give back to our community (community murals/Food Bank's Empty Bowls Event/Orcutt Chalk Fest). Community Liaisons also help our students find free professional classes (Arts Now Foundation), scholarships and supplies (Ian Hassett Foundation), and multiple opportunities to exhibit & compete with Visual Arts within the community (SMAC, Altrusa, Library Chairs, SBCOE, and nationally in the Congressional Arts Competition).

Community speakers from local businesses and nonprofits are also welcomed into our Health classrooms to share about their expertise. The topics range from mental health, domestic violence, tobacco/vaping effects, to healthy relationships.

In collaboration with; Allan Hancock College, Cal Poly San Luis Obispo, Early Academic Outreach Program from University of California Santa Barbara, and The Santa Barbara Scholarship Foundation. School Counselors organize the annual REACH Higher Academy. The REACH Higher Academy was born from the national REACH Higher Initiative. The Annual Academy is six weeks long in which students do rotations during the six weeks. Students hear information about Financial Aid, Personal Insight Questions, apply to Allan Hancock College, and learn about scholarships.

School Website

AERIES

Booster Club

Awards Nights

Advisory Committees (SDM, SSC)

Tech Training Nights

Warrior Parent Academy

Senior Deficiency Letters

Many of the Righetti clubs get involved in our local community for example, the Righetti High School Jesus Club partners with

community members every Tuesday during club and they invest time & money into the students at our school as well as to the services ERHS provides (donation to library).

Righetti High School Special Education department offers Special Olympics every year in collaboration with our other schools in our district. Parents are invited to attend the Special Olympics and are also invited to attend the end of year field trip. Parent communication occurs on a daily basis, to ensure that all questions are addressed. The Special Needs classroom has a working relation with community businesses, where our students gain work skills that they can use in future jobs. We also work closely with several Adult Agencies that help with future job placement.

Parent communication for events and to provide important information is done through various means. (email, social media etc.) We communicate with parents through our School Messenger program Righetti offers an open-door policy in which parents can meet with school counselors and make appointments with teacher and school counselors.

Teachers use technology to communicate with parents through Aeries Parent Portal and Canvas.

Righetti involves parents with the 504, IEP, and SST meetings process. We have translators available to ensure communication success and any written communication with parents can also be translated. Senior Deficiency Letters and truancy meetings also keep parents informed of their student's

progress towards graduation and are also sent in Spanish. Righetti allows parents to schedule a meeting with the school counselor and teacher through our online meeting request

The School Counselor Department has created an event called School Counselor Chat. The School Counselor Chat consists of evening drop-in hours for families. Parents who are working during the day, that cannot take time off work are

given the opportunity to meet with the school counselors from 4-7:30pm once a month.

Another way that Righetti encourages and facilitates parent and community involvement include Righetti's band concerts, drama performances, and choir concerts. Various student

recognition nights, such as Senior Awards Night, College Signing Day, and Military Signing Day recognizes students' hard work and accomplishments. The Booster Club allows for greater parent involvement in athletic events through fundraising and concession stand volunteering. Athletic parent meetings bring parents in contact with coaches, giving them the opportunity to be more involved in their children's athletic opportunities.

Righetti High School supports parents through our parent classes in the evening. We offer two types of courses for parents. The courses are offered at different times during the year to allow parents to participate in both the two parent classes that are offered are Parents on a Mission (POM) and Warrior Parent Academy (WPA).

Parents on a Mission (POM) is designed to provide parents with structured emotional and practical strategies to direct their parenting skills and more fully support their teens. These meetings occur once per month, and parents can attend any or all of them. Each meeting centers around a different topic, and the parents are given support and encouragement in assisting their students. The meetings are conducted in both English and Spanish, in order to foster equitability and understanding with parents. Righetti Teachers and/or School Counselors facilitate the classes which allows the parents to have a familiar face on the campus.

Warrior Parent Academy (WPA) consists of 8-week classes that cover topics such as; evaluating transcripts, A-G vs

Graduation Requirements, Systems of Higher Education, Financial Aid and Scholarships, and Aeries Parent Portal. Righetti Counselors lead the class and bring in experts in specific fields as well.

Righetti also has an English Learner Advisory Council (ELAC). School information and various topics of interest are covered in those meetings. We have Technology Training for Parents which helps parents learn to navigate AERIES through the parent portal. We also encourage parents and community participation in the School Site Council (SSC), which oversees the implementation of various policies and budgetary suggestions.

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E2.1 Safe, Clean, and Orderly Environment:	Safety Plan
Righetti High School has a Safety Committee. The safety committee meetings are facilitated by administration and by our plant manager. The committee meets quarterly to go over any safety issues that have arisen and to update the school community. Any issues or concerns are reviewed and added to the school safety plan if needed. The school safety plan is approved yearly by the School Site Council.	121 security on campus
Part of our Safety Plan requires that each year 100 percent of school staff (certificated and classified) is required to complete the active shooter training. The program that is being used at our school site and district wide for this training is ALICE. Teachers are also required to go over this information with students.	Native garden
All staff is trained in important workplace policies, such as Sexual Harassment Training. To ensure students Health safety all staff are required to have their TB testing updated.	Special Education Recycling Program
Every year Righetti trains staff in fire and earthquake procedures and debriefs after the drills to see what worked and what needs to be modified.	Monday Collaboration
Our 5 Campus Security Assistant II and 1 Campus Security Coordinator constantly monitor the campus through regular checks throughout the day by being visible and walking on our campus. Our Campus Security Coordinator is in charge of	Monday Staff meetings
	Opportunities for Professional development
	Opportunities for Higher ed Interns
	Student teacher Programs
	TIP
	School Website
	Sexual Harassment Training
	Board Meetings
	Staff Workroom
	Bell-to-bell teaching
	New teacher training
	Emergency notification for

monitoring the security camera system (121 cameras) and radios in case of any potential issues.

Righetti High School continues to implement a closed campus policy. This policy requires and ensures that all gates surrounding the campus are locked during school hours, limiting campus access. Parents and visitors have access to the front office and the attendance window.

Righetti High School has collaborated with Santa Barbara County Sheriff's Office to have a School Resource Officer on our campus. The school resource officer is on campus during school hours, and works with administration to monitor student behavior, address student and staff concerns, and provide information to parents, students, and staff. The parking lot is well-lit after dark, and extra-curricular activities are supervised by a staff member or fingerprinted adult. Every room on campus has a red emergency folder, in which information on students, classes, and safety procedures are located.

In order to provide additional safety procedures, Righetti has implemented a new policy of not allowing backpacks at football games.

Righetti high school has different systems in place to address discipline. Righetti High school has a partnership with Fighting Back Santa Maria Valley non-profit organization that provides community services to our students. Some of the support that Fighting Back Santa Maria Valley provides at Righetti are; foster youth support, conflict mediation, a liaison to homeless students, parenting classes, and emotional support. A restorative justice approach is used to resolve conflicts between students.

There are after school offerings to provide information and support for underage drinking, drug use, and anti-tobacco information and concerns.

Our health office is located in the main office easily accessible to students. In our main office we also have support staff such as our school counselors, guidance technicians, school psychologist, and a community liaison all in the same area so these resources are easily found and

Parents

SST/504/IEP Participation

Aeries Trainings for
Parents/Teachers

Parents on a Mission

ALICE Training

New PE Procedures and vision

Intervention Support Services
(multi-tiered interventions)

Bully Button

Student Support Groups

School Club List

Panorama Education Survey

Report of yearly student
interventions and outcomes

utilized by students.

On the Righetti website, we have a “Bully Button” for students to report bullying, including cyberbullying. This can be done anonymously as well. Any “submissions” go directly to our student services office and are addressed immediately. There are approximately 25 submissions per year.

Righetti High School offers 1:1 device to our students. Before students receive their device, they are required to complete an Acceptable Technology Use contract that parents and students must sign before they receive their tablets. This form addresses the proper use of technology, and how unacceptable technology use will be disciplined. Righetti High school prides itself in maintaining a clean and orderly campus. Our maintenance staff is working all day to ensure that our school campus is clean. This means that cleaning is done throughout the day not just during evening hours and teachers are allowed to contact maintenance if extra cleaning is needed.

Our Special Education department has a recycling program on campus. Teachers and School Staff are allowed to contact the department for recycling bins. Recycling pickup is done weekly.

The Science Department created and maintains a native plant garden. This not only serves to beautify the campus but also serves for instruction. Science teachers use the garden to supplement their teaching in the classroom.

E2.2 High Expectations/Concern for Students:

Righetti High School is a very diverse school. We have 8 Jr. Highs that feed into Righetti. Addressing the diverse needs of our students is a priority at Righetti. We have many programs in place that encourage positivity in all students and promotes inclusivity.

Righetti offers support to students by allowing them access to two school psychologists, an assigned school counselor, community liaison, crisis intervention consultant, Fighting Back Santa Maria Program Specialist. These supports help new students transition and supports current students' needs allowing for learning to happen. The Special Education

Department addresses issues of individualized support in the academic area. Also, having a speech pathologist on campus

greatly helps the students on all spectrums. Having these supports in place are essential to provide an environment for student learning.

Our yearly Special Olympics is a great opportunity for the students within the Special Education Department to interact with students from other schools, and to be physically active at the same time. It's a time for them to relax and enjoy being with their friends and use skills learned in physical education class.

Righetti High School also supports students through the tiered intervention program. School Counselors in collaboration with the School Psychologist developed a referral process for teachers and staff to refer students with specific needs. The procedures have been presented to teachers and staff to allow for understanding of the process. This allows for the varying needs of students to be addressed.

Righetti High School's Crisis Intervention Consultant, runs varied support groups throughout the year that allow students to join based on their needs.

Righetti High School in collaboration with Fighting Back Santa Maria Valley, holds a Respect Day. The daylong event allows students from different backgrounds to come together through different activities. This allows for community building and to develop student leaders in supporting a united school.

After school tutoring is also a support available to students. The tutoring consists of Peer Tutoring. This program utilizes high achieving junior and senior students who are paid to offer tutoring services to struggling students. A credentialed teacher is also there to support students after school.

