

SELF-STUDY VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

BISHOP GARCIA DIEGO HIGH SCHOOL

4000 LA COLINA ROAD

SANTA BARBARA, CA 93110

PRIVATE CATHOLIC

FEBRUARY 24-28, 2008

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Chapter I: Student/Community Profile

Bishop Garcia Diego High School is an independent co-educational Catholic college preparatory high school that serves students in grades 9 - 12 in the Santa Barbara area. Three years ago the school transitioned from an Archdiocesan high school to its current status under the governance of a Board of Trustees. Santa Barbara is a popular tourist and recreation area that is rich in the Spanish heritage. The largest employment categories include healthcare, education, business and other services, public administration, retail trade, hotels and food services, agriculture and manufacturing.

The county population by ethnicity is: White/Caucasian 58.3%, Latino 35%, African American 1.5%, Asian 2.8%, Native American 0.4% and other 1.9%. In the last fifteen years the White and African American populations have declined by 5.7% and 2% respectively, while the Hispanic population has increased by 32.2%. The ethnic breakdown of the student body is representative of the greater Santa Barbara metropolitan area, White 52%, Latino 37%, African American 1%, Asian 3% and Native American 1%.

The school had experienced a decline in enrollment from 1999 (346 students) to 2003 (253 students), but this trend has been reversed. In 2004 the school accepted the largest freshman class in three years, and with an annual target of 90 freshmen the current enrollment is 306, with grade 9 at 89, grade 10 at 84, grade 11 at 70 and grade 12 at 63. Another significant increase in the applicant pool was experienced in February, 2008 with 25% more students taking the Placement Exam than in 2007.

Students come from a wide range of socio-economic backgrounds. Families are concerned with a values-centered private education despite the high cost of living in the community. The availability of financial assistance for families with need is a key factor in choosing the school. Rising costs of living in the community are of concern.

Approximately seven percent of the student body is identified as having some type of learning disability based on a formal assessment process. A Resource Specialist monitors the implementation of accommodations and student academic progress. The school also provides support systems for students coming from non-traditional family settings who might need such assistance.

The school offers a college preparatory curriculum that reflects the UC/CSU a-g subject area requirements. All incoming freshmen are administered the High School Placement Test (HSPT) which is used to determine placement in courses. Full acceptance into the school or placement in a summer bridge program in Math and/or English is determined by the student scores on this exam.

All students in grades 9, 10 and 11 are administered the Preliminary Scholastic Aptitude Test (PSAT). The school uses the exam to help students become familiar with the format of the SAT. Results are noted over time. Outside of the help it is for students to self-assess how they might fare on the SAT, there is no current plan to review information available from these assessments.

PSAT Test Results

Graduate Class	# Students	% Class Tested	Verbal BGDHS	Verbal National	Math BGDHS	Math National	Writing Skills BGDHS	Writing Skills National
2009	73	100%	50.6	46.7	49.0	48.2	51.1	45.9
2008	63	100%	49.0	47.7	46.9	48.5	45.5	45.8
2007	59	100%	47.9	47.6	50.3	49.3	50.4	49.4
2006	67	100%	48.0	46.9	48.8	48.8	51.7	50.5
2005	69	100%	46.1	47.2	44.5	48.1	47.6	49.8
2004	69	100%	49.4	48.0	48.3	49.2	50.2	48.8

The school has offered six Advanced Placement (AP) courses to students who have been recommended by the teacher in the previous course. Students who take the course must also take the exam in May. The overall annual pass rate for these students is 65% although it varies by individual subjects. Courses in AP Statistics and AP Computer Science are taught in alternating years. AP Studio Art is being taught for the first time in 2007-2008.

AP Test Results

Year	Calculus AB	Calculus BC	English Lit	Spanish Lang	US Government	US History	AP Comp Sci	AP Stats
2007	45%/18	75%/8	87%/15	88%/8	47%/19	29%/14	0%/6	
2006	52%/21	---	80%/10	63%/8	45%/20	86%/7		
2005	---	---	77%/13	100%/8	63%/16	87%/7		47%/17
2004	60% / 15	33%/3	100% / 12	100% / 4	82% / 11	75% / 16		
2003	88% / 9	50%/2	72% / 11	83% / 12	45% / 11	42% / 21		
2002	60% / 15	71%/7	88% / 16	92% / 12	58% / 19	20% / 15		

On the average, approximately 75% of graduates attend four-year colleges or universities upon graduation. The remaining students attend a two-year college. In 2007 the school reported almost 80% of graduates attended a four year college or university.

College Admissions

College Admission	Class of 2002	Class of 2003	Class of 2004	Class of 2005	Class of 2006	Class of 2007
Total Graduates	76	53	56	58	60	53
4-Year Catholic	9%	9%	13%	12%	15%	19%
4-Year Pub/Priv.	54%	57%	43%	56%	60%	59%
2-Year	37%	34%	44%	32%	25%	22%
Total % of Grads	100%	100%	100%	100%	100%	100%

The school employs 23 full-time and three part-time lay faculty. In addition, two sisters and two priests serve the school in administrative and student support services. Seventy percent of the certificated personnel hold advanced degrees; twenty percent PhDs and fifty percent Masters Degrees. Three out of four possess current California Teaching Credentials. New teachers are required to earn a California Teaching

Credential within three years. The faculty/student ratio is 1:16 and the average class size is twenty.

Teachers are encouraged to make use of a wide variety of conferences and workshops that are available to them through funding from department budgets, as well as federal categorical funds. Emphasis is placed on preparing teachers of Advanced Placement subjects. The school also hosts an annual regional in-service for Catholic schools.

The most significant area of school transformation has been in the change of governance from Archdiocesan to private. The new entity was incorporated July 1, 2005 and is now run by a Board of Trustees. This Board hires the Head of School and supports the general welfare of the institution. Daily internal affairs are delegated to the Principal. The ultimate goal of the Board is to insure the continued presence and success of a Catholic college preparatory school in the community of Santa Barbara.

The present principal was appointed in 2002 and initiated a new administrative structure which has been in place since the start of 2004. The Board works closely with appropriate school personnel to ensure the fiscal viability of the school and its mission. The school has moved to a cost-based tuition, while at the same time offering significant financial grant-in-aid on a sliding scale to families in need. Current tuition is \$11,250 and fifty-seven percent of students receive grants totaling over one million dollars. The school interacts with many diverse groups at the local, state, and federal levels to enhance the learning experience for all students.

Comment:

The most significant change since the last WCEA/ WASC visit has centered on the change in governance. With the enthusiasm generated by local responsibility and control the school has set about aggressive plans to address issues of enrollment and maintain a professional staff while continuing the Catholic mission. Concurrent with these plans have been several significant upgrades to the school facilities, described by one of the student ambassadors as an “explosion of renovations.” It has been reported by many that this has resulted in a significant boost in faculty/staff/student/parent morale.

