

*bishop garcia diego high school  
santa barbara, california*

FOCUS ON LEARNING

## Self-Study Report

Western Catholic Education Association  
Western Association of Schools and Colleges



February 24-28, 2008

# WCEA/WASC FOCUS ON LEARNING SELF-STUDY REPORT

## TABLE OF CONTENTS

Mission and Philosophy	pg 2
Cardinal Standards	pg 3
Focus Groups	pg 4
School/Community Profile	pg 7
Progress Report	pg 15
Focus Groups:	
A. (1 – 4) Organization for Student Learning	pg 23
A. (5 – 7) Organization for Student Learning	pg 32
B. Curriculum and Instruction	pg 40
C. Support for Student Spiritual, Personal and Academic Growth	pg 47
D. Resource Management and Development	pg 54
Action Plan	pg 63
Appendix	pg 67

## **Mission Statement**

Bishop Garcia Diego High School is an independent 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.

*(Adopted: 1999; revised: June 2003, June 2005)*

## **Philosophy Statement**

Bishop Garcia Diego High School promotes a Christian environment open to students of all faiths. The school empowers young men and women, educated in Catholic beliefs, to implement the Gospel message in today's diverse society. With service as a primary tenet, students are called to foster concern for others and are challenged to cultivate the leadership skills necessary to serve humankind and become mature, well-balanced adults.

Bishop recognizes that parents are the primary educators of their children. School personnel work with them toward the common goal of preparing the students to assume their multiple roles as members of a family, church, and profession. A rigorous college preparatory curriculum and co-curricular activities are the means of attaining this goal.

The school's philosophy is implemented by a community composed of the Board of Trustees, Administrative Council, Faculty, Support Staff, Students, Parents and Alumni, and is expressed through the Cardinal Standards: Faith, Service, Thought, Expression, Self-Reliance, and Action.

*(Approved: Board of Trustees, January 2006; revised September 2007)*

## Cardinal Standards

It is our goal that all students of Bishop García Diego High School will:

- **{Faith}** use personal reflection to further experience their faith and respond to the challenge of realizing their God-given potential.
- **{Service}** take responsibility for improving the quality of life for self and others through Christian service and by assuming productive roles as members of family, church, occupation, civic and global communities.
- **{Thought}** employ knowledge related to curriculum content to analyze and evaluate significant and complex problems.
- **{Expression}** use oral, written, artistic, and technological forms of expression to convey ideas effectively and to cultivate positive personal and professional relationships.
- **{Self-reliance}** develop self-reliance, independence and moral strength; establish and pursue positive personal and educational goals.
- **{Action}** participate in recreational, artistic, political and/or cultural activities to enhance physical and emotional health and enjoyment throughout life.

## **WASC Focus On Learning Committees 2006-2008**

**Self-Study Coordinator: John Dewey**

### **Organization for Student Learning A (1-4)**

Chair: Lynette Patters

Michael Fay  
Linda Williams  
Dan Yokubaitis  
Carolyn Taylor  
Cindy McCarthy  
Natlee Hapeman

Parent: Carol McLafferty  
Students: Julia Johnson & Brad Waples

### **Organization for Student Learning B (5-7)**

Chair: Mandy Combs

Leah Sodusta  
Randy Hahn  
Joy Hoffar  
Sean Kelly  
Bev Van Wingerden  
Matt Capritto

Parent: Alison Schaumburg  
Students: April Peterson & Mitchell Hawkes

### **Curriculum and Instruction**

Chair: Joe Reiken

Tom Crawford  
Carlos Estrada  
Lucy Fahrbach  
Tim Flanagan  
Loly Dehlin  
Larry Basoco  
June Szabo-Kifer

Parent: Sherry Hahn  
Students: Aaron Skinner & Bernadette Bascom

## **Student Support**

Chair: Sr. Helen Wolkerstorfer

Dan Peeters  
Ray Vazquez  
Jennifer Winnewisser  
Richard Danduran  
Patsy Medel  
Debbie Herrera

Parent: Larry Bascom  
Students: Christina Gonzalez & Diane Noonan

## **Resource Management**

Chair: Fr. Tom Elewaut

Matt Najera  
Sr. Theresa Reis  
Michael Mullen  
Fr. Alfred Verstrecken  
Chuck Roberts  
Linda Baron  
Stacey Carr  
Barbara Love