Righetti High School also offers many programs to support Students diverse learning needs. For example, we offer SAAS (Student Academic Achievement Seminar) and ELD support

classes to support our EL population struggling in core classes. Our campus has a strong AVID program that promotes college readiness and academic excellence. The AVID program at Righetti has grown from having 1 class per grade level to 2 classes per grade level. This allows double the number of students to be involved in the program. We have a college and career fair every year that allows students to meet with college and professional representatives to gain insight for their future.

Our Migrant Education Program offers support to migrant families in our community. We have a migrant advisor on staff that supports our migrant students.

Righetti also has a partnership with Early Academic Outreach Program (EAOP) from University of California Santa Barbara. The partnership has allowed for the hiring of an Academic Outreach Specialist. The program supports students' school wide as well as a cohort model for every grade level. It helps students prepare for college/university after high school.

E2.3 Atmosphere of Trust, Respect, and Professionalism:

Righetti High school provides opportunities for teacher collaboration through the PLC process. PLC meetings are held every Monday.

Twice a year administration offers teacher training during the certificated work day. Teachers are rotated through a series of trainings throughout the day. The training is led by their colleges and it encourages sharing of best practices for instruction.

In order to give new opportunities within the classroom, all staff are regularly offered professional development, such as Habits of the Mind, Adaptive Schools training, Restorative Justice training, Advanced Canvas training, Community Leadership Training, JUST Communities trainings, and sexual harassment training.

Righetti High School has a technology TOSA that offers training throughout the year on the latest technology in order to offer our students more opportunities, such as training in School City, Canvas, Turnitin, IFP, smart boards, Aeries, POU, and tablet use.

The Counseling department attends Newcomer Support Services Conference, Sexually Exploited Youth/Human Trafficking Conference, Restorative Justice

Training/Conference, Foster Youth Services, Mental Health First Aid, FAFSA/CA Dream Act, UC/CSU Conferences,

CASC- California School Counselor Association Conference, ASCA- American School Counseling Association Conference, Hatching Results Conference and training.

Our new teachers are supported by the Teacher Induction Program (TIP), offered through our county office of education and mentored by a teacher within our school. This program gives each starting teacher two years of support through weekly meetings with their mentor, monthly meetings with other new teachers, and quality training in diverse educational practices.

Righetti High School teachers show professionalism by teaching from bell-to-bell. Teachers regularly share information about assignments, classroom expectations, and students' academic progress. This is done through Aeries, Canvas, and Remind. Thus, fostering a culture of professionalism, as teachers work together to support student learning.

For our students with SSTs/504s/IEPs, staff takes the time to attend meetings and complete paperwork in order to provide the best opportunities for these students.

Administration provides substitute teachers for class coverage during these meetings

School Counselors do a lot around promoting A-G requirement completion. Every year they collaborate with Santa Barbara Scholarship Foundation and Allan Hancock College to promote FAFSA completion through our FAFSA Tour. The school counseling department is becoming more intentional in the work that is being done to support students learning. School Counselors are developing a school counselor curriculum to implement in the classroom. The department is moving away from presenting and focusing more on teaching.

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings

E3.1. Academic Support Strategies for Students

As previously mentioned Righetti High School offers peer tutoring after school both on campus and off campus. Tutoring is available to all students and is available on a drop-in basis.

Another support students have is access to teachers before school, during lunch, and after school to answer any questions from students.

As previously mentioned, our Tech Tosa's offer training for parents on navigating and using Canvas and Aeries. Canvas training is offered to parent's multiple times throughout the year. Canvas is being more widely used by teachers; therefore, parent training is an important thing to have.

Variation in Math learning needs is addressed by the various math intervention and advanced courses offered at Righetti.

In order to identify students' varying learning needs in Math and English, Righetti uses Renaissance Learning testing for placement into 9th grade classes and is also used to monitor student progress in English, and Math. Students are tested three times per year for students in regular classes, with two additional testing periods for those in intervention classes. This progress monitoring

Supporting Evidence

Renaissance Learning Assessment Report

English Placement for all grade levels

Math Placement for all grade level

Intervention support chart guidelines

CTE Pathway Completer report

Edmentum (PLATO) student completer report

School Counselor Staffing

Coffee and More

Teacher Reverse verification spreadsheets

Master Board

Tech Tosa Training Calendar

allows for students to be moved into classes as needed for intervention or opportunity.

Our support for our English Language Arts has also been expanded recently. Native English speakers who have been identified as needing English support are placed in an English Support Class. In order to support our English learners and help students redesignate at a higher rate, our support for English Language Learners has been a priority. All support classes are mandatory for students in need. If a parent would not like their students in a support class, a process must be followed.

Math and English intervention TOSA's work with teachers and counselors to determine appropriate student placement in Math and English. Counselors also receive placement recommendations from other departments. As previously mentioned at Righetti we have expanded our AVID program to allow more students access to the support provided by the class.

Righetti High School provides access to college readiness programs that support students. Currently we give access to Upward Bound Cal Poly, Educational Talent Search Cal Poly, and EAOP UCSB.

Righetti High School has expanded the number of counselors at our school. There are currently 7 school counselors supporting students at Righetti. All counselors are credentialed and focus on academic, college/career, and social emotional counseling. There are three counselors per grade level. Each school counselor has two grade levels and counselors move up every year with their students. This allows for counselors to have their students all four years.

Another support on campus is our Guidance technicians. The Guidance Technician's collaborate with school counselors in monitoring attendance for all students. They make parent contact, hold meetings with parents, and communicate with school counselors on a regular basis. Guidance Technician's at Righetti High School also serve as an additional support for our special education population.

Our Special Education Department allows students to learn skills that can be applied to real life situations. Righetti High School has a coffee shop which is run by students in the Job Tryout class. Students handle the cooking and process all payment transactions. Moderate to Severely Handicapped students are enrolled in Community Based Instruction

AVID Program Report

EAOP Program Report

Guidance Technician Staffing

Attendance intervention report

School Profile

through partnerships with the community, allowing them to work in businesses. Through the Transitional Vocational Program, Moderate to Severely Handicapped students who have reached the end of their high school years gain confidence by learning to navigate the city on the bus lines, shop for their food, work in the community, and live independently.

Righetti High School has 16 CTE pathways in various career sectors that allow students to achieve certifications at a community college and/or high school level. Pathway completers are recognized at graduation with a white sash if they have completed the concentrator and capstone course successfully.

Righetti High School provides various opportunities for students to challenge themselves academically. At Righetti we offer 15 AP courses, 5 Honors, and 15 concurrent enrollment classes.

E3.2. Multi-Tiered Support Strategies for Students:

Multi-Tiered supports are in place at Righetti High School that meet the needs of all students.

Academically any student that fails a class is provided various opportunities to get back on track, through our On-Track Credit Recovery (OTCR) program. This is an online program, staffed by certificated teachers, which allows students to complete these classes with support. This also provides the opportunity for students to get back on track with their A-G requirements. The On-Track Credit Recovery program consists of an online curriculum through the Edmentum platform. Students are able to complete courses on their own through the online platform. We also offer an Intervention Through Technology class, that uses the same curriculum, but is a class during the school day. Teachers grade students' work and hold them accountable to fulfilling lessons, completing tutorials, and in some cases learning through labs. Students use the interactive system at their own pace to learn material that they missed in the past to ensure full understanding. OTCR allows students to make up credit, graduate high school, and get them on track to college, depending on their goal

Edmentum OTCR After School

Edmentum ITT During the School Day

Edmentum During the summer

Summer School

Ren Learn Testing

ELA and Math TOSA Placement Chart

Students in intervention courses

504, IEP, SST meeting calendar and notes

AER's

Righetti High School also supports students in the summer with summer school. The summer school program requires students to come to campus every day for three weeks and students are required to be on campus 2.5hrs a day. During the time students work on the Edmentum platform. As previously mentioned in the report Righetti students are accessed throughout the year to identify any learning gaps. The continuous use of data allows identifying which intervention courses the students need to be enrolled in it. This is solely not just based on an assessment but of other data points collected by the English and Math Tosa's. Our entry-level English learners and newcomers are supported through a double blocked English class. The classes offer a variety of approaches to instruction, including interactive, computer-based programs, SDAIE strategies, reading short books in English with teacher support, as well as practicing grammar, vocabulary, and oral language skills. These classes, as well as core classes for ELLs, offer Bilingual Instructional Assistants (BIAs) who help with translation and student support so that they can be successful in all of their classes.

Righetti High School offers a variety of instructional models. Students have the opportunity to do Independent Studies, REACH Program, Home School, or the Home Hospital program. These three programs offer alternate learning opportunities for students that need a different environment. In order to qualify for any of these programs, students and parents must meet with the school counselor to discuss the different programs and see which program is the best fit. After the program is identified a referral is submitted to the administrator and then to the district office for approval. Student progress in these programs are communicated to the counselor by the assigned teacher. School counselors monitor student progress and determine if the program is working for students. If it is determined that the program is not working for the student then a meeting is held to reassess placement.

Collaboration in addressing student needs is done through the IEP meetings, 504 plan meetings, SST Meetings, and the Intervention Support Services Program. During the IEP students, parents' general education teachers, case managers, special education coordinator, school psychologist, and school counselor meet to discuss student progress towards meeting goals and discuss goals for next year. During the 504 plan and SST meetings students, parents, school counselors, school psychologist, community liaison, and administrators meet to discuss student needs and programs and strategies are discussed to meet the needs of students. School counselors monitor student progress and follow up meetings are held if needed.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being:

The Intervention Support Services Program is designed to identify student needs academic or social/emotional needs. Staff at Righetti both certificated and classified fill out an online referral form that automatically gets emailed to the school psychologist. The school psychologist then gives the school counselor a copy and students are placed on a meeting agenda for the next Intervention Support Services meeting. The meeting is held once a month and is attended by both school psychologist, seven school counselors, crisis intervention consultant, Fighting Back Santa Maria Valley Program Specialist, and administrator.

Having 7 school counselors on campus allows for more social emotional counseling to occur. School counselors attend various conferences during the year so that their skill set is up to date with the latest support strategies. The school counselors at Righetti have a good working relationship and they support one another throughout the year even if the activity does not apply to their level.