The school planned to add a seventh period to the school day in the 2006-2007 school year, but financial constraints postponed the start until the 2007-2008 school year. There have been many positive benefits to this addition, such as making it easier for students to take electives and meet the UC/CSU admissions requirements, but there have been some unforeseen challenges. These include: the elimination of the after-school detention because of the added length of the school day and consequent effect on the student tardies and discipline; the need for students to make hard choices in elective classes since many former after school activities were added to the school day as classes (band, ASB, Campus Ministry, Mock Trial); and challenges with the Campus Ministry class, trying to teach the Life Choices curriculum while having time to prepare for Campus Ministry events.

There appears to have been little consideration of what data to gather for the Self-Study. Although more limited, the profile in the 2008 School Report contains essentially the same data set as collected for the 2002 School Report. Because of the small size of the school, the self-study did not use home groups as a check and balance on the data necessary for a thorough data-driven Self-Study. The primary data used in the self-study included constituent surveys and information reported in the student Cardinal Achievement Portfolios (CAP). Traditional student achievement data were reported and these, such as the AP test results, are reviewed on a regular basis by the Curriculum Committee.

Chapter II: Progress Report

The Visiting Committee of 2002 noted five areas to be addressed. The first, dealing with the revision of the Mission statement, was accomplished with the appointment of the new principal in 2002. With the change in governance in 2005, the Board of Trustees adopted the new statement:

“a Catholic, co-educational secondary school that welcomes students of all faiths and provides them with the spiritual, personal, and intellectual knowledge to meet the enduring challenge of realizing their God-given potential in a multi-cultural society.”

This statement was the basis of a review of the Philosophy in 2005 which was revised again in September 2007 to better align with WCEA/WASC standards.

Progress in the revision of the ESLR's began in 2003 with the gathering of input from parents, faculty, and students. By January 2004, a revised statement was finalized and adopted. In March this was distributed to the students, which supported the new statements with an 80% approval. In May 2004, the ESLR's were re-named “Cardinal Standards”.

The Cardinal Achievement Portfolio (CAP) was introduced to students during the 2004-2005 school year. Students are required to collect artifacts and write reflections that demonstrate how they have met each of the six Cardinal Standards. This is completed during the first semester of the senior year and it is used as part of an exit interview in the spring. In 2005-2006 the decision was made to require completion of an annual CAP review in order for students to advance to the next grade. Based on feedback, a faculty committee is in the process of refining this requirement.

Since 2002 the school has demonstrated an organized system of meetings and reporting on progress. In January 2004 school-wide focus groups were formed to review and address the implementation of the Action Plan of the previous WCEA/WASC review. The 2004 revision of the ESLR's into the Cardinal Standards incorporated the elements of the Action Plan in the standards.

Since 2002 there has been a renewed commitment to professional development among the faculty. At the recommendation of the Curriculum Committee, meeting times for faculty are now 2.5 hours in length and can include guest speakers or department sharing. The school also hosts a regional in-service day that has covered a number of relevant educational issues. Numerous policies have been developed and implemented to focus on curriculum issues. One of the most significant issues has been the commitment of resources for students with learning differences with the hiring of a Resource Specialist. The program currently serves approximately 30 students and is partially funded by a private foundation.

The change in governance has focused on the school dealing with issues relative to the long-range physical plant as well as financial viability. The Board of Trustees adopted a formal business plan in 2004. A seismic retrofit was made on the existing gymnasium and a new practice gym was built in 2007. In January 2006 the school hired a full-time Advancement Director to oversee all fundraising and development efforts. In August 2002, a Technology Committee was formed to address the need to plan to replace an aging computer infrastructure. By January 2003, significant improvements were made and a more complete Technology Plan was written. Currently plans are underway to revise and update this plan so that the school can keep current with trends with the use of technology in education.

The Board of Trustees is working closely with appropriate school personnel to ensure the financial viability of the school. The school now uses a cost-based tuition with significant financial aid available. A full-time Director of Admissions was added in 2004 to better serve prospective parents and students, enhance publicity materials, and foster positive relationships with the feeder schools. Enrollment has been steadily increasing since.

Annual faculty compensation has been enhanced since the 2002 report indicated a 68% parity with local public schools, while the current salaries approach 92% comparability for teachers with a teaching credential.

Overall, the school has focused on the implementation of the Action Plan resulting from the 2002 Self-Study. The school's revised Mission Statement, Philosophy, and ESLR's are evidence of collaboration among the stakeholders. The Cardinal Standards (ESLR's) help translate the Mission into achievable objectives and students are asked to evaluate their own personal progress annually.

With the local control of the Board of Trustees, attention has been given to long range physical plant issues, as well as professional development and retention of high quality teachers. As a result there is evidence that student learning has been enhanced.

III: Self Study Process

Following the 2002 WCEA/WASC visit, a new school principal was appointed. With this as a catalyst a new administrative structure was developed to foster better communication and accountability among all concerned. Soon after the new administration was in place, the opportunity was presented to change the governance structure of the school. Significant energy was given to make the change in governance a smooth process. As soon as this was in place the school set about the process of the self-study.

1. The involvement and collaboration of school community members in the self-study.

In 2004 the school formed appropriate standing committees to implement the Focus on Learning Process. Committees were composed of faculty members, two parents and two students. To keep the groups smaller, two Focus Groups completed the Organization for Student Learning section. These groups met several times over the next two years.

The final meetings of the groups were held on October 20, 2007 and each group was given a draft of the Self-Study report for comment. The Chair of the Visiting Team was invited to address the faculty at the general faculty meeting. He personally witnessed the discussion of each of the committees that met that day.

The School Report clearly has the input of a wide variety of persons, including parents and students. There is evidence of ongoing discussion of the many issues facing the school at the time of the last visit. Creative solutions have been proposed and the school looks forward to the implementation of their plans.

2. The clarification of the school's purpose and the expected schoolwide learning results.

From the appointment of the new administration the school gave considerable effort to revising the school's Mission Statement and its subsequent "buy-in" among the stakeholders. When the governance of the school changed to the private Board of Trustees, this was once again reviewed and revised. As a result of the discussion, the ESLR's were revised and are now called the "Cardinal Standards." Subsequently, the school developed a process for students to annually assess their progress through the "Cardinal Achievement Portfolio" (CAP). Revision of this process is currently underway.

3. The assessment of the actual student program and its impact on student learning with respect to the criteria and the ESLR's.

With the new administrative structure and current personnel in place since 2004, many suggestions for school improvement have been proposed and implemented. These include, but are not limited to, the increased emphasis on staff development, student participation in the assessment of the “Cardinal Standards”, and the addition of a seventh period in the school day.

Following the change in governance, many enhancements have been made to the school program, which are outlined in the School Report. So much has been accomplished in a relatively short period of time that there has not been sufficient time to reflect and assess the changes. The school needs to develop a more precise data collection process and assessment methodology in order to insure long term growth in this area.

4. The development of a school wide action plan that integrates subject area, program, and support plans to address identified growth needs.