Parent: Peter DaRos  
Students: Michael Schlesselman & Kristen Salazar



## **INTRODUCTION**

### **I. School and Community Profile**

#### The school

Bishop Garcia Diego High School is a co-educational Catholic college preparatory high school, serving students in grades 9 through 12 in the Santa Barbara area. Formerly within the Roman Catholic Archdiocese of Los Angeles through its Department of Catholic Schools, Bishop García Diego High School transitioned to an independent, private Catholic school on July 1, 2005. The mission of the school and its academic program remain the same, while the governance has changed to a Board of Trustees that ensures the continued progress and viability of the school for the broader Santa Barbara community.

The school first opened in 1932 as Dolores School and then became Santa Barbara Catholic High School, a co-institutional, private school at Our Lady of Sorrows Parish in downtown Santa Barbara. It was administrated by the Jesuit Fathers and Sisters of Charity of the Blessed Virgin Mary (BVM) community. The school relocated to its present campus in 1959, and was renamed Bishop Garcia Diego High School in honor of California's first Catholic bishop. Bishop García Diego High School is the only Catholic high school in the area, with sister high schools sixty miles north and forty miles south.

#### Local community

Located on the northwest edge of metropolitan Santa Barbara, the school serves students primarily from the cities of Santa Barbara and Goleta, but also from other cities in Santa Barbara County, such as Carpinteria to the south and Lompoc and Santa Ynez Valley to the north. The county population is 407,000, while the population of Santa Barbara is 90,000. The largest employment categories in the County include healthcare and education, business and other services, public administration, retail trade, hotels and food services, agriculture, and manufacturing.

The city of Santa Barbara is a popular tourist and recreational area, well-known for its mild climate, picturesque coastline, scenic mountains, and numerous parks and beaches. The area is rich in heritage and cultural diversity and is characterized by its Spanish-Mediterranean architecture and Mission.

The county population by ethnicity is as follows: White/Caucasian 58.3%, Latino 35%, African American 1.5%, Asian 2.8%, Native American 0.4%, other 1.9%. From 1992-2002, the white and black population declined 5.7% and 2% respectively, while the Hispanic population increased 32.2%. The positive growth in the Hispanic population is expected to continue, as is the declining or relatively flat growth for the white, black, and other populations.

Regional colleges and universities include Westmont College, University of California Santa Barbara, Santa Barbara City College, and California State University Channel Islands.

## **II. Student Indicators**

Bishop García Diego High School adheres to the Catholic tradition of educating the whole person; spiritually, personally and intellectually. The school's mission is for students to meet the enduring challenge of realizing their God-given potential in a multi-cultural society. We offer a values-oriented educational experience that stresses the importance of faith and service. The student population is diverse in terms of socio-economic status, ethnicity and academic ability. This cultural blend is seen as a positive factor that enriches the school community and adds to the identity of a Christian school that welcomes all faiths, a school where all students become ready for college and ready for life.

### Enrollment

The school experienced declining enrollment from 1999 (346 students) to 2003 (253 students). This decline is now reversed; August 2004 saw the largest freshman class in three years contributing to a total enrollment of 268 students. The school has established an annual target of 90 incoming freshmen (minimum). Enrollment is currently 306; 9th grade 89, 10<sup>th</sup> grade 84, 11<sup>th</sup> grade 70, 12<sup>th</sup> grade 63.

The average daily attendance is approximately 97%. The school has a number of policies in place to ensure that students benefit from the maximum amount of time in the classroom. The attendance office and the school administration continually stress the importance of student, parent and teacher accountability in this respect.

### Ethnicity

There are 153 female students and 153 male students currently enrolled and 81% are Catholic. The ethnic composition is 37% Hispanic/Latino, 7% Asian or Pacific Islander, 3% African American, 1% Native American, and the remainder, 52%, is White. The ethnic breakdown of the student body is representative of the greater Santa Barbara metropolitan area.

### Socio-economic factors

Bishop students come from a wide range of socio-economic backgrounds. Families are concerned with providing