As previously mentioned Righetti has various supports for students. The supports address specific needs and monitoring is done to ensure programs are designed to do what is intended.

The academic supports are tutoring, intervention courses, Bilingual instructional aides, Cal Soap Tutors in the classroom, after and before school teacher student support, and Canvas. Students also have technology support to assist their learning both at school and at home. Having the 1:1 device has allowed the use of technology to support student learning.

With regards to college and career support for students, we have AVID, EAOP UCSB, Cal Poly SLO Upward Bound, Cal Poly SLO Educational Talent Search, Allan Hancock College Counselor on Campus, and a Career Center Specialist.

To support students' social/emotional wellbeing on campus we have; two school psychologists, seven school counselors, one community liaison, one crisis intervention consultant, and Fighting Back Santa Maria Valley Program Specialist, full time on staff to address any needs.

E3.4 Co-Curricular Activities:

Righetti High School offers over 20 clubs on campus and various sports for students to participate in.

At Righetti we have a strong and very active Associated Student Body. Students are able to take the ASB Leadership class and are not only active on our school campus and our local community. The student body works on building community on our school campus. Throughout the year they organize and run our student rallies, and club day. They also collaborate with other clubs on campus to hold other events.

Through our AG Department, students at Righetti are able to participate in our FFA club that is very active on our campus and also has a leadership class, which allows students to be involved in school activities and in the community.

When enrolled in an agriculture class, students automatically get exposed to the opportunities that are offered through career development events, leadership development events, leadership conferences, Our FFA program allows students to participate in Speech and Debate competitions and hold and organize our annual Kinder Patch. The Kinder Patch is held every October and is one of the biggest students led events that we have on our campus. The FFA leaders reach out to our local elementary schools and invite them to the event, Schools bring kinder students to our campus and they participate in different activities throughout the day, At the end of the event kindergarten students are able to take a pumpkin home. In our AG department we have the most concurrent enrollment classes that allow students to receive college and high school credit at Righetti.

Righetti High School has a Marimba Band and Ballet Folklorico program on our campus. The program consists of a class and requires students to participate in community events. Students every year showcase their talent in our Annual Celebration, and Big Show concerts.

Students are also able to get involved in our Band Program. We offer Beginning Band, Marching Band, Concert Band, and Drumline. In partnering with one of our local middle schools our Band teacher is also able to teach a band class at the school. The school does not have a music program, so this is important for the middle school students. This allows incoming students from the middle school to have background music knowledge, providing more opportunities for them at Righetti.

Every year Righetti holds a Senior Awards Night, students receive sashes, medals, and cords to wear at graduation that show their involvement in clubs throughout their four years at Righetti. Also, at Senior Awards Night, students receive scholarships, the valedictorian and salutatorian are announced, and students are recognized for their excellent academic achievement at Righetti.

As previously mentioned through our OTCR is a program used to help students recover the credits they have lost throughout their years at Righetti. They are required to attend class and view online materials that prepare the students for a mastery test to show they are proficient in the subject matter. This program allows senior students to gain enough credits to receive their high school diploma and walk at graduation with their peers.

Every year the Righetti School Counseling department holds a 6 week REACH Higher academy. The REACH higher academy was created after the REACH Higher initiative was developed by former first lady Michelle Obama. Through the REACH Higher academy, the Righetti School Counselors collaborate with Allan Hancock College, Cal Poly San Luis Obispo, UCSB, and Santa Barbara Scholarship Foundation. Through the 6 weeks students do a rotation of workshops in which students received information, about personal insight questions, financial aid, scholarships, college application process, and organization. This is a successful event that serves over 100 students of our graduating class every year.

Distance Learning:

E1:

Parent communication is done through the use of various platforms. School messenger is used to send school wide phone calls. Parent Square is used for parent communication via Parent Square App, Text Messages, and emails. Parent Square is linked directly with our SIS Aeries.

Parents are able to log into Canvas as observers to view student work, student progress and are able to communicate with teachers.

Righetti High School updates the school website regularly with relevant information. The Righetti School Counseling department has a new website that is a good resource For parents and students.

Righetti High School has created a YouTube channel to share information with families.

Google Voice is used to communicate with families and students via phone calls and texts

Remind App is used to send small group information to students.

Zoom is used by Righetti staff to hold meetings with students and families.

E2:

Anyone visiting campus is screened at designated campus entry points. Screening questions are asked and temperature is checked.

Front office has a designated one-way flow of traffic.

Tables around campus have been rearranged to allow for social distancing.

All classrooms are equipped with a hand sanitizing station.

Extra daily cleaning is done throughout the day.

Administration and Athletic Director ensure that sports are organized and that the appropriate safety protocols are followed.

Earthquake and Fire drills continue to occur to ensure staff is ready for any emergency.

PE Teachers moved the weight room outside to allow students to socially distance and work out.

E3:

All IEP's, 504's, and SST's continue to occur via Zoom.

School Counselors have modified lesson plans to be virtually and are presented through Zoom or You Tube.

School Counselors conduct individual student meetings through Zoom or phone calls.

Righetti ASB continues to conduct ASB activities to raise funds.

Clubs are using Canvas to stay organized.

Teachers are available to students during office hours.

REACH Higher Academy was modified to hold all sessions virtually.
The kickoff and finale were done with drive through events. This allowed all Righetti seniors to participate.

Righetti AG department has held various drive through events.
Students were able to pick up awards, materials, and meet AG Teachers.
AG Bootcamp was held for Freshman students.

Culinary Arts class has material pickup for students.

School Psychologist provides 1:1 service for special education students and Tier 2 students.

School Psychologist has created a Padlet and Canvas course to support student needs.

An MFT is available to support a student's emotional well being.

Peer Tutoring is available through Zoom.

Home visits are being conducted to check in on students non engaging.

Virtual Student Conferences are being held for students.

Virtual Dia de los Muertos Celebration.

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Areas of Strength

1. Addition of various support staff since the last WASC visit. School Counselors, Homeless Liaison, School Psychologist, FBSMV Program Specialist, Crisis Intervention Consultant, EAOP UCSB Advisor and MFT.
2. Implementation of Career Pathways, which allows students to receive certifications and hands-on experience in respective career fields.
3. Creation and Implementation of Student Intervention Services. Monitoring and supporting higher need students, through tiered systems of support.
4. Collaboration of community partners with the school during REACH Higher Academy
5. School wide use of technology to communicate with families. (Canvas, Parent Square, YouTube, Instagram, Facebook)
6. Modification of Reach Higher Academy and Warrior Parent Academy, to fit the distance learning needs.

Areas of Growth

1. Increasing the number of college and career pathway completers among our Special Education, English Language Learner, and Foster Youth population.
2. Ensuring that the whole school community better understands the multi-tiered system of Social Emotional Learning (SEL) support being implemented on campus. Communicating the process with families and school staff to ensure the process is well understood, which will help support more students.
3. Combating vaping on campus and promoting school cleanliness on campus.

ERHS has really increased the level of support that students receive over the past six years. The addition of school counselors, Homeless Liaison, School Psychologist, FBSMV Program Specialist, Crisis Intervention Consultant, EAOP UCSB Advisor and MFT are all aimed at providing academic, career readiness and emotional support to our students. However, there continues to be a need to make sure that ALL students have access to a robust educational experience and are ready for post secondary success. In addition, the resources available to support Social Emotional Learning (SEL) are varied and numerous. They are still underutilized, however, due to gaps in communication. ERHS is ready to work on making sure ALL students, parents and staff know where and how to access these vital services. This has become even more important during Distance Learning.

Prioritized Areas of Growth Needs from Categories A through E

- Collection of Data across all departments to guide instructional decisions and support the work of our Professional Learning Communities.
- Increasing the number of college and career pathway completers among our Special Education, English Language Learner, and Foster Youth population.
- Continue to lower the number of D's and F's in the 9th and 10th grades, particularly amongst our EL, SED, SWD and Foster Youth populations, utilizing intervention and staff training.
- Articulation with feeder districts to help bridge the achievement gap for incoming students and transition activities and support for our incoming 9th grade students.
- Ensuring that the whole school community better understands the multi-tiered system of Social Emotional Learning (SEL) support being implemented on campus. Communicating the process with families and school staff to ensure the process is well understood, which will help support more students.
- ERHS will develop a process to monitor and evaluate the effectiveness of our professional development opportunities.



Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Ernest Righetti High School
Self-Study Report
February, 2021

CHAPTER IV: SUMMARY FROM ANALYSIS OF IDENTIFIED MAJOR STUDENT LEARNER NEEDS

Critical Student Learning Need 1: Increase Academic Achievement for all Students as measured by statewide, district and subject area assessments.

Indicators from Profile Data:

- SBAC ELA 2019 - 61.9% *
- SBAC Math 2019 – 22.9%*
- 2019 SBAC scores for ELs
ELA 20.59% Math 2.94% *
- 2019-SBAC scores for SWD
ELA 11.76% Math 2.94%
- AP Pass Rate 2020 – 53%
- 2020 - (34%) of graduates met UC/CSU requirements
- 2019 - 2020 EL Reclassification Rates
19.3%

*Met or Exceeded Standard

Indicators from Focus Groups:

- Further alignment of rubrics and grading practices in all courses would benefit students.
- Science department is still transitioning to NGSS and the CAST.
- Strengthen and broaden our support systems for students who struggle with material.
- Increase proficiency scores on all state mandated testing.
- Strengthen Special Education collaboration course offerings and provide support to teachers and aides who work in these classes.
- LTEL students continue to struggle in core classes and do not advance their proficiency levels on the ELPAC.

Summary:

At ERHS, we continually strive to increase academic achievement for all students. We have shown progress in the number of students who have met or exceeded the standard on the Math and English portions of the SBAC, however there is more work to be done especially with our EL and SPED subgroups.

Our LTEL students have not shown progress on the SBAC or ELPAC tests. We need to continue to refine curriculum, placement and teaching practices with these students. A new ELD Course Pathway is being implemented this school year (2020-2021).

We have increased Special Education Collaboration classes across core departments, however there is a need for further teacher training in how to work with another adult in the room, and for instructional aides on how to best assist students in the classroom.