There are three elements in the schoolwide action plan. Each identifies an important area that addresses identified growth needs in the School Report. The Action Plan was developed by administrative personnel. While it reflects significant elements identified in the report, the school community needs to review the plan with the objective to expand constituent elements of the plan and identify additional growth needs indicated by the report but not selected for action.

The school has seen many significant changes in a relatively short period of time. In the revision of the Action Plan care needs to be given to a more detailed timeline in which to accomplish the important elements as identified in the School Report and the Visiting Team’s observations.

5. The development and implementation of an accountability system for monitoring the accomplishment of the school wide action plan.

The school Leadership Team and committees need to review the details of the Action Plan to better describe the steps that need to be in place to accomplish the objective. Care needs to be given so that the revised plan includes not just the person or persons responsible but also the appropriate method of assessment of achievement of the goal.

Chapter IV: Quality of the School's Program

A. Organization for Student Learning

A1. School Purpose Criterion

To what extent has the school established a clear statement of philosophy that reflects the belief of the institution, a commitment to Catholic identity, thoroughness of instruction, focus on the needs of the whole person, and recognizes the dignity of all members of the community?

The Mission statement of the school has been frequently reviewed and revised. In 2005 the Mission Effectiveness Committee, consisting of parents, teachers, students and members of the Board of Trustees was established. As a result the school philosophy was updated and aligned with the ESLR's, now called "Cardinal Standards." Each of the groups is aware of the process and support the school statement of philosophy.

The statement itself clearly reflects the commitment of the institution to its Catholic identity as well as the commitment to teach students of all abilities. This identity is implemented daily in the school prayers, religion curriculum, service projects, and numerous religious artifacts around the school. Assessment is part of the annual student assessment of meeting the Cardinal Standards.

Students are challenged to meet the a-g requirements of the University of California and the Cal State University system. Students with special learning needs receive special attention and appropriate accommodations. A variety of campus organizations support the learning environment.

To what extent does the philosophy and mission reflect parents as primary educators and teachers as facilitators of learning?

Parents are recognized and supported in their role as primary educators in the statement of philosophy and in practice. The school offers an annual General Parent Meeting. The Parent Advisory Board has representatives by class level. Parents are involved in the school through informational meetings by class levels, Back to School Night, Parent newsletter, and especially Edline, the online grading system.

To what extent is the mission defined further by adopted Cardinal Standards that form the basis of the educational program for every student?

The "Cardinal Standards" were adopted in 2003 and starting in 2004 each student was asked to submit evidence in an individual portfolio that they were indeed meeting each standard. These holistic statements are aligned with the Mission Statement and the School Philosophy. A CAP Coordinator was appointed in 2004 to facilitate this process.

In 2005 successful completion of the standards portfolio became a requirement to be passed on to the next grade level. To enhance student understanding and respect for the portfolio, the CAP assessment process was revised for the 2007-2008 school year. This is still an area of growth for review and improvement.

A2. Governance Criterion

To what extent does the governing authority, committed to sharing the Catholic vision, adopt policies which are consistent with the school's philosophy and mission and support the achievement of the expected schoolwide learning results for the school?

The revisions of the Mission Statement and the school Philosophy have been adopted by the Board of Trustees. These were included in the by-laws of incorporation in 2005. It is clear that the Board of Trustees, the administration, and the staff all agree on the statements and seek to instill them in daily campus life.

The Board adopts policies and supports this philosophy. Examples include the recent development of the physical facilities, funding upgrades to the video and computer labs, and ensuring that Bishop Garcia Diego High School has a competitive and just salary scale to hire quality teachers.

To what extent does the governing authority delegate implementation of these policies to the professional staff?

The daily operation of the school is delegated to the Principal and the Administrative Council. The Council meets weekly and welcomes input from the constituencies of the school. Faculty Curriculum Committee, Counseling Department, Campus Ministry and CAP Coordinator all contribute as appropriate.

To what extent does the governing authority monitor results?

One of the Board's sub-committees is the Mission Effectiveness Committee which reports to the Board on the effectiveness of the school's mission. This committee meets weekly to receive feedback about the school.

A3. School Leadership Criterion

To what extent does the school leadership encourage the cultivation of Catholic values and the spiritual formation of the school community?

The Administrative Council supports the staff in their work of cultivating Catholic values. Faculty members attend an annual faculty retreat and serve on student retreats as leaders and chaperones. All members of the school community are included in school Masses. Special Catholic observances such as prayer services, Adoration of the Blessed Sacrament, observance of Advent and Stations of the Cross are included in the school calendar.

To what extent does the school leadership make decisions to facilitate actions that focus the school on student achievement of the expected schoolwide learning results?

The Cardinal Standards are displayed prominently on campus. All students are made aware of the standards as well as the Cardinal Achievement Portfolio (CAP) process. Teachers point out to students when an assignment fulfills the criteria for a CAP artifact. There are four homerooms scheduled during the year to facilitate the completion of the portfolios. Monthly Curriculum Committee, department, and faculty meetings address the consistent application of the Cardinal Standards.

To what extent does the school leadership empower the staff?

The staff is empowered to do their jobs through support of membership in professional organizations, participation in professional workshops, conferences, retreats and lectures including the annual in-service day for regional Catholic Schools. The teacher observation and evaluation process, including the development of new standards for teacher observation and evaluation support the professionalism of teachers. A new Faculty Performance Appraisal System was adopted in 2007-2008 and will be implemented starting in 2008-2009.

To what extent does the school leadership ensure shared accountability for student learning?

The school leadership works to insure all stakeholders recognize and live the mission of the school. Accountability is measured by the goal of all students meeting the Cardinal Standards. The Curriculum Committee reviews the strengths and weaknesses on a regular basis. One of the goals of the new Faculty Performance Appraisal System is to improve consistency and shared accountability for student learning. Teachers can keep in touch with parents on a regular basis through Edline and Email capability.

A4. Staff Criterion

To what extent are the school administration and staff qualified for their responsibilities?

All faculty members meet the teaching requirements according to the Board of Trustees and school administration. All possess a B.A. or B.S. Degree and have a valid credential within three years of being hired. Religion teachers possess (or are enrolled in a program for) a Certificate for Catholic School Religion Teachers. The Principal and Assistant Principal possess a Masters in School Administration. Deans must have a Masters Degree or be enrolled in a Masters Program.

To what extent are the school administration and staff committed to the school's mission and philosophy?

The school administration and staff are strongly committed to the mission and philosophy of the school. Faculty, upon hiring, are made aware that adherence to the philosophy and mission of Bishop Garcia Diego High School and the teachings of the Catholic Church is a condition of employment. This is demonstrated through their passion for their work.

To what extent does the school administration and staff engage in ongoing spiritual and professional development that promotes student learning?

The faculty and staff attend a variety of seminars, workshops and conferences, all of which promote spiritual and/or professional development. Administrators and teachers are encouraged to share their conference experience at faculty meetings. At the start of each year faculty and staff attend an all-day spiritual retreat in addition to an in-service day for professional development.

