School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ernest Righetti High School	42-69310-4234613	5/3/2023	6/6/2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA planning process supports continuous cycles of action, reflection, and improvement. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements. The plan is also tied to our WASC action plan. It serves as the focal part for our discussions in the School Site Council and English Language Advisory Committee. The school wants the plan to be a reflection of the overall goals of the school. The SSC meets regularly to review testing and survey results to determine areas of need. The plan is a reflection of how the school plans to respond to these needs by allocating resources effectively.

Table of Contents

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal #1: Standards Based Instruction

LEA/LCAP Goal

All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. (specifics)

LCAP: Improve all students' achievement, while decreasing performance gaps for low-income, foster youth, English learner students, and students with disabilities

Goal 1

Challenge and support all students to demonstrate proficiency in the Common Core State and other state 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.

Identified Need

There is a significant need to increase and improve student proficiency in all academic areas, particularly for underperforming subgroups, based on California Dashboard data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Scores in ELA/Math	Scores from Spring 2022 ELA-53.27% of all students proficient or advanced (drop of 8% from 2019) Math-18.92 of all students proficient or advanced (drop of 4% from 2019) Subgroup scores were much lower EL in ELA 5.41% Math (no students met/exceeded standard) English saw 15% drop from 2019. SWD in ELA 18.52% in Math: No student met/exceeded standard (Increase of over 6% in ELA)	The goal is to increase ELA and Math (All Student) scores by 5% in 2023 The goal with subgroups is to see the following: 5% increase in EL students meeting or exceeding standard in ELA 3-5% increase in EL students meeting or exceeding standard in Math 3-5% increase in SWD imeeting or exceeding standard in ELA 3% increase in SWD meeting or exceeding standard in Math
College/Career Readiness	Currently 41.8% of 11th grade students are Prepared for College/Careers.	Increase College/Career Readiness by 6% from 41.8% to 47%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC scores	In 21-22, over 50% of our students increased one or more ELPI levels. However, we had 15% of our student decrease a level.	In 22-23, ERHS would like to increase by 5% the percentage of students who increased one or more ELPI levels and Decrease the students who dropped a level by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Provide release time for teachers to work on common core curriculum development, calendars, benchmark assessments, and data analysis. Cover costs for staff to attend conferences and workshops.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I Substitute time, training, conferences, materials/resources, duplication costs, release time for curriculum guides and benchmarks; standards; Feeder articulation, EWR for AP and Core Teachers. Staff Development

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Common Core Classroom Support for academic achievement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I Supplies, equipment and software for academic achievement.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Provide release time for teaching staff to analyze data to inform instruction and support student achievement

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I EWR's/substitutes

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Student incentives for academic achievement

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,500	Title I Incentives are awarded for academic progress in core subjects, attendance, and/or behavior.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Senior Academic Letter Postage as well as targeted student support letters and credit notifications.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I Purchase postage to mail home letters to improve parent involvement and communication on academic progress. Summer school and deficiency notices.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

It was difficult to get a read on impact of strategies/activities due to the gap in testing and impact of distance learning. However, it is clear that our efforts kept the expected drop off to a minimum. There was even a bright spot in ELA with our students with disabilities.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implementation went as expected. The TOSA's played a big role in providing additional support. However, there was a pretty big hill to climb due to the gaps in learning. Last year positioned Righetti to be in a good place moving forward into this school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are not any specific changes to the goal. However, the school has set some specific goals for improvement on the SBAC. In addition, the TOSA's are working with the core departments on developing and scoring common assessments utilizing Formative. There will likely be some funding allocated to this work as well as curriculum, particularly, as mathematics pilots an integrated series.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal #2 Culture of Respect

LEA/LCAP Goal

LCAP: Create respect and caring culture that supports positive relationships, promotes school connectedness, and a positive school climate for all educational partners.

Goal 2

Create a culture of respect and caring that supports positive relationships among all educational partners.

Identified Need

Panorama survey in Fall of 2022 identified/reinforced the need for the school to work on student engagement and school connectedness as well as overall school climate. This continues to be a need as some students struggle with peer interactions, drug and alcohol use and overall social emotional well being. This is one of our school wide learner outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey-Fall of 2022	School Connectedness was determined by looking at School Climate, School Mindset and School Safety. There were over 1000 students surveyed split over 9, 10, 11th and 12th grade level. 51% of our students reported a school mindset. This was 4% higher than the district average. 48% reported in a favorable fashion on school safety. This was lower than the District average by 5%. 40% reported in a favorable fashion on school climate. This is 1% below the district average. These were all Fall of 22 responses. The site expects that percentages will increase in a positive fashion in Spring of 23.	The school survey should reflect at five percent increase in favorable responses in the following areas: school mindset, safety and climate. The Fall Semester is always tough as students get acclimated to school after the summer.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	The suspension rate increased to over 4% in 21-22.	There was an increase in the suspension rate that was partially a result to a return to school after distance learning. A slightly higher rate of suspensions may continue into the 22-23 school year. There are some plans to improve our preventative and restorative approaches that should result in lower percentages moving forward.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Parent Involvement via parent education or information nights throughout the year. Funding to cover costs related to daycare provision, supplies and salary costs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I Part A: Parent Involvement Parent informational evening costs.
2,000	Title I Daycare, supplies, salary costs.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-Risk/Socio-economically disadvantaged students