The Science department has begun the transition to NGSS and will use the data from the CAST test to assist in curriculum development. ERHS added Physics of the Universe, Biology of the Living Earth and will implement Chemistry and Earth Systems in the Fall of 2021.

Critical Student Learning Need 2: Increase College and Career Readiness for all Students so that they are better prepared for and have developed a plan for postsecondary success.

Indicators from Profile Data:

- 2019-2020 – 734 Concurrent enrollment courses completed
- 2019-2020- 41.8% of students considered College/Career Ready (CCI)

Subgroups

EL 24% SED 36% SWD 8.6%

- 16 Concurrent courses offered In 20-21
- 2020 Seal of Biliteracy (61 students)
- CTE Pathway completers 2019 (75) 2020 (146)

Indicators from Focus Groups:

- Use Aeries 4-year planner tool to communicate with students, parents, and teachers
- Increase student accountability with technology use
- Increase Seal of Biliteracy earners
- Increase CTE Pathway completers
- Increase concurrent enrollment offerings

Summary:

Over the past few years, we have developed 16 CTE pathways within 7 CTE sectors. These pathways prepare students for the demands of the workplace and provide them with real-world skills that can be beneficial when applying for positions.

The MMEP office is working to increase awareness about the Seal of Biliteracy and to encourage students to take the steps to earn this recognition. Our International Languages department is also addressing this issue within their classes. In the Spring of last year, MMEP and our IL teachers administered assessments remotely to make sure that students had the opportunity to meet this requirement.

With our partnership with Allan Hancock College, we offer 16 concurrent enrollment courses. We continue to add courses as necessary to meet the demand. The increase in numbers of 9th graders taking a concurrent class should help to put our students on the path to being College Career Ready.

Our counseling department schedules all students into classes, using the 4-year planning tool that is available in Aeries. This tool assists students in understanding the link between high school coursework, A-G completion, and college readiness. This also assists with communication with parents regarding their student's future goals. This is something that is shared with parents at information nights and the Warrior Parent Academy. However, there is a need to continue to target communication, particularly to our EL and Special Education parent population.

Critical Student Learning Need 3: Increase Articulation with our feeder schools and transition activities and support for our incoming 9th grade students.

Indicators from Profile Data:

- RenLearn Scores from incoming class of 2023
42% of students identified for intervention in ELA and 26% in Math
- Fall of 2019 RenLearn Scores
48% of students identified for intervention in EL and 33% in Math
- Results from CHKS survey 2019 (9th grade)
 - 56% feel connected to school
 - 23% indicate they have meaningful participation
 - 53% indicate that they have a caring adult relationship.
 - 53% perceive school to be safe

Indicators from Focus Groups:

- ERHS draws from 4 different feeder districts with somewhat distinct student populations.
- Two focus groups identified articulation with feeder schools as an area of growth
- The Math Department has indicated that a large percentage of one feeder district students need to start in 2 year algebra.
- Connections are hard to make prior to the start of 9th grade due to the area that ERHS draws from in terms of geography. Guadalupe, Blochman and Los Alamos (OUSD) are not within easy access to the campus.

Summary:

ERHS draws from four different school districts that include nine middle/jr. high schools. Santa Maria Valley-wide articulation occurred for a number of years, but it did not focus specifically on creating bridges between the two largest feeders and high school staff. In the Fall of 2019, ERHS staff began to meet with Orcutt and Guadalupe directly. Math and Science Task Force meetings emerged from this collaboration. Unfortunately, this partnership was put on pause with school shutdowns and the transition to Distance Learning.

The English and Math Tosa's have collected RenLearn data prior to the start of the 9th grade year and hope to find a way to do so this year remotely. This provides staff in those departments as well as the counselors another data point as they place students in courses. The International Language department also tests at the feeder school campuses. The Special Education department participates in transition IEPs to prepare and schedule incoming 9th grade students.

The results from the CHKS survey and staff observation does still indicate that more needs to be done to connect and prepare incoming 9th graders for success in high school. Identifying and providing support to students as soon as they enter the high school is very important. Building lasting relationships with staff at feeders will assist in making this happen.

Critical Student Learning Need 4: Identify students in need and communicate Student Support Services to Improve Overall Student Well-Being.

Indicators from Profile Data:

- Suspension rate:
 - 1.8% in 19-20
 - 0.5 % in 18-19
- Subgroup from 18-19
 - Foster youth 2.5%

Results from survey given during distance learning Fall 2020

- 47% of the responses indicated a barrier with either hardware, connectivity of accessing the LMS
- 48% of 1300 survey results suggest that parents are concerned about their child's mental health.
- 33% of students surveyed said they were not comfortable asking an adult for help on campus

Indicators from Focus Groups:

- Raise awareness of mental health and drug related issues and provide additional support services to help students dealing with these issues.
- A rise in the number of students who are vaping and the impact that has on student health. (Nearly half of the suspensions and major discipline referrals in 19-20 were vaping related.
- With the transition to Distance Learning, in particular, building technology skills in students is high priority.
- There are a variety of Mental Health and student support services but communicating this to staff and students needs to be a priority.

Summary: There has been a definite increase in support for students at the site and district level through the addition of counselors, a school psychologist, a crisis intervention specialist, and a Foster Youth and Homeless Liaison from FBSMV. However, there is still a need to coordinate and advertise these services so that this support impacts the Social Emotional Well Being of our students. This is especially true during Distance Learning and it will continue as students transition back onto campus. Building technology literacy skills that assist students during distance learning, and will continue to do so when the school returns to in person instruction, is key as well.



Chapter V: Schoolwide Action Plan

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February, 2021

V. SCHOOLWIDE ACTION PLAN

Next steps:

ERHS WASC leadership team in coordination with site administration and stakeholder groups on campus will develop an Action Plan that incorporates the District LCAP priorities and is tied to the Schoolwide Plan for Student Achievement. The plan will include the four identified Critical Student Learner Needs listed below:

- **Critical Student Learning Need 1:** Increase Academic Achievement for all Students as measured by statewide, district and subject area assessments.
- **Critical Student Learning Need 2:** Increase College and Career Readiness for all Students so that they are better prepared for and have developed a plan for postsecondary success.
- **Critical Student Learning Need 3:** Increase Articulation with our feeder schools and transition activities and support for our incoming 9th grade students.
- **Critical Student Learning Need 4:** Identify students in need and communicate Student Support Services to Improve Overall Student Well-Being.

ERHS will continue with the ongoing improvement process by using the feedback provided by Departments, PLC's, Shared Decision Making, School Site Council, ELAC and PTSA. Student voice will be shared via ASB, AVID, student clubs and the Principal's Council. Parents will be encouraged to share feedback via surveys, participation in Parent committees and at the Warrior Parent Academy. **ERHS will share its Action Plan after getting feedback from the WASC visiting committee on its February 8th-10th visit.**

Some of the ways ERHS will work to address the Critical Student Learner Needs and areas of growth are listed below:

- Establish schoolwide processes for gathering and disaggregating academic and behavioral data. In addition, support Department PLC's in developing and intervening using Common Formative Assessment data.
- Collectively work to refine instructional practices, data analysis and preparation activities to increase student achievement.
- Identify specific ways to share and support the Schoolwide learner outcomes.
- Collaboratively refine our efforts to support students on their path to College and Career Readiness.
- Expand articulation efforts with feeder schools. These activities should include more outreach prior to the start of 9th grade.
- Work on developing a menu of the various academic and emotional supports available on campus: Tutoring in English and Spanish, Crisis Intervention Specialist, Foster Youth liaison, Homeless liaison, Por Vida, MFT, Counselors and School Psychologist.
- Address the challenges that have been created during the extended period of distance learning.



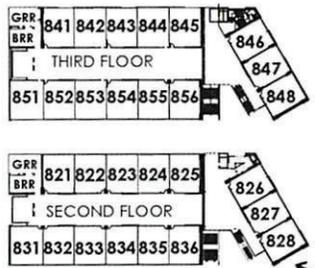
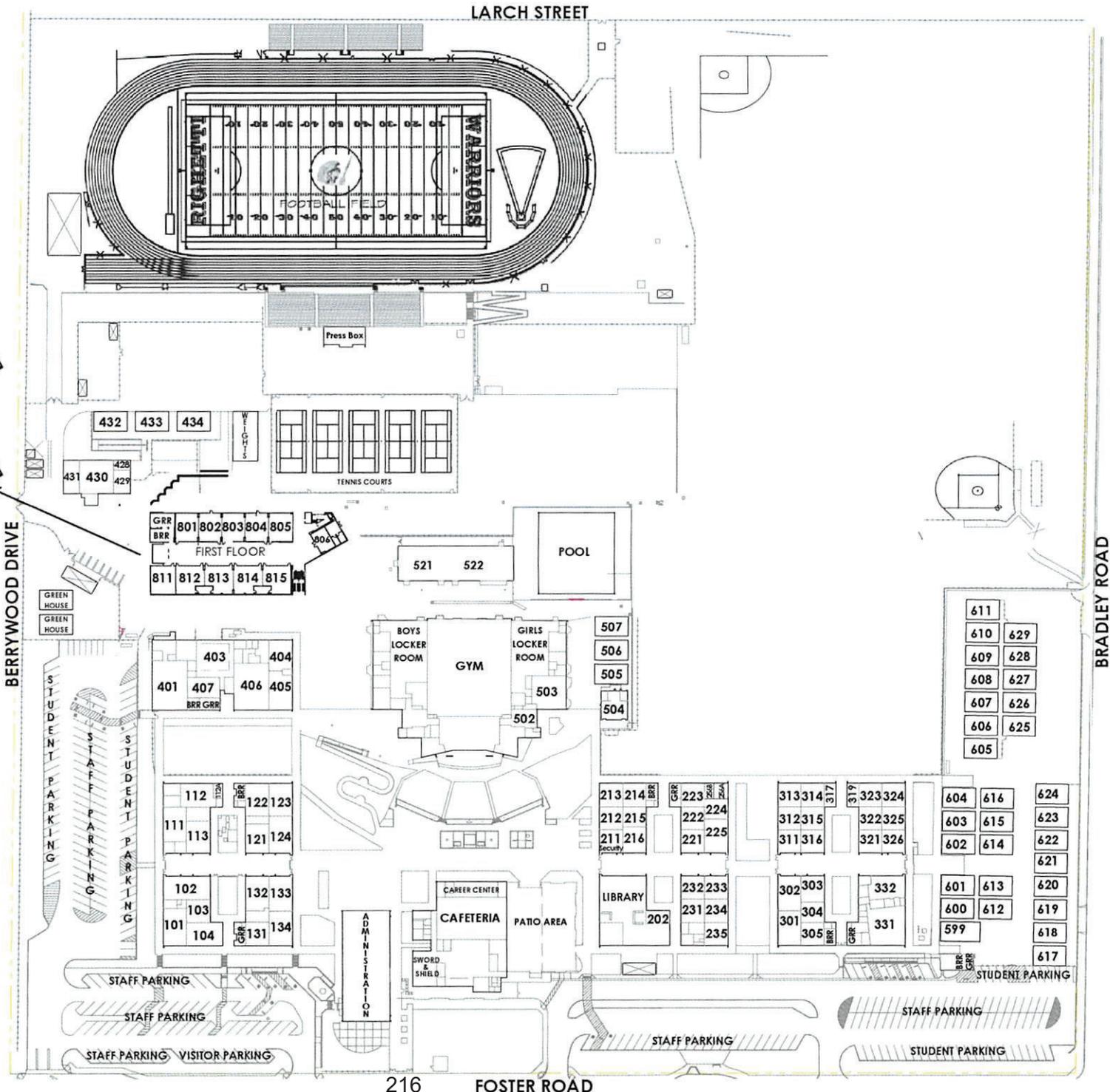
Appendices