To what extent do the administration and staff lead by example and work to create a community of faith?

The business of the school is conducted in a thoughtful, reflective and prayerful manner. The first Cardinal Standard is Faith. Daily prayer is part of the opening and closing of each school day. Administration and staff attend and or participate in school-wide Masses and teachers are encouraged to bring classes to daily Masses. In the classroom teachers promote a community of faith by exploring topics or problems that affect the world at large.

A5. School Environment Criterion

To what extent does the school have a safe, healthy, nurturing environment that reflects the school's purpose?

Families of the Bishop Garcia Diego school community are confident in the knowledge that their students learn in a safe and healthy environment. In regards to student safety, the school conducts regular earthquake and lockdown drills. Every classroom has an aid bag that ensures that the staff can react appropriately to student safety issues. The campus is a "closed campus," and requires that guests register with the Administration Office and receive a guest pass. The campus has an unmonitored outdoor video surveillance system. Besides monitoring the parking lots before and after school, the Bishop Diego staff also monitors the campus during lunchtime and after school activities. The school utilizes a canine detection service to make regular unannounced inspections for contraband. The campus facilities are wheelchair accessible.

Bishop Garcia Diego administers the "Miles to Go" drug awareness and prevention program for its students. To support student health, quality food and beverage options are served in the snack bar and vending machines. All students at Bishop Garcia Diego are required to take Health and PE classes. Additionally, 85% of the students are involved in sports activities.

Bishop Garcia Diego has established and maintained a nurturing environment for its students. All freshmen participate in "Welcome Week," which introduces them to their high school experience. The school has a full time MFT counselor on campus to meet the personal counseling needs of students. The school utilizes the services of "Solutions for People" to mentor at-risk students and a Resource Specialist for students with diagnosed learning differences. In addition to daily Mass, five all school Masses are held for the student body. Annual class retreats are held with one-hundred percent attendance. Quarterly rallies are held to boost school loyalty and pride. Study halls are offered to students to promote greater mastery of learning objectives. CSF, NHS, and Cal-Soap tutors are available to assist students in need of tutoring in various subject areas. There are clubs that support diverse student interests. Bishop Garcia Diego publishes a student handbook which is accessible to all parents and students, outlining the school's philosophy and goals for every student. It is clear that Bishop Garcia Diego High School cares about maintaining a safe, nurturing, and supportive environment for student learning.

To what extent is the school environment characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?

The school's philosophy is rooted in the Biblical understanding of the developing human relationship with God. With service to others as a natural response to this relationship, students are called to foster concern for others and are further challenged to cultivate the leadership skills necessary to serve humanity.

In respecting religious differences within the student body, religious services are led by non-Catholic ministries. To develop respect for learning differences, a full-time Resource Specialist works to aid students with learning differences in mastering required skills and knowledge. The "Jewish Culture Club," "Kids for Christ," and the "MeCHA Club" offer opportunities for students to develop the awareness and understanding of others.

The caring aspect of the environment at Bishop Garcia Diego High School is further characterized by student work regularly displayed in the Administration building. Banquets are held to recognize and honor both academic and athletic accomplishments. At the end of the year, an awards assembly is held to further honor student accomplishments. The teaching staff demonstrates its care and concern through working with students during non-class hours. Teacher/student/parent conferences are made available upon request by a student or parent.

The staff at Bishop Garcia Diego High School strives for professionalism. The school adheres to an established dress code for all faculty. Classroom teachers are either fully credentialed or obliged to complete a credential in their appropriate teaching fields within three years. The school has clearly defined roles and lines of communication between administration and faculty. The faculty has adopted a school wide writing program that is dedicated to student success.

To support its students academically, Bishop Garcia Diego High School sends out progress reports to alert students performing below acceptable levels. Beyond progress reports, teachers send E-mails and/or make phone calls home when necessary to assist students in improving academic performance. Cal-soap tutors are made available for students in need of additional instruction. To support overall communication, there are regular BDTV and PA announcements made to keep students informed. Edline reports are updated every two weeks, allowing students to keep track of their performance and assignments. To recognize student excellence, the honor roll is published in the student newspaper. Additionally, student performances such as Evening of the Arts, band concerts, and stage productions are regularly held to showcase student talent.

Bishop Garcia Diego High School demonstrates its emphasis on high expectations from students through having a student dress code, requiring every student to have a minimum 2.0 GPA to continue enrollment, requiring a seven period day for all students, and expecting all students to attend college after graduation. Bishop Garcia Diego High

School offers honors and AP classes for students wishing to participate in college level courses while in high school. Those students who have completed the most challenging course work on campus are identified and selected for the Bishop Scholars Academy which allows them to take college-level courses off campus or on line. Every student has a Cardinal Achievement Portfolio that contains examples of his/her work.

A6. Reporting Student Progress Criterion

To what extent does the school administration and staff regularly assess student progress toward accomplishing the school's expected school wide learning results?

Bishop Garcia Diego High School has implemented a process for measuring student progress towards meeting the Cardinal Standards. The vehicle for achieving this is the CAP Portfolio which forms an individual summary of achievement that demonstrates the student's academic and personal growth across all standards. The portfolio is intended to assist all students in their college application process, college interviews, letters of recommendation, and personal educational assessment, and further allows the leadership of the school (The Curriculum Committee and the CAP Coordinator) to monitor successful attainment of the Cardinal Standards. All students are required to complete their annual CAP requirements before advancing to the next grade level (or in the case of seniors, before receiving a diploma).

To ensure that CAP portfolios are graded consistently, homeroom teachers employ the use of a rubric in assessing CAP reflections for each standard. A CAP reflection is a written assignment that accompanies an artifact for the student's CAP portfolio. The portfolio either "meets the standard," or "does not meet standard." While there is an awareness of the Cardinal Standards and the CAP process, there have been some issues regarding student respect and understanding of the portfolio itself. To address this issue, a committee of teachers, in consultation with students, is revising the Cardinal Standard assessment process. The Curriculum Committee is responsible for overseeing and approving the work of this committee.

In addition to the CAP portfolio program, the school has also set the expectation for all students that they will attend college after high school graduation. Students who meet the Bishop Garcia Diego High School graduation requirements with a score of C or above also meet the minimum subject requirements for both public university systems in California. The Curriculum Guide and Parent/Student Handbook summarize the academic policies of the school (graduation requirements, credits, grades, weighted averages, honors and Advanced Placement courses and special programs). Parents

are required to provide written consent for the final course selections. Students also participate in standardized testing programs.

In meeting the need for community service, community service hour requirements are stated in the Parent/Student Handbook and are monitored by the Campus Ministry Department. Every student must complete twenty-five hours of community service each year or he/she may not advance to the next grade level. The Campus Minister makes the determination if service hours submitted by students are suitable for receiving credit.

To what extent does the school administration and staff report student progress to the rest of the school community?

