

Ernest Righetti High School - Results of Self-Study and

Action Plan Survey

RESULTS

The following **Areas of Strength and Areas for Growth** were identified by FOL, HOME Groups, and individual survey results, as well as profile data, **to be areas that are significantly overarching and relating to more than one of the Focus on Learning Criteria** from Chapter 4 at Ernest Righetti High School.

Areas of Strength

1. Righetti maintains a **diverse, comprehensive high school program** that includes rigorous academics, student support services and interventions (both academic and personal), sports, electives, clubs, as well as, service and leadership activities. The school offers “something for everyone” to stimulate, engage and develop individual students to explore his or her own unique talents and interests.
2. RHS has continually sought to update and streamline, create a more **effective and efficient process, for placement of students** in coursework. The regular use of data is embedded in the official placement process through guidance and English coursework, and is under constant scrutiny to help ensure appropriate student placement, especially in the case of underperforming students. The placement process is based on the Pyramid of Intervention for both math and English courses.
3. RHS provides a plethora of **academic interventions to support students who are struggling academically, and are in danger of not passing the CAHSEE and/or failing to earn adequate credits for graduation.** The interventions lean heavily to discrete data to help with diagnosis of skill deficits and offers to prescribe intervention courses, progress monitoring, SST, after-school tutoring, CAHSEE preparation, On Track Credit Recovery, and other student supports.
4. Righetti High School has **embedded the use of data as an integral part of program planning and use of financial, physical, and personnel resources.** Data is collected, disseminated, analyzed and communicated to stakeholders in a variety of ways, many of them electronically by e-mail, sent to homes by mail, presented to staff and parents in meeting environments. Data is used to monitor student progress and inform decision-making and planning at the district, site, and classroom levels. Data includes test scores (state and local assessments), grades, as well as anecdotal (survey and meeting feedback) from all stakeholders.
5. **Communication, especially the RHS website, has made great progress over the past few years.** Stakeholders have a variety of ways to get information including: meetings, meeting minutes on both the website and by e-mail, BlackBoard Connect, report cards sent home 3x per semester, links and data regarding expenditures and continuous school improvement. The school newspaper and film courses continue to be a vital piece in sharing information and ideas. Websites and AERIES Parent Portal both contribute to the access to information for all stakeholders. Monthly newsletters and teacher and staff created social media outlets offer up-to-date information on a variety of subjects pertaining to school.
6. Righetti has continued to be dedicated to **increasing access to technology** to both students and teachers. All English classrooms are equipped with SmartBoards and regularly utilize the projector for lectures or to lead discussions or small group assignments. There have been groups who have pursued outside aid in securing internet access to classrooms, as well as technology to aid individual students with academic tasks.

7. RHS course programs **provide College and Career exploration** for all students, including special education students and English Learners. English courses (at each grade-level) explore the College and Career Center where they have access to their 6 Year Plan. There is a grade-level agreement as to what workplace documents or research will be completed at each level. The online version of the portfolio will begin in the fall 2013, called **Naviance**.
8. **Professional Development resources have been allocated according to needs of stakeholders** (workshops and training for stakeholders such as teachers, classified personnel, administration, parents, and students) and have included all of the areas listed here in the “Strengths” summary including: Professional Learning Communities, Use of Data, supporting EL students, strategies for teaching EL, Title 1, special education students, Advanced Placement workshops, Supporting Parent Involvement, Leadership Building/Capacity, Building Community/Valuing Diversity, Guidance Summit, use of Technology (instruction, data, and communication), and many others over the past three years.
9. Finally, Righetti is like a family. With a **community** this large and diverse, a large majority of people (staff, parents, and students) feel that this is a health, positive environment where **students find caring and supportive relationships and encouragement**. The surveys indicated very strongly that many individuals had experienced one or more staff-student or staff-parent interactions that were positive and made a difference to the student, positively impacting a majority of our stakeholders.

AREAS FOR GROWTH

1. **Increase proficiency in English and mathematics**, as well as graduation rates, especially in underperforming subgroups.
2. **Increase student choice after high school** by strengthening and increasing a student program that increases rate of A-G compliance.
3. Maintain comprehensive high school program that includes healthy academic, athletic, elective, and extra-curricular choices and offerings.
4. Continue to provide staff with **professional development and training**, particularly in Common Core implementation, Data Driven Decision-making, and supporting students in transitioning from high school to College/Career.
5. **Improve technology and access**, both in the classroom, in lab facilities, and for individual students who have limited access to technology that creates a barrier to meeting academic and personal goals.
6. **Continue to improve parent involvement** through communication and training, as well as campus activities and events that promote this positive environment. Involve more stakeholders, especially students and parents, in training that will improve efficacy in shared decision-making for our school. **Increase student sense of belonging** through continued training and workshops for **all stakeholders that encourages an appreciation of diversity, positive citizenship/personal responsibility, motivation, and school pride** – All of the aspects embodied by the Warrior’s Code (Expected School-Wide Learning Results).

WASC ACTION PLAN Goals

Two overarching goals are self-evident, as ERHS is currently a school that is part of the Program Improvement designation by the state Department of Education. It is the mandate of both federal and state government that ALL students reach proficiency in both English Language Arts and Mathematics according to the standards adopted by the state of California, and in future, the Common Core Curricular Standards adopted by the majority of the United States of America. With that in mind, our first two goals will remain as follows (in alignment to district Strategic Planning Goals, LEA Plan Goals, site SPSA, etc.):

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.

**Particular emphasis will be placed upon increasing proficiency levels in all criteria areas for underachieving student populations including: Special Education, English Learners, Socio-Economically Disadvantaged, and any other underperforming subgroups.

GOAL 2: All English Learners 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.

****THIS CONCLUDES THE SUMMARY OF FINDINGS FOR THE FOL PROCESS COMPLETED BY RHS STAKEHOLDERS 2012-2013.**

ON THE NEXT PAGE, PLEASE READ THE INSTRUCTIONS FOR THE SURVEY, CLICK ON THE LINK, AND TAKE THE SHORT SURVEY

Survey Instructions:

After reading the document above, you will please go to the Survey link:

You will be asked a short series of questions, including a few with areas for short written responses or feedback you wish to share in determining the WASC Action Plan Goals for RHS Community for the next few years.

First, you will be asked to give your feedback regarding the AREAS of STRENGTH and AREAS for Growth listed above. Next, you will be asked to state your understanding of those summaries.

FINALLY, you will be asked to choose a third goal from the list provided on the survey.

During the WASC self-study process, stakeholders (staff, administrators, students, parents, and community members) have the opportunity to share their concerns regarding school programs and comment upon the outstanding efforts and achievements of the school site. According to our data and survey results, **the list of POTENTIAL goals have been proposed by stakeholders through meetings and through the surveys given during the WASC process.**

YOU MAY CHOOSE THE SAME GOAL TWICE IF YOU BELIEVE THAT GOAL SHOULD BE OUR ONLY GOAL to be added to the two previously stated in this document.

***The leadership team will look at the results of this survey and choose the most widely proposed goal to bring the total number of goals that are stated in the ACTION PLAN to THREE. If two goals from this list are equally important, the WASC leadership team may decide to increase the number of GOALS in the Action Plan to FOUR.*

CLICK BELOW TO TAKE THE SURVEY NOW!

<http://bit.ly/RHSstakeholders>