Ernest Righetti High School
Self-Study Report
February, 2021

Appendices:

- A. Local Control and Accountability Plan (LCAP): This includes an annual update at the beginning of the LCAP. The district LCAP is posted on each district's website; provide link
 - i. [SMJUHSD LCAP](#)
- B. Results of student questionnaire/interviews (embedded in report)
- C. Results of parent/community questionnaire/interviews (embedded in report)
- D. The most recent California Healthy Kids Survey
 - i. [SMJUHSD 18-19 CHKS](#)
- E. Master schedule
 - i. [ERHS Spring 21 Faculty Schedule](#)
- F. Approved AP course list
 - i. [AP Course Audit](#)
- G. UC a–g approved course list
 - i. [University of California | AG Policy Resource Guide](#)
- H. California School Dashboard performance indicators
 - i. [ERHS 2018 CSD Performance Overview](#)
- I. School accountability report card (SARC)
 - i. [ERHS 18-19 SARC](#)
- J. CBEDS school information form
 - i. [SMJUHSD CBEDS SIF 20-21](#)
- K. Graduation requirements
 - i. [SMJUHSD Graduation Requirements](#)
- L. Any pertinent additional local data
 - i. [Campus Map](#)
 - ii. [SMJUHSD Revised Bell Schedule](#)
 - iii. [ERHS 20-21 Calendar](#)
 - iv. [ERHS Faculty List by Department](#)
 - v. [ERHS Administrative Duties](#)
 - vi. [ERHS Course Description Booklet](#)
 - vii. [Additional RenLearn Data English & Math](#)
 - viii. [WASC FOL Organization Group Survey and Responses](#)
- M. Budgetary information, including school budget
 - i. [ERHS 19-20 School Plan for Student Achievement](#)
 - ii. [ERHS 20-21 Site Allocations](#)
 - iii. [ERHS 20-21 Title 1 Adopted Budget](#)
- N. Glossary of terms unique to the school.
 - i. [ERHS Glossary](#)

Monday Collaboration/Flex*				Tuesday/Wednesday				Thursday/Friday			
ALL STUDENTS ZOOM				ALL STUDENTS ZOOM Periods 1-4				ALL STUDENTS ZOOM Periods 5-7			
Period	Start	End	Instructional Minutes	Period	Start	End	Instructional Minutes	Period	Start	End	Instructional Minutes
Collab	7:30	8:30	60	Office Hours*	7:30	8:30	60	Office Hours*	7:30	8:30	60
Period 1	8:40	9:20	40	Period 1	8:40	10:00	80	Period 5	8:40	10:00	80
Period 2	9:30	10:10	40	Period 2	10:10	11:30	80	Period 6	10:10	11:30	80
Nutrition	10:10	10:20	10	Lunch	11:30	12:10	40	Lunch	11:30	12:10	40
Period 3	10:30	11:10	40	Period 3	12:20	1:40	80	Period 7	12:20	1:40	80
Period 4	11:20	12:00	40	Period 4	1:50	3:10	80	Office Hours*	1:50	3:10	80
Lunch	12:00	12:40	40	*Tutorial & Intervention *Student Services *PLC Collaboration & Teacher Planning *Professional Responsibilities *Assessment (Note: may also be conducted during or as part of instruction T-F)							
Period 5	12:50	1:30	40								
Period 6	1:40	2:20	40								
Period 7	2:30	3:10	40								



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**ERNEST RIGHETTI HIGH SCHOOL
ADMINISTRATIVE RESPONSIBILITIES
2020-2021**

KAREN ROTONDI, PRINCIPAL		
Karen Townsend, Admin Assistant		
Budget Community Relations CTE Pathways Curriculum Council Data/School Accountability/CA Dashboard Department Chair Mtgs Media/Social Media Releases	Newsletters Athletic League Board Mtgs Parent/Student Handbook Professional Development PTSA Liaison Room Use	SARC School Calendar SDMC Chair SPSA (School Site Plan) SSC (School Site Council) WASC
SUPERVISE/EVALUATE: Assist Principals, Admin Assistant, Office Assist/Mailroom School Support Secretary- Front Desk, Temp/New Teachers, TOSA's		
TED LYON, ASSISTANT PRINCIPAL SPECIAL PROGRAMS	GENE RICKMAN, ASSISTANT PRINCIPAL CURRICULUM & INSTRUCTION	JOSE INIGUEZ, ASSISTANT PRINCIPAL STUDENT SERVICES
Sylvia Ojeda, Admin Assistant	Cheryl Foster, Admin Assistant	Lori Covington, Admin Assistant
ATHLETICS PARENT NIGHTS Back to School Night Parents on a Mission Warrior Parent Academy SPECIAL PROGRAMS EL Intervention Migrant Special Education 504's TESTING SBAC OTHER Adjunct Duties Cheer Cultural Proficiency Health Office Room Use Subs Tutoring WASC EVALUATE/SUPERVISE: Admin Assistant Athletic Director Bilingual Inst Aide Health Tech Inter. Lab Specialist Psychologists Spec Ed Coordinator Spec Ed Inst Aides Staff Secretary-Spec Ed DEPARTMENTS: English P.E. Social Studies Special Education	AG ADVISORY ASB/ACTIVITIES GUIDANCE/COUNSELING/CURRICULUM Alternative Ed CTE Pathways Curriculum Council Mtgs. Feeder Schools Articulation Master Board OTCR Summer School SST's LIBRARY/TEXTBOOKS PARENT NIGHTS Warrior Welcome TECHNOLOGY TESTING AP/PSAT OTHER Foreign Exchange Social Media Coordinator Staff Parking Permits Work Permits EVALUATE/SUPERVISE: Activities Director Admin Assistant ASB Bookkeeper/Accounting Assistant Career Specialist Community Liaison Data Specialist Guidance Techs/School Counselors Inst Technology Coordinator Library Staff Registrar Sch Sup Secretary-Guidance DEPARTMENTS: Ag Dept Business Math	ATTENDANCE ASM/TMT/SARB/Truancy DISCIPLINE FIELD TRIPS GRADUATION ISI REACH SCHOOL PICTURES Student ID Cards/Trans SECURITY/SAFETY Campus Security District Safety Committee OTHER ELAC Every 15 Minutes Healthy Kids Survey Incident/Acc Report-Staff New Teacher Orientation EVALUATE/SUPERVISE: Accompanist Admin Assistant Attendance Office Crisis Intervention Consultant ISI Security Department DEPARTMENTS: Family Consumer Sciences Int'l Language Science VPA



ERNEST RIGHETTI HIGH SCHOOL CERTIFICATED BY DEPARTMENT 2020-2021



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Corrie Garner, ext. 2834 (12th)
Kim Karamitsos, ext. 2825 (10th)
Rosemary Lopez, ext. 2836 (11th)
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Aaron Nesper, ext. 2606
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Janet Freitas, ext. 2314
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Harold Oliveira, ext. 2235
Lynne Pace, ext. 2234
Tony Payne, ext. 2404
Michelle Pearson, ext. 2322
Debbie Philley, ext. 2504
Janel Powell, ext. 2321
Laurie Ramirez, ext. 2231
Nick Sauer, ext. 2312
Sue Savins, ext. 2612

VISUAL & PERFORMING ARTS

Elesa Carlson, ext. 2101/2403
Ricardo Gabaldon, ext. 2502
Jacob Gustafson, ext. 2813
Charlie Kim, ext. 2331
Melissa Johnson, ext. 2131
Matt Ringer, ext. 2332
Kizen Sugano, ext. 2601

*Bold /Italics denotes Department Chair
Bold denotes AVID Coordinator
Updated 9/14/20 Revision 3*