The Cardinal News monthly newsletter is mailed to all families and friends of Bishop Garcia Diego and contains a column with announcements, messages, and updates from the Principal, members of the Administration, the Academic Counselor, the Campus Minister, Librarian, the Development Office, Cardinal Club (athletic boosters), and Parent Advisory Board. Honor rolls, college acceptances, scholarships, grants, and loans are also published in the monthly newsletter. In addition, the Alumni Relations Office publishes its own newsletter which also includes items related to student progress.

Teachers post student grades to Edline (a grading website) every two weeks while school is in session. Each parent and student is given a password that allows access to student academic status and homework assignments. Quarterly grade reports are sent home and progress reports (which are signed and returned) are sent to parents or guardians regarding student deficiencies. The Resource Specialist communicates with the parents or guardians of students with learning differences. Bishop Garcia Diego High School provides a number of additional opportunities for school community members to view student progress. These include: Back to School Night, Open House, Evening of the Arts, plays and musicals, award ceremonies, sports banquets, band concerts, and BDTV daily news production available on the school website.

A7. School Improvement Process Criterion

To what extent does the school leadership facilitate school improvement which is driven by plans of action that embody faith formation and enhance quality learning for all students?

Faith formation is emphasized and encouraged through prayer, spiritual reflections in class, the school retreat program, daily Mass, Theology curriculum, faith-based clubs, and faculty and staff retreats. Most importantly, Bishop Diego students and staff are

encouraged to demonstrate Christian values and ethics on a daily basis through their actions and words. The importance of faith formation is also evidenced in the Mission Statement and Philosophy.

The school is committed to the promotion of quality learning. Monthly Curriculum Committee meetings, department meetings, and faculty meetings are in place to provide opportunities to share strategies about teaching and learning. Specific improvements have been made at Bishop Garcia Diego High School in relation to the school environment and learning experience in response to the Action Plan:

- Revised ESLRs with an assessment tool (CAP) to measure achievement
- Technological additions and improvements in classrooms
- Professional development through conferences
- General classroom improvements and major campus renovations
- CA credential requirement for all full-time faculty
- Increased salaries for greater teacher retention and attraction
- Increase from a six period day to a seven period day in 2007.

To what extent does the school leadership have school community support and involvement?

The school leadership and staff at Bishop Garcia Diego High School continue to plan, organize, manage, and support an on-going improvement process. Perhaps most significant has been the recent development of a Board of Trustees to lead the new incorporation. The Board, which includes sixteen members with diverse experience and backgrounds, meets monthly with the primary objective to ensure continued viability and success for Bishop Garcia Diego High School as the only Catholic school in the area.

The Administration meets weekly to discuss immediate issues as well as address long-term goals and action plans. The Curriculum Committee, representing each academic department, the Dean of Studies, the academic counselor, and the librarian, meets monthly to discuss issues related to the academic excellence of the school.

Department heads have the responsibility of overseeing their department members as well as mentoring new teachers. Other regularly scheduled meetings include: monthly faculty meetings, daily ASB class, monthly Parent Advisory Board meetings, monthly Cardinal Club meetings, and special events coordination.

These formal leadership committees and groups clearly demonstrate the level of school and community involvement and commitment. The 2006-2007 school-wide survey shows support for school leadership by the Bishop community. Additionally, support for the school and its mission is evidenced through major donations for capital

improvements, as well as the broad community support for the school's two major fundraising events, the Cardinal Event Raffle in the fall and the Gala Auction in the spring.

To what extent does the school leadership effectively guide the work of the school?

At Bishop Garcia Diego High School, the principal, hired by the Board of Trustees, is the leader of the school and is responsible for overseeing all aspects of campus life. The Administrative Council comprised of the Principal and four deans bring different areas of expertise to decision making. This provides for a well-balanced team. The current Administrative Council has been in place since 2002. The Administration meets weekly to discuss immediate as well as long-term issues.

Monthly faculty meetings, presided over by the principal, provide opportunities to voice issues of concern, share successful teaching strategies, and address upcoming school events. Efforts have been made to incorporate more teacher development sessions into monthly meetings. The faculty desires more input into the agenda items and more collaboration within and between departments.

Teachers at Bishop Garcia Diego High School are supported by their respective department heads. In recent years, several new teachers have been assigned as department heads and given extra support by the Dean of Studies. Department heads are encouraged to voice their academic concerns at curriculum meetings and to evaluate course offerings. Department members are encouraged, as well, to generate ideas for improvement in their subject areas. Anecdotal evidence and survey results reflect a desire on the part of the faculty for an expanded performance evaluation system. A committee has been formed to address this particular issue.

To what extent does the school leadership provide for accountability through monitoring the school wide action plan?

The leadership at Bishop Garcia Diego High School is excited to have made substantial improvements in all areas of the previous WCEA/WASC action plan. The school is especially proud to have increased enrollment to 307 for the 2007-2008 school year. These advances, however, were not a result of regular monitoring on the part of school leadership. While the channels of communication are established and effective in which to address the Action Plan with all Bishop Garcia Diego stakeholders, regular review was not done in a formal manner. This was due, in part, to the change in governance

that resulted in significant school wide improvements which incorporated the goals of the Action Plan. Success in achieving the recommendations of the Action Plan was made primarily through strong leadership and an awareness of the necessary areas for growth within the school community.

Areas of Strength for Organization for Student Learning

1. Clear, concise and well-publicized Mission and Philosophy Statement
2. Highly qualified administration
3. Solid leadership
4. Committed Board of Trustees
5. Strong rapport among administrators, teachers and students
6. Support for students with identified learning differences
7. Safe, secure and friendly campus
8. A high level of financial assistance provided to those who qualify
9. A high level of community support and involvement

Key Issues for Organization for Student Learning

1. Strengthening the process of induction and mentoring for new teachers
2. Review and refinement of the Cardinal Achievement Portfolio Process
3. Full implementation of the Faculty Performance Appraisal System
4. Structuring faculty meetings to better reflect interest and needs of teachers

The evidence in support of these strengths and areas of growth include:

- School Philosophy and Mission Statement
- Parent/Student and Faculty handbooks
- Promotional recruitment literature
- School surveys
- Minutes from meetings
- Curriculum Guide
- School profile
- CAP Portfolios
- School Website
- BDTV
- Interviews with Faculty, Staff, Student, and Parent stakeholders
- School Calendar

B. CURRICULUM AND INSTRUCTION

B1. What Students Learn

To what extent does the school provide a challenging, comprehensive and relevant curriculum for each student that fulfills the school's philosophy and mission, strengthens Catholic identity and results in student achievement of the expected schoolwide learning results through successful completion of any course of study offered?

The self-study report, curriculum guide and master schedule indicate that Bishop Garcia Diego High School offers a college preparatory course of studies that supports Catholic identity and the holistic development of students. The school's name, campus ministry program, daily prayer and masses, and participation of all students in theology classes, among other indicators, attest to its Catholic identity. All courses are aligned with California state standards and satisfy the criteria for admission to the California State and UC systems. For 2007-08, new courses added to the curriculum include AP Statistics, AP Computer Science and AP Studio Art.