Strategy/Activity

Community liaison off-campus visits to student homes, community resource offices, stores to purchase student school supplies, etc.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title I Purchase clothing, P.E. Uniforms, school supplies, eyeglasses, bus passes, etc. for students unable to afford them. Mileage costs and Extra Hours

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At risk/Socio-economically disadvantaged students

Strategy/Activity

Summer program that targets students who have struggled with behavior, grades and attendance in junior high (June of 24). Focus will be on getting a head start on high school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I EWRs, instructional materials, student rewards (t-shirts)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

There was an increase in the suspension rate from 2019. The school finished with a rate of over 4%. This is twice the rate of 2019. This was due in part to the return to "in person" school after the pandemic. The staff noticed and cataloged an increase in student disagreements that led to altercations. In addition, overall use of controlled substances increased. It was difficult to implement proactive approaches due to the time allotted to tracking Covid and dealing with staff absences tied to Covid.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences. The focus will move from providing some of the basic necessities to targeting students for SEL support, peer mediation and drug and alcohol education.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal needs to take into account an increase in behavior that leads to suspension and/or expulsion. There is also a need to develop a coordinated approach to accessing all the various resources on campus: ESS, Por Vida, FBSMV, and the newly developed wellness room.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal #3 College and Career Ready

LEA/LCAP Goal

LCAP: Promote Career Technical Education (CTE) Pathway and Career Technical Service Organization (CTSO) access, engagement, and equity for all students, including the opportunity to attain industry certification and complete pathways.

Goal 3

Strengthen district wide support systems, processes and practices that support student learning.

Identified Need

English Learners, Students with Disabilities, Low Income, and Foster Youth all have lower than average percentages on the College Career Indicator.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College Career Indicator	All Students 41.8%, EL 24%, Low Income 35.9%, SWD 8.6% (2021)	To increase percentages for each subgroup as well as the total student body by 5% in 2023
A-G Percentage	All Students from 2022 was 29%	To increase ERHS overall percentage of students who are A-G eligible by 5%
Percent of Pupils who passed an AP exam	42%	Increase to 50% in the 22-23 school year.
CTE Pathway Completion	54/213 or 25.4% who started (total students) Only 23 EL/SWD started pathways (2021)	Increase the number of CTE starters and completers by 5% in 2023

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Hold Parent College/Financial Aid Informational Meetings - Fund staff EWRs, purchase meeting supplies

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	Title I EWR's for classified/certificated staff
2,500	Title I Supplies/Materials/hospitality

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Purchase Library or College/Career Center supplemental curricular materials/equipment

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	Title I Curricular materials.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All (Senior focused)

Strategy/Activity

Provide a summer and winter "boot camp" that targets Seniors and supports them with college search/application and financial aid/scholarship preparation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I EWRs, materials, field trip to local college

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CCI data from the state for 2022 was not provided on the dashboard. However, it is an area where improvement is needed. Next year the plan is to increase our 9th graders who are enrolled in a concurrent class with AHC. This will set our students on the path to be College Career Ready.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The drop in students who finished their senior year A-G can be partly attributed to the "short term" changes to graduation requirements tied to the Covid pandemic. The school needs to put more focus on following up on students who are short one or two classes. This is an area of emphasis.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be two focused college and career preparedness "boot camps". One boot camp for the Juniors and one for the Seniors to help inform and encourage successful preparation for A-G plus. (in proposed expenditures)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$48,374.69
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$50,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$48,000.00
Title I Part A: Parent Involvement	$2,000.00

Subtotal of additional federal funds included for this school: $50,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $50,000.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	48,374.69	374.69
None Specified	0	0.00
None Specified		
Title I Part A: Parent Involvement	3685	1,685.00
Title I Part A: Professional Development (PI Schools)		

Expenditures by Funding Source

Funding Source	Amount
Title I	48,000.00
Title I Part A: Parent Involvement	2,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	45,000.00
	Title I	3,000.00
	Title I Part A: Parent Involvement	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,500.00

Goal 2	19,000.00
Goal 3	12,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Ted Lyon, Jr.	Principal
Nicole Latham	Parent or Community Member
Leigh Collier	Parent or Community Member
Crystal Aguilar	Parent or Community Member
Lisa Dominguez	Other School Staff
Jennifer Dolan	Classroom Teacher
Joseph Graack	Classroom Teacher
Deborah Ostini	Classroom Teacher
Caitlyn Bernardo	Classroom Teacher
Erin Consorti	Other School Staff
Student 1	Secondary Student
Student 2	Secondary Student
Student 3	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: ELAC met and reviewed the plan. They provided suggestions that were shared with the SSC at the May 3rd meeting.

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/3/2023.

Attested:
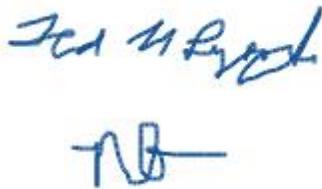
[signature]	Principal, Ted Lyon on 5/3/2023
[signature]	SSC Chairperson, Nicole Latham on 5/3/2023