Ernest Righetti High School

Teacher	Term	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Alvarez, E	S		Us Hist B (P)	Us Hist B (P)	Us Hist B (P)	Us Hist B (P)	Us Hist B (P)	
Anberg, B	S	Geom B (P)		Geom B (P)	Geom B (P)	Geom B (P)	Avid-9B	
Andree, H	S		Dev Psyc Chld B, Dev Psyc Chld B	Dev Psyc Chld B, Dev Psyc Chld B	Crr/W Child 1B	CulinaryArts 2B, CulinaryArts 1B	CulinaryArts 1B	CulinaryArts 1B
Ashor, D	S		Study Skills	Collab Class Sp	Collab Class Sp	Study Skills		Study Skills
Asselin, S	S	AHC FRCH101 B	AHC FRCH101 B	French 3B (P)		French 1B (P)	French 1B (P)	
Baldwin, A	S	CSU ERWC12	CSU ERWC12	CSU ERWC12	Adv ELD Lab 1B		Avid-12B	
Barata, D	S		Med Sci Hlt B	Med Sci Hlt B				
Barbarick, K	S	Study Hall	Study Hall					
Barbarick, Kn	S	Eng 4B (P)	Eng 4B (P)	Eng 1 Skills B	Eng 1 Skills B	Accl ELD Lab 1B		
Bernardo, C	S	Intermed ELD B	IntermedELDLabB	Eng 2B (P)	Eng 2B (P)	Eng 2B (P)		
Bishop, M	S		Adv ELD Lab 1B		Adv ELD Lab 1B	Adv ELD Lab 1B	Eng 1B (P)	Eng 1B (P)
Branch, L	S	AHC Geol 100 B	AHC Geol 100 B	AP Env Sci	AP Env Sci	AHC Geol 100 B	Geology B	
Brickey, S	S	PE Course2B	PE Course2B	PE Course2B	PE Course2B		PE Course2B	
Bronkey, Betl	S	CSU ERWC11	CSU ERWC11	CSU ERWC11		Eng 2B (P)	Eng 2B (P)	Eng 2B (P)
Bronson	S	PE3 Team/Inv B			PE Course1B	Adape B	PE3 Wt-Fit B	PE3 Team/Inv B
Calderon, R	S	Span 1B (P)		Sp Sp Spk 2B (P)	Span 1B (P)	Span 1B (P)	Span 1B (P)	
Carlson, E	S		Intro To Art B	Intro To Art B	Inter Draw B		Theatre Art 1B	Theatre Art 2B
Castellanos, J	S	PE Course2B	Bod Mech/Tone B	PE Course2B		PE Course2B	PE Course2B	
Chavez, B	S	AP Stat		2Yr Alg 1B	2Yr Alg 1B	2Yr Alg 1B		2Yr Alg 1B
Chavez, C	S		Collab Class Sp	Job Tryout B	Consumer Eng B	Cons Math B	Study Skills	
Clark, A	S		Eng 3B (P)	Eng 3B (P)	Adv ELD Lab 3B	Adv ELD Lab 3B		Adv ELD Lab 3B
Costa, K	S	In Ag Bio B(P)	In Ag Bio B(P)	In Ag Bio B(P)	In Ag Bio B(P)		In Ag Bio B(P)	
Cota, M	S	CSU ERWC12		CSU ERWC12	Adv ELD Lab 1B	CSU ERWC12	Adv ELD Lab 1B	
Craddock, J	S	Eng 1B (P)		Eng 1B (P)	Eng 1B (P)	Eng 3B (P)	Eng 3B (P)	
Danis, N	S		AP US Hist	AP US Hist	AP US Hist		Us Hist B (P)	Us Hist B (P)
Davis, S	S		Physics UniverB	Physics UniverB		AP Chem	Chemistry B(P)	Chemistry B(P)
Davis, T	S		Geom B (P)	Geom B (P)	Alg 2B (P)	Alg 2B (P)	Geom B (P)	
DeBernardi, I	S	Publications B	LdshpIntrotoASB		LeadershipASB B			
Dela Cruz, D	S	BioLivingEarthB	BioLivingEarthB			BioLivingEarthB	BioLivingEarthB	BioLivingEarthB
Denney, J	S	Md Wld Hst B (P)		Md Wld Hst B (P)	Us Hist B (P)	Us Hist B (P)	Us Hist B (P)	
Dolan, J	S	Eng 3B (P)	AP Eng Lang	AP Eng Lang	AP Eng Lang	AP Eng Lang		
Domingues, J	S		Md Wld Hst B (P)	Md Wld Hst B (P)	AHC HIST 102 CC	AHC HIST 102 CC	AHC HIST 102 CC	
Donohue, S	S	2Yr Alg D (P)		2Yr Alg D (P)		2Yr Alg D (P)	2Yr Alg D (P)	2Yr Alg 1B
Emerson, M	S	Geom B (P)	2Yr Alg D (P)	Geom B (P)	2Yr Alg D (P)		Geom B (P)	
Ferrari, E	S	Alg 2B (P)	Alg 2B (P)	Alg 1B (P)	Alg 2B (P)			
Ferreira, N	S	Span 4B (H)		Span 1B (P)	IntroSpnSpkB(P)	IntroSpnSpkB(P)	IntroSpnSpkB(P)	
Flaa, J	S	Study Skills	Study Skills	Collab Class Sp	Collab Class Sp	Pre Algebra B	Study Skills	

Ernest Righetti High School

2020-2021

STAFF SCHEDULE - Term: S

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Teacher	Term	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Freitas, J	S		Study Skills	Study Skills		2Yr Alg B	Collab Class Sp	Study Skills, Health
Fulton,A	S	AHC PROD301 A	Comp Apps B (P)	Comp Apps B (P)	Comm Tech B, Comm Tech B_		Inv Thru Tech B	
Gabalton, R	S		Span 2B (P)	Span 2B (P)		Mex Dance Beg B, Mex Dance Int B, Adv Study Vpa	Marimba Band 1B, Marimba Band 2B	AHC DNCE 140 CC, Ballet Folk 2B, Ballet Folk 1B
Gallizio, S	S	Md Wld Hst B (P)	Md Wld Hst B (P)	Us Govt (P)		Md Wld Hst B (P)	Md Wld Hst B (P)	
Garcia, A	S	AP SpanLit&Cult		AP SpanLangCult	AP SpanLangCult	Span 3B (P)	Span 3B (P)	
Garcia-Barry, S	S							
Garner, C	S		CSU ERWC12		CSU ERWC12	CSU ERWC12	Avid-12B	Adv ELD Lab 1B
Gill, W	S	English 1B (H)		English 1B (H)	English 1B (H)		Eng 1B (P)	English 1B (H)
Graack, J	S	Us Econ (P)	Us Econ (P)	Us Econ (P)	Md Wld Hst B (P)		Md Wld Hst B (P)	
Greeley, C	S		Md Wld Hst B (P)		Md Wld Hst B (P)	Md Wld Hst B (P)	Md Wld Hst B (P)	Md Wld Hst B (P)
Grijalva, R	S	Study Skills	Collab Class Sp, English 2B	Study Skills, Am History A	2Yr Alg D, 2Yr Alg C	Econ	Study Skills	
Grisaffi, C	S	Us Hist B (P)	Us Hist B (P)	Us Hist B (P)	Us Hist B (P)		Us Hist B (P)	
Guerra, A	S	Ag Sci 1B (P)	AG Chem B	AG Chem B	AG Chem B	AHC AGSALES 157		Ag Sci 1B (P)
Guerra, Al	S		Ag Sci 1B (P)	Ag Sci 1B (P)	Ag Sci 1B (P)	Ag Sci 1B (P)	Ag Sci 1B (P)	
Guerra, G	S	Ag Build ConstB	ADV AG Const B	Animal Sci B (P)	AHC AG Econ 158	Ag Mech B	AHC ENV HORT156	
Guerra, M	S	Vet Science B	Orn Hort B 5Units	Adv Ag Mech B	Adv Ag Weld B	Adv Ag Weld B	Ag Mech B	
Guild, S	S	Eng 2B (P)	Eng 2B (P)	Adv ELD Lab 2B		Adv ELD Lab 2B	Eng 2B (P)	
Gustafson, J	S		AHCFILM110CC B	Adv Vdo/Filmk 1B, MagJournedesgnB	IntroVidFilmPrB	IntroVidFilmPrB	IntroVidFilmPrB	
Herrmann, E	S	Health	Health	Health	Health	Health	Health	
Hidalgo, S	S		Span 2B (P)	Span 2B (P)	Span 2B (P)		Span 1B (P)	Span 1B (P)
Hitch, D	S	Trans/Job Prep	English 1B	Collab Class Sp		Pre Algebra B	Study Skills	
Holmes, C	S	Geom B (P)	2Yr Alg 1B	2Yr Alg 1B			2Yr Alg 1B	Geom B (P)
Hunter, S	S		Alg 1B (P)	Alg 1B (P)	Alg 1B (P)	AP Calc BC		Alg 1B (P)
Jimenez, H	S	Ag Weld 1B	Ag Weld 1B	Ag Weld 1B		In Ag Bio B(P)		In Ag Bio B(P)
Jimenez, R	S	Study Hall	Study Hall	Study Hall				Study Hall
Johnson, Me	S	Intro To Art B	Intro To Art B	Intro To Art B	Intro To Art B	Painting B, AP Studio Art B		
Karamitsos.K	S	Eng 1B (P)	Eng 1B (P)	Eng 1B (P)	Eng 1B (P)		Avid-10B	
Kim, C	S	Music Hist B(P)			Music Theory B	Beg Band B	Jazz Ensemble B	Concert Band
Kirkhart, D	S	2Yr Alg D (P)	2Yr Alg D (P)		2Yr Alg D (P)	2Yr Alg D (P)		2Yr Alg D (P)
Kissel, A	S	Eng 1 Support B	Eng 1 Support B	CSU ERWC12	CSU ERWC12		Eng 1 Support B	
Kurth, K	S		Eng 2B (H)	Eng 2B (H)	Eng 2 Support B	Eng 2 Support B		Eng 2B (H)
Leasure, R	S	Eng 1 Skills B	Eng 1 Skills B	AP Eng Lit		AP Eng Lit	Eng 1 Skills B	
Limone, C	S		Span 1B (P)	Span 1B (P)		Span 2B (P)	Span 2B (P)	Span 2B (P)

Ernest Righetti High School

2020-2021

STAFF SCHEDULE - Term: S

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Teacher	Term	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Lopez, R	S	Intro ELD B	Intro ELD Lab B	Eng 1 Support B	Eng 1 Support B		Avid-11B	
Maretti	S		CompSkills 1 B, Econ	CompSkills1LabB, English 2A	Basic Math 1B, Consumer Eng B, Study Skills	Basic Math 1B, Study Skills	Am History B, English 2B	
Martell	S	Eng 2B (P)		Eng 2B (P)	CSU ERWC11	CSU ERWC11	CSU ERWC11	
Maxwell, D	S	AHC PROD301 A	AHC PROD301 A	AHC PROD301 A	AHC PROD301 A	AHC PROD301 A		
Nesper, Aaro	S	AP Micro	AP Micro	Us Econ (P)	Us Econ (P)		Us Econ (P)	
Nickason, S	S	PE Course1B	PE Course1B	PE Course1B	PE Course1B	PE Course1B		
Noel, T	S	JogWalkBodMechB	Inv Thru Tech B		PE Course2B	PE Course2B, PE Course1B	JogWalkBodMechB, PE Course2B	
Nolting, K	S		Eng 1B (P)		Eng 3B (P)	Eng 1B (P)	Eng 1B (P)	Eng 3B (P)
Oliveira, H	S		Comm Skills B, Voc English B	Ind Lvg Skill B	Ind Lvg Skill B	Life Skills B		Voc Math B
Onq, A	S	Physics UniverB	Physics UniverB		Physics UniverB	Physics UniverB	Physics UniverB	
Ortiz, C	S	Health	Health		PE Course1B	PE Course1B	PE Course1B	
Pace, L	S		Comm Skills B, Voc English B	Ind Lvg Skill B	Ind Lvg Skill B	Voc Math B	Life Skills B	
Paulus, D	S							
Payne, A	S	Collab Class Sp	Collab Class Sp	Collab Class Sp	Eng 3B, English 2B, 2Yr Alg B, 2Yr Alg D, English 2B	Study Skills		
Pearson, M	S		Collab Class Sp		Study Skills	Study Skills	Earth Sci B	Biology B
Petty	S		Adv ELD Lab 4B	Adv ELD Lab 4B				
Phillely, D	S		Life Skills B	Am History B, English 2B, Mod Wld Hist B, Govt, Study Skills	Voc English A	Econ, Life Sci B, English 2B, Earth Sci B, Mod Wld Hist B	Study Skills, Life Sci B, English 1B, Ind Lvg Skill B, Am History B	Mod Wld Hist B, Eng 3B, English 1B, Adape B
Powell	S	Collab Class Sp	CompSkills 2 B		Collab Class Sp	Study Skills	Study Skills	
Provost, M	S		Geom B (P)	Alg 2B (P)	QRAT SR Math B			
Ramirez	S		PE3 Wt-Fit B	PE3 Wt-Fit B	PE3 Wt-Fit B	PE3 Wt-Fit B	PE3 Wt-Fit B	
Ramirez, L	S		Voc English B, Comm Skills B	Ind Lvg Skill B	Ind Lvg Skill B		Life Skills B	Voc Math B
Richardson, \	S		Geom B (P)		Geom B (P)	Geom B (P)		Geom B (P)
Rickman, G	S							
Ringer, M	S		Chorale B	Varsity Choir B	Madrigals B	Concert Choir B	Avid-9B	
Rivera	S		Study Skills	Job Tryout B	Ind Lvg Skill B, Mod Wld Hist B	Ind Lvg Skill B, English 2B, Basic Math 1B	Ind Lvg Skill B, Earth Sci B	English 1B, Voc English B
Robinson, E	S	Eng 2B (H)		Eng 2 Skills B	Eng 2 Skills B	Eng 2 Skills B	Eng 2B (H)	

Ernest Righetti High School

2020-2021

STAFF SCHEDULE - Term: S

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Teacher	Term	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Rodriguez, C	S		AP Phys 1 B		Physics UniverB	Physics UniverB	Physics UniverB	Physics UniverB
Rosing	S							
Rucker, M	S			Alg 2B (P)	Geom B (P)	Geom B (P)	Alg 2B (P)	Alg 2B (P)
Sanders, J	S		BioLivingEarthB		BioLivingEarthB	BioLivingEarthB	BioLivingEarthB	BioLivingEarthB
Sauer, N	S		Econ	Mod Wld Hist B	Collab Class Sp		Study Skills	Study Skills
Savins	S		Study Skills	Collab Class Sp	Collab Class Sp		Study Skills	Study Skills
Shaffer, K	S	BioLivingEarthB	BioLivingEarthB	BioLivingEarthB	BioLivingEarthB	BioLivingEarthB		
Sportsman, J	S	Marine Sci B (P)	Marine Sci B (P)	Marine Sci B (P)	Marine Sci B (P)		Avid-10B	
Sugano, K	S	Photo 1B		Guitar B (P), Adv Study Vpa	Photo 1B	SongWrit&Prod1B, Adv Study Vpa	Photo 1B, Photo 2B	
Terrones, D	S					SportMedKin B	Intro Athl TrnB	
Tognazzini	S	Eng 1B (P)	Eng 1B (P)	Eng 1B (P)	Eng 1B (P)	Eng 1B (P)		
Tomooka, B	S	Alg 1B (P)	Alg 1B (P)		Alg 1B (P)	AP Calc AB	AP Calc AB	
Ulrich	S							
Van Patten, L	S			2Yr Alg D (P)	Math Anal B (P)	Math Anal B (P)	Math Anal B (P)	
Van Patten, S	S	Phys/Ana B (P)	Phys/Ana B (P)	Phys/Ana B (P)	BioLivingEarthB		Avid-11B	
Vice, A	S	Physics UniverB	Physics UniverB	Physics UniverB		Physics B (P)	Physics UniverB	
Villalobos, P	S		Id Clt Sp Spk3B	Id Clt Sp Spk3B	Sp Sp Spk 2B (P)	Sp Sp Spk 2B (P)	Sp Sp Spk 2B (P)	
Wagner, S	S	Us Govt (P)	Us Govt (P)	Us Govt (P)	Us Govt (P)		Us Govt (P)	
Wassmann, L	S		Eng 2B (P)	Adv ELD Lab 2B	Eng 2B (P)	Adv ELD Lab 2B		Eng 2B (P)
Watts, N	S	2Yr Alg 1B	2Yr Alg 1B		2Yr Alg 1B	2Yr Alg 1B	2Yr Alg 1B	
West, H	S	Chemistry B(P)	Chemistry B(P)	Chemistry B(P)		Physics UniverB	Physics UniverB	
Wilson, G	S	PE Course1B		PE Course1B	PE Course1B	PE Course1B	PE Course1B	
Wingerden, R	S		AP Env Sci		AP Bio	AP Bio		

ADMIN/STUDENT SERVICES 2020-2021

ADMINISTRATION		
Principal	Rotondi, Karen	2701
Admin Asst	Townsend, Karen	2702
Asst Principal	Jose Iniguez	2703
Admin Asst	Covington, Lori	2704
Asst Principal	Lyon, Ted	2705
Admin Asst	Ojeda, Sylvia	2706
Asst Principal	Gene Rickman	2707
Admin Asst	Foster, Cheryl	2708
STUDENT SERVICES		
ATTENDANCE	Gauna, Rosie	2739
ATTENDANCE	Gutierrez, Fella	2745
BUSINESS OFFICE	Rodriguez, Rikki	2716
BUSINESS OFFICE	Sturdivant, Catherine	2717
CAFETERIA	Lauer, Chandra	2242
CAREER CENTER	Solis, Danny	2736
COMMUNITY LIAISON	Buchan, Crystal	2751
COPY ROOM	Gutierrez, Fella	2722
COUNSELOR - A-C	Consorti, Erin	2740
COUNSELOR - Ce-F	Santoyo, Julie	2738
COUNSELOR - G-I	Hernandez, Norma	2735
COUNSELOR - J-Mc	Trujillo, Natallie	2744
COUNSELOR - Me-Q	Blanco, Eric	2734
COUNSELOR - R-Sh	Pereyra, Jose	2737
COUNSELOR - Si-Z	Diaz, Saira	2741
CRISIS INT CONSULT	Colvin, Hillary	2202
DATA SPECIALIST	Dirkes, Vicki	2743
EAOP	Chairez, Zaira	2714
FBSMV	Coker, Lisa/Johnson, CJ	2754/2216
GUID SECRETARY	Willson, Stacie	2742
GUIDANCE TECH - A-L	Watson, Dayna	2726
GUIDANCE TECH - M-Z	Rocco, Robin	2728
HEALTH OFFICE (TECH)	Cole, Brandon	2718
HEALTH OFFICE (LVN)	Miller, Allison	2718
HEALTH OFFICE (RN)	Fernandez, Jade	2720
IND STUDIES	Paulus, Denise	2205
ISI	Chavez, Brian	2213
LIBRARY	Ries, Courtnie	2250
TEXTBOOKS	Grimes, Rebecca	2251
MAINTENANCE	Sheridan, Danny	2257
MAINT - Secretary	Dickinson, Linda	2259
Night Supervisor	878-8166 Cell	2499
MIGRANT ADVISOR/TOSA	Martinez, Adriana/Balderama, Francine	2752
REACH	Jimenez, Bob	2215
REGISTRAR	Guerrero, Vanessa	2725
SCHOOL SUPPORT SECRETARY - FRONT DESK	VanSolinge, Lisa	2721
SECURITY	Freeman, Clay	2201
SECURITY	EMERGENCY ONLY	2000
SPEC ED OFFICE	Brough, Meredith	2710
SRO - Deputy	Samaniego, Robert	2732
TRANSLATOR	Perez-Servin, Argie	2730
WEIGHT ROOM		2435

2020-2021 School Calendar

RIGHETTI HIGH SCHOOL

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

FIRST SEMESTER

Classes Begin - August 17, 2020
 Classes End - December 18, 2020
 (Finals Schedule December 16-18)

SECOND SEMESTER

Classes Begin - January 13, 2021
 Classes End - June 10, 2021
 (Finals Schedule - June 8-10)

STAFF COLLABORATION/FLEX DAYS

Collab/Flex Schedule
 (Mondays, with the exception
 of 8/17, 11/9, & 6/7)

END OF GRADING PERIODS

September 18, 2020
 October 30, 2020
 December 18, 2020
 February 26, 2021
 April 23, 2021
 June 10, 2021

HOLIDAYS/VACATION BREAKS

Labor Day - September 7, 2020
 Veteran's Day - November 11, 2020
 Thanksgiving Break - November 23-27, 2020
 Winter Break - December 21 - January 8, 2021
 Martin Luther King, Jr. Day - January 18, 2021
 Lincoln's Day - February 12, 2021
 President's Day - February 15, 2021
 Spring Break - April 2-9, 2021
 Memorial Day - May 31, 2021