A seventh period was added to the class schedule this year to increase the options available to all students, while the new Bishop Scholars Academy is designed to address the needs of identified gifted students.

The school provides a resource specialist for students with learning differences who comprise 7% of its population. All students demonstrate their support for the school's Cardinal Standards (ESLRs) by producing a Cardinal Achievement Portfolio annually. Through the vehicle of homeroom classes, students collect artifacts and write reflections to show how they have met each of the Cardinal Standards. Although all students participate in this process, the self-study report mentions that some do not fully understand the rationale for the CAP program.

B2. How Students Learn

To what extent does the professional staff use research-based knowledge about teaching and learning?

The professional staff includes three members with doctorates in education who serve as a resource on research based knowledge for their fellow faculty. In addition to a school in-service about assessment and outcome based education presented by a nationally known expert, these individuals have made presentations about assessment and alternative methods of teaching all levels of students. According to the self-study report, two doctoral level faculty are currently engaged in an in-school research project to study the effectiveness of co-teaching mathematics in secondary schools. Their

intent is to publish the results of this study in a professional journal in addition to implementing their findings at Bishop Garcia Diego High School.

To what extent does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and expected schoolwide learning results?

The self-study contains a detailed list of learning experiences identified at Bishop through direct observation of teachers and students, as well as from responses to teacher and student surveys (page 42). Some of these are used consistently while others are used only occasionally. The student surveys for grades 9 through 12 support that learning is a priority and that the school offers a challenging curriculum through a variety of learning experiences.

B3. How Assessment is Used

To what extent is teacher and student use of assessment frequent and integrated into the teaching/learning process?

The self-study report cites the use of informal assessment methods such as class discussion and student feedback, in addition to more formal in-class testing, projects and cumulative exams, to guide the teaching/learning process. Traditional quizzes and tests appear to be a regular practice in all classes. That 26.8% of students responded in the neutral category to a question about the school's use of a variety of assessment methods suggests students may be unaware of informal assessment tools. Some teachers use a variety of assessment practices on a regular basis.

To what extent are the assessment results the basis for measurement of each student's progress toward the expected schoolwide learning results?

The school has designed the Cardinal Achievement Portfolio to measure each student's progress toward understanding and satisfying the Cardinal Standards (ESLRs). Teachers provide content area assignments for students to include in their portfolios. A CAP coordinator ensures that student progress is recorded in order for students to advance between grade levels, and ultimately to graduation. Although the concept is solid, the implementation needs review and refinement.

To what extent are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?

The school's Curriculum Committee meets monthly to evaluate curriculum and instruction and to make recommendations for improvement to the school's administration. The Curriculum Committee Evaluation Survey shows strong agreement

that the committee focuses on academic improvement, allows open discussion among members and feels empowered to effect change.

Each semester, the Curriculum Committee and academic departments review grade distribution reports for all teachers. All students in grades 9-11 take the PSAT annually, providing data for the school to monitor progress in verbal, writing and math abilities. There is no system in place to use assessment results to improve the academic program.

To what extent are the assessment results the basis for the allocation of resources?

The self-study report states that assessment results are not used exclusively as the basis for allocating resources. Academic departments are allocated funds at approximately the same level, with some additional funds going to departments, such as art and science, which use consumable resources. Financial resources are allocated for testing and for providing remedial assistance for students who are not meeting standards.

Strengths for Curriculum and Instruction:

1. Consistent evaluation of the Cardinal Standards (ESLRs)
2. Addition of a seventh period (07-08) to expand student choices in curriculum
3. The Cardinal Achievement Portfolio (CAP) to measure student progress
4. Expansion of curriculum with the addition of new AP and elective courses
5. Provision of a resource specialist to support students with learning differences
6. The effort to attract competent teachers through a competitive salary scale becoming comparable with the local public schools in September 2008.

Key Issues for Curriculum and Instruction:

1. Improve student understanding of the goals and process of the CAP program
2. Strengthen the process for inducting and mentoring new teachers
3. Identify and provide opportunities for professional development in needed areas
4. The need for a comprehensive Technology Plan that addresses and implements the educational use of technology across the curriculum.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- School Self-Study Report
- Surveys of teachers and students
- Parent-Student Handbook
- Curriculum Guide
- Master Schedule
- Observations and Interviews

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C1. Campus Ministry/Community-Based Services Learning

To what extent do students grow as persons of faith through appropriate and meaningful experiences of prayer, liturgy, and community-based services learning?

The students at Bishop Garcia Diego High School have an abundance of opportunities to grow in faith through appropriate and meaningful experiences of prayer, liturgy and community-based service learning. Students write and lead schoolwide prayer at the start and end of each school day; prayer is also offered at many meetings, classes, games and assemblies. Mass is available daily in addition to the schoolwide Masses and prayer services that are offered frequently throughout the year. Meeting daily as a religion class, an active Campus Ministry Team plans liturgies, sponsors annual class retreats, and oversees the Community Service Program through which each student is required to contribute 100 hours of service. Although there has been growth in the Campus Ministry program through the efforts of the new Campus Minister and the configuration of the program within a class, there is a concern about the academic impact of the Campus Ministry class on the theology curriculum of enrolled students.

C2. Student Connectedness

To what extent are students connected to a system of support services, activities, and opportunities at the school and within the school's community of faith that meet the challenges of the curricular/co-curricular program in order to achieve the expected schoolwide learning results?

Students of Bishop Garcia Diego High School are extensively connected to a system of support services, activities and opportunities that assist them in the achievement of the expected schoolwide learning results (a.k.a. Cardinal Standards). Students participate in the fifteen campus clubs; 85% of them participate in athletics. Counselors offer support for the students' academic, personal and college/career needs. Parent and faculty involvement in the academic and college counseling programs, the use of Edline, and the work of outside volunteer mentors for at-risk students support the work of the counselors. The Resource Specialist and Cal-SOAP volunteer tutors address the needs of those students who need help beyond what is offered by C.S.F. student tutors or the classroom teacher's one-on-one tutoring. The Dean of Students meets individually with students who need extra attention in the area of discipline. A.S.B. meets daily as a class and organizes most of the school's activities, dances, rallies and charitable drives, as well as functioning as a liaison between the Administration and the students. Leadership training is accomplished through an optional semester class called Leaders for Life. Freshmen are initiated into the school community through a program called *Ready for College, Ready for Life*. The school formally recognizes student moral, academic and athletic achievement.

C3. Parent/Community Involvement

To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

The school prides itself on the community spirit present among the school, parents and community. Parents are expected to attend grade-level-specific meetings or events each year, in addition to Back-to-School Night. The school sends a monthly newsletter to parents and other supporters to keep school events and needs in the forefront. Parents are involved in the school in a myriad of ways as they complete their required service hours (20 per year). Despite these efforts, parents expressed concern about the small but significant number of uninvolved parents as well as the ignorance on the part of most parents regarding the Cardinal Standards (expected schoolwide learning results). The school has been very successful in eliciting the involvement and the support of the alumni and the community in academic, co-curricular, and plant maintenance areas.

Areas of Strength for Support for Student Personal and Academic Growth

1. A comprehensive Campus Ministry Program
2. Partnership with Cal-SOAP
3. Student participation in athletics and other co-curricular activities
4. Initiation of Cardinal Achievement Portfolio
5. Parent, Alumni, and Community Involvement
6. Resources provided for students with special learning needs

Key Issues for Support for Student Personal and Academic Growth

1. Develop a formalized structure and comprehensive program of counseling services which is based on face-to-face meetings with each student every year to assess academic progress and to promote program planning for the ultimate goal of achieving college aspirations.
2. Evaluation of Campus Ministry class and incorporation of theology curriculum

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Interviews with counselors, campus minister, and deans
- Meeting with Parents
- Focus group meetings
- Parent-Student Handbook
- School website
- Faculty Handbook
- Results of teacher, parent and student surveys.

D. Resource Management and Development

D1. Resources Criterion

To what extent does the school demonstrate responsible stewardship?

Stewardship is achieved through a system that involves accountability on all levels from governance and administration to operation of curricular and co-curricular activities. Standing committees of the Board of Trustees offer support for the Administrative Council, Business Manager, and Advancement Office as well as other school personnel. Particular oversight is offered to the areas of budget and audit, development, public relations/recruitment, mission effectiveness, and building and grounds to ensure that the Cardinal Standards are achievable to support student learning.

The school is challenged to balance the budget while compensating teachers with a living salary for Santa Barbara. The school is striving to make the salary scale comparable with local public schools. Because of this desire, lay teacher compensation has been increased from 65% to 92% of the Santa Barbara School District salary scale since 2002.

Awarding financial aid to parents who cannot afford to pay the costs of the school to educate their child has also significantly impacted the budget. More than \$1 million is given in grant aid through the Adopt-A-Student program. Actual tuition and fees represents only sixty percent of the operating income which is below the recommended tuition income benchmark. Only one year in the last six has seen a balanced budget while a modest reserve funds the budget deficits. Significant school-wide improvements have been made and funded by benefactors.

The transition from an Archdiocesan to private high school has seen a new energy and sense of purpose among the stakeholders. The school has hired an experienced Director of Advancement, Director of Special Events/Alumni Relations, and a Director of Admissions/Public Relations. As a result there have been many major developments. These include: securing major donations for the practice gymnasium and quad landscaping, raising tuition levels to reflect costs, initiating fund raising events such as the Report Card Luncheon for the Adopt-A-Student benefactors, financing a seventh period in the school day, recruiting highly qualified, credentialed teachers, implementing new professional marketing/admission materials, and securing financial support for the teacher wish list.

D2. Resource Planning Criterion

To what extent do the governing authority and the school execute responsible resource planning for the future?

Beginning in 2003 the school began to plan for the transition to an independent private school. A Business Plan was created to ensure that the future Board of Trustees clearly

understood the task of governing the school with fiscally sound stewardship. The Board of Trustees assumed governance responsibility in 2005 and immediately brought renewed energy and expertise to help the school become fiscally sound.

The Board of Trustees hires the principal and offers advice on all business matters with the aim of supporting student learning. The principal collaborates with the other members of the Administrative Council who coordinate and supervise various components of the school. In 2005 Davies Perceptioneering was commissioned to conduct two studies in the form of “focus interviews” to provide analytical feedback on potential concerns for the school. The analysis provided the basis for creating specific plans to ensure school viability and delineate areas for improvement in the curricular and co-curricular areas.

In addition a comprehensive Reserve Study was commissioned in 2005 by the Board of Trustees which identified 114 significant capital assets with a replacement cost in excess of \$1000. The analysis revealed that the school will be running a reserve deficit for the duration of the 30-year cash flow, assuming expenses occur as projected. The conclusion was that the school should consider raising reserve funding followed by cost-of-living increases to maintain the infrastructure of the campus.

D3. School Finance Resources

To what extent are the school’s financial resources adequate to fulfill its mission and programs?

The school’s financial resources are generally adequate to fulfill its mission and programs. The school maintains an Alumni Endowment account and a Reserve Account. They are generating income at a rate of over 5% per year. The Board of Trustees has established an investment policy to ensure the financial stability of these accounts. There are numerous events that raise money for specific programs: The Cardinal Event outfits athletic teams; Parent Advisory Board supports Miles to Go, the substance education program; spring gala auction supports the Adopt-A-Student program and general expenses. The Annual Appeal generates alumni and benefactor support for the Adopt-A-Student campaign. There are additional grant writing efforts from foundations and other community resources.

The Advancement Work Group has expanded from one full-time and one part-time to three full-time and two part-time employees to better meet the present and future financial goals. In F/Y 2006-2007 contributions exceeded \$3 million for capital improvements and the Adopt-A-Student program. Tuition has increased from \$5400 in 2002-2003 to \$11,250 in 2007-2008. The Board of Trustees and school made a commitment not to turn away any qualified student due to financial inability to pay the full tuition.

To what extent are the school's financial operations conducted with integrity and in accordance with GAAP (Generally Accepted Accounting Principles)?

Beginning with the fiscal year 2004-2005 the school now contracts for an annual independent financial audit. A summary budget and assessment of school finances is published in the Annual Report which is distributed to all stakeholders of the school community.

D4. Enrollment Resources

To what extent are the school's admissions policies and procedures consistent with its philosophy?

Bishop Garcia Diego High School, while offering priority to Catholic students, encourages enrollment of students of all faiths. Admissions data reflect a balanced enrollment of both sexes. The school does accept students with special learning needs and makes accommodations for students with disabilities. Students are admitted on the basis of their academic record, performance on the placement exam for 9th grade, and recommendations from partner schools. Students are expected to abide by the school's philosophy, regulations and standards.

To what extent is enrollment targeted to maintain effective and meaningful curricular and co-curricular programs that meet the philosophy and goal expectations of the school?

Targeted enrollment is adequate for maintaining effective and meaningful curricular and co-curricular programs so that students meet their God-given potential. Diversity among student ability is supported through a college preparatory curriculum which included honors and Advanced Placement and the Bishop Scholars Academy. Students with learning challenges are supported through the services of a Resource Specialist and adult mentors, two of whom are provided by the Solutions For People Foundation.

To what extent are the school's marketing and public relations efforts effective in attracting qualified students?

Admissions criteria are adequate for ensuring that qualified students meet the rigorous college preparatory curriculum and other academic expectations of the school. Further the admissions application process adequately assesses the student's ability to contribute toward the school's co-curricular activities and philosophy expressed in the Cardinal Standards. To achieve this marketing tools are used in recruiting targeted demographics. Feedback is gathered when a student chooses not to enroll at Bishop.

D5. Development Resources Criterion

To what extent does the school have an effective development program that is consonant with the school philosophy?