STAFF DEVELOPMENT/WORK DAYS (NO SCHOOL)

August 10-14, 2020
 January 11-12, 2021
 June 11, 2021

CLASS OF 2021 GRADUATION

June 11, 2021

Staff Development
Progress Reports
Staff Work Day
Staff Collab/Flex Days
Finals
School Closed



GRADUATION REQUIREMENTS

SUBJECT AREA	GRADUATION REQUIREMENTS (BP 6146.1)
*English (4 years)	40 Units Total English 4 or other senior English course must be taken in the senior year. English Requirement for English Learners: Effective with the Class of 2009, English Learners may earn a maximum of 30 English credits from English Language Development (ELD) and remediation courses. The remaining English credits must be earned from L2 or mainstream English courses. Students taking intervention classes may earn a maximum of 20 credits in district approved intervention courses and must earn an additional 20 credits in Regular English classes.
**Math (2 years)	20 Units Total Must include 10 credits of Algebra or 20 credits of 2-year Algebra At least one mathematics course, or a combination of the two mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra I. Students may satisfy the Algebra I course requirement prior to grade 9.
Science (2 years)	20 Units Total 10 Credits of Physical Science and 10 Credits Biological Science
Social Studies (3 years)	30 Units Total 10 Credits Modern World History, 10 Credits US History, 5 Credits Government and 5 Credits Economics
Visual and Performing Arts, Foreign Language, or American Sign Language (1 year) or CTE	10 Units Total
Physical Education (2 years in grades 9-10)	20 Units Total No more than five credits may be earned in non-physical education classes and applied toward the 20-unit physical education requirement. Non-physical education courses approved by the site in excess of the five credits will earn elective credit.
Health	5 Units Total
Electives	75 Units Total Starting with the Class of 2012, a maximum of 10 credits of any combination of teacher aide/student clerk may be applied towards completion of graduation requirements.

ACADEMIC SCHOLAR DIPLOMA SEAL

The Board of Education encourages students to take academically challenging courses and to go beyond the minimum local and State graduation requirements. To recognize students who avail themselves of this academically enriched course of study, the Board of Education will bestow the Academic Scholar Diploma Seal to those students enrolled at the comprehensive high schools who have successfully completed the following requirements:

1. Achievement of a cumulative grade point average (non weighted) of 3.5 or above from the beginning of the ninth grade year to the end of the first semester and/or second term of their senior year
2. Completion of the minimum University of California (A-G) requirements for college admission
3. Completion of 230 or more credits

REQUIREMENTS FOR A DIPLOMA (BP 6146.1)

1. Complete the SMJUHSD Graduation Requirements: 220 Units

REQUIREMENTS FOR CERTIFICATE OF EDUCATION COMPLETION (BP 6146.4)

1. If a student with disabilities does not meet state and local requirements for earning a high school diploma then the local educational agency may award the student a certificate or document of educational achievement or completion pursuant to Education code Section 56390, if the student meets anyone of the following conditions:
 - a. The individual has satisfactorily completed a prescribed alternative course of study approved by the governing board of the school district in which the individual attended school or the school district with jurisdiction over the individual and identified in his or her individualized education program, or.
 - b. The individual has satisfactorily met his her individualized education program goals and objectives during high school as determined by the individualized education program team, or
 - c. The individual has satisfactorily attended high school, participated in the instruction as prescribed in his or her individualized education program, and has met the objectives of the statement of transition services.
2. If the student meets any of the requirements listed above, that student "shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a pupil of similar age without disabilities would be eligible to participate." (Education Code section 56391)
3. If a student with disabilities, who is scheduled to earn a high school diploma by the end of their senior year, has not met all graduation requirements, the district is still responsible to provide free appropriate age public education (FAPE) until age twenty-two (22), even if the student has participated in a graduation ceremony, (Ed code 56392)

ACRONYMS / TERMS	
A2A	Attention2Attendance
AB430	Assembly Bill - Training for administrators in state-adopted ELA/math curriculum
ACT	American College Testing
ACTFL	American Council on the Teaching of Foreign Languages
ADA	Average Daily Attendance
AERIES	Student Data System / Eagle Software
AGPA	Academic Grade Point Average
AHC	Allan Hancock College
AMAO	Annual Measurable Achievement Objectives
AMO	Annual Measurable Objectives
AP	Advanced Placement
API	Academic Performance Index
APR	Accountability Progress Report
ASB	Associated Student Body
ASM	After School Meeting (Truancy Program)
AVID	Advancement Via Individual Determination
AYP	Adequate Yearly Progress
BB	Below Basic
BTSA	Beginning Teacher Support Assistance
CAD	Computer-Aided Design
CALL	Content Area Language & Literacy
CALPADS	California Longitudinal Pupil Achievement Data System
CAL-SOAP	California Student Opportunity and Access Program
CAPA	California Alternate Performance Assessment
CAASPP	California Assessment of Student Performance and Progress
CAPHERD	California Association for Health, Physical Education, Recreation and Dance
CAPSLO	Community Action Partnership of San Luis Obispo
CAST	California Science Test
CBEDS	California Basic Educational Data System
CBI	Community-Based Instruction
CBOC	Citizen Bond Oversight Committee
CCR	Coordinated Compliance Review
CCSS	Common Core State Standards
CDE	California Department of Education
CEC	Community Education Center
CELDT	California English Language Development Test
CFA	Common Formative Assessment
CHC	Community Health Center
CHKS	California Healthy Kids Survey

ACRONYMS / TERMS	
CIF	California Interscholastic Federation
CLAD	Cross-Cultural Language Academic Development Credential
CMA	California Modified Assessment
COST	Coordinating of Services Team
CPM	College Preparatory Mathematics
CSF	California Scholarship Federation
CST	California Standards Test
CSU	California State University
CTE	Career and Technical Education
DBG	Discretionary Block Grant
DELAC	District English Learner Advisory Committee
DI	Direct Instruction
DSLTL	District School Leadership Team
EAOP	Early Achievement Outreach Program
EAP	Early Assessment Program
ED	Economically Disadvantaged
EGS	Ethnic Gender Studies
EIA	Economic Impact Aid
ELA	English Language Arts
ELAC	English Language Advisory Committee
EL	English Learner
ELL	English Language Learner
ELD	English Language Development
ELPAC	English Language Proficiency Assessment for California
ERHS	Ernest Righetti High School
EOPS	Extended Opportunity Program and Services
ERWC	Expository Reading and Writing Curriculum
ESLR	Expected Schoolwide Learning Results
ETS	Educational Talent Search
FA/FOA	Freshmen Academy or Freshman Opportunity Academy
FAFSA	Free Application for Federal Student Aid
FBB	Far Below Basic
FBLA	Future Business Leaders of America
FCS	Family and Consumer Science
FEP	Fluent English Proficient
FFA	Future Farmers of America
FHA-HERO	Future Homemakers of America
FIDM	Fashion Institute of Design and Merchandising
FOL	Focus on Learning
FTE	Full-Time Equivalent

ACRONYMS / TERMS	
GATE	Gifted and Talented Education Program
GPA	Grade Point Average
HQT	Highly Qualified Teacher
IEP	Individualized Education Plan (for Special Education Students)
IFEP	Initially Fluent English Proficient
IPA	Individual Performance Assessment
ISI	In-School Intervention
ISP	Independent Study Program
ITT	Intervention Through Technology
L1	Student's Primary Language
L2	Student's Second Language
LCAP	Local Control and Accountability Plan
LEA	Local Education Agency
LEAP	Local Education Agency Plan
LEP	Limited English Proficient
LMS	Learning Management System
LTEL	Long Term English Learner
MAST	Multilevel Academic Survey Test
MESA	Math, Engineering, Science Achievement
MLA	Modern Language Association
MMEP	Multilingual and Migrant Education Programs
MPAC	Migrant Parent Advisory Committee
NCLB	No Child Left Behind
NGSS	Next Generation Science Standards
OCS	On Campus Suspension
OTCR	On Track Credit Recovery
PASS	Portable Assisted Study Sequence
PBL	Project-Based Learning
PCPA	Pacific Conservatory of the Performing Arts
PI	Program Improvement
PIQE	Parent Institute for Quality Education
PLC	Professional Learning Community
POM	Parents on a Mission
PF4P	Panther Forum for Parents
PRBG	Pupil Retention Block Grant
PSAT	Preliminary Scholastic Aptitude Test
R-30	Language Census Report, District Count of LEP and FEP students reported to the State Department on an annual basis

ACRONYMS / TERMS	
REACH	Opportunity Transfer Program
RenLearn	Renaissance Learning Testing Platform
RFEP	Reclassified Fluent English Proficient
ROP	Regional Occupational Program
RTI	Response to Intervention
SAE	Supervised Agricultural Experience
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SAT	Scholastic Aptitude Test / Scholastic Assessment Test
SB142	Senate Bill - Training for teachers in state-adopted ELA/math curriculum
SBAC	Smarter Balanced Assessment Consortium
SBCEO	Santa Barbara County Office of Education
SBCOE	Santa Barbara County Office of Education
SED	Socio-Economically Disadvantaged
SDMC/SDM	Shared Decision-Making Council
SELPA	Special Education Local Plan Area
SESR	Special Education Self Review
SLBG	School Library Block Grant
SLO	Schoolwide Learner Outcome
SMJUHSD	Santa Maria Joint Union High School District
SPMMS	School Preventive Maintenance Management System
SRA	Science Research Associates
SRO	School Resource Officer
SSC	School Site Council
SSPSA	Single School Plan for Student Achievement
SST	Student Study Team
STAR	State Testing and Reporting System
STEM	Science, Technology, Engineering, Math
Title I	Federal funds used for students who are at risk of failing state content and performance standards
TMT	Truancy Mediation Team
TOSA	Teacher on Special Assignment
UC	University of California
VEA	Vocational Education Act
VPA	Visual and Performing Arts
WASC	Western Association of Schools & Colleges (aka the homework assignment that never ends)
WJ III	Woodcock Johnson III