The Department of Public Relations/Admissions, Development, and Alumni Relations/Special Events function as an Advancement Work Group. This group is mindful of the mission and philosophy of the school and has as its primary goal the provision of resources to finance spiritual, academic, and personal learning for all students. This group strives to maintain a level of fundraising that fosters excellence in all areas of the school.

To what extent is there evidence of development planning?

The Advancement Work Group works with the Principal and the Governance Committee throughout the year to organize effective fundraising events that appeal to a broad spectrum of constituents. The Annual Appeal affords many the opportunity to contribute to existing campaigns such as the Alumni Endowment Fund and scholarship funds while offering opportunities for new funding prospects.

Areas of Strength for Resource Management and Development

1. Advancement Work Group that produces a slate of coordinated and financially profitable fundraising events.
2. A Board of Trustees that are action oriented and support the advancement of all curricular and co-curricular programs.
3. Fundraising efforts are supported by additional networks that broaden support for the school.
4. The broad spectrum of giving opportunities to address both public and anonymous donor types.
5. Marketing Plan and recruitment outreach that has produced positive results.
6. Extensive facility improvement and renovation.

Key Issues for Resource Management and Development

1. Tuition income needs to fund seventy-five percent of the budgeted operating income
2. Increase the reserve account to better meet present and future needs
3. Develop a strategic plan in order to prioritize the implementation of future needs

Part B: Schoolwide Strengths and Critical Areas for Follow-Up (2 pages)

- **Briefly comment about these schoolwide strengths and critical areas for follow-up.**

The school self-study, visiting team observations and interviews with stakeholders in the school community identified many areas of strength. Key areas for follow-up were also noted. The visiting team affirmed strengths and issues that have been identified by the school staff, students, parents and Board of Trustees. There has been major attention given to expenditures for capital improvements but there is an underlying awareness that other areas need attention. A revised Action Plan should give better attention to these.

Summary of Areas of Strength:

1. Highly qualified administration that provides solid leadership.
2. A committed Board of Trustees that is action-oriented and supports the advancement of the facilities, as well as curricular and co-curricular programs.
3. Advancement Work Group that is responsible for financially profitable, broad fundraising events, a Marketing Plan, and recruitment outreach that have produced positive results.
4. The effort to attract competent teachers through a competitive salary scale becoming comparable with the local public schools in September 2008.
5. Provision of a resource specialist to support students with learning differences.
6. Initiation of the Cardinal Achievement Portfolio (CAP) to measure student progress.
7. Addition of a seventh period (07-08) to expand student choices in curriculum including more AP classes.
8. A beautifully renovated campus that is safe, secure, and friendly.

Summary of Key Issues:

1. Develop a strategic plan in order to prioritize the implementation of future needs.
2. Fully implement the Faculty Performance Appraisal System.
3. Strengthen the process of induction and mentoring for new teachers.
4. Identify and provide opportunities for professional development in needed areas that utilize faculty meetings.
5. Develop a formalized structure and comprehensive program of counseling services which is based on face-to-face meetings with each student every year to assess academic progress and to promote program planning for the ultimate goal of achieving college aspirations.
6. Develop a comprehensive Technology Plan that addresses and implements the educational use of technology across the curriculum.
7. Review and continue to refine the Cardinal Achievement Portfolio Process.

List Important Evidence

- School Philosophy and Mission Statement
- Parent/Student and Faculty handbooks
- Promotional recruitment literature
- School surveys
- Minutes from meetings
- Curriculum Guide
- School profile
- CAP Portfolios
- School Website
- BDTV
- Interviews with Faculty, Staff, Student, and Parent stakeholders
- School Calendar
- School Self-Study Report
- Master Schedule
- Observations of classes
- Interviews with counselors, campus minister, and deans
- Meeting with Parents
- Focus group meetings
- Results of teacher, parent and student surveys.

Chapter V Ongoing School Improvement

Summary of the Action Plan

Adequacy of the schoolwide action plan in addressing the critical areas for follow-up Consider these questions:

The school did identify many of the critical areas for follow-up; however, each needs greater attention to identify constituent elements and an appropriate timeline for implementation. The Action Plan item relating to Professional Development and Support actually identifies three areas of need, each of which should be developed more fully as Action Plan items. Furthermore the revised Action Plan should include the guidance and CAP components cited in the key issues for growth.

The Action Plan item focusing on Resource Development and Institutional Advancement will most certainly promote student growth. It will provide for the long term financial stability of the school. The Action Plan item relating to Technology will likewise help promote student growth. Enhancements in technology have shown to improve student learning and better prepare students for University level success. The Action item related to Professional Development will enhance the professional preparation of teachers as well as the supervision process. This is perhaps the most important area through which to impact student learning.

The Action Plan needs to be developed in greater detail with input from a broad segment of stakeholders. It appears to have been written by a sub group of the Leadership Team. While it does accurately describe the significant areas of needed growth, greater involvement in developing solutions to the issues at hand will serve the school community better in the long term. As it is revised, a more realistic timeline needs to be developed as well as greater details in the various steps to achieve the stated objectives. Every improvement does not need to take place in one year.

Overall the Action Plan is realistic and achievable with the current school resources. This is despite the fact that it needs to be expanded to give more focus to key elements. One of the items includes the development of additional resources if necessary. There is great commitment and passion about the school so the committee feels certain that it will be implemented fully.

Existing factors that support school improvement

- Committed Board of Trustees
- Leadership of the Principal
- Involvement of alumni, parents and community

- Talent and passion of the faculty
- Widespread support for positive changes in the school

Impediments to improvement that the school will need to overcome

- The school plans to develop a revised Business Plan and a formal Strategic Plan. Despite the passion in the community all of the results may not be able to happen immediately. We encourage the school to take the time to study the Business Plan and Strategic Plan results to address the key financial issues.

Soundness of follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.

Although there is a need to revise the action plan to expand the items to include observations of the Visiting Team with attention to realistic timelines and details, there is in place a realistic level of discussion among the Board of Trustees and the school administration that will serve the school well as it moves forward in its Action Plan. The process will be enhanced as the administration includes the education and empowerment other faculty members to share some of the responsibilities.

Comment on adequacy of the schoolwide action plan in addressing the critical areas for follow-up.

The school has identified many areas that are appropriate areas for follow-up. There is a need to develop details of the elements and single out the three items in Professional Development and Support. These should be revised and a process for assessment should be developed.

In meetings with the Focus Groups we spoke of several other areas of need which were not listed in the Action plan. In one case, revision of the CAP process, the school felt it had revisions in process that would be implemented by the time of our visit. In another, the school felt that the guidance services, while coordinated less formally, were serving the students well. The Visiting Team felt that a more coordinated plan of services in a comprehensive guidance plan would improve this area.

The school needs to develop a comprehensive data collection process such that future assessments of progress can be made in a manner worthy of professional review. One example mentioned is to consider more formal alumni follow-up studies since the record of students enrolling in colleges is excellent. This begs questions such as how many graduate in four or five years? If they leave one particular school, why is it? A more coordinated guidance program can better address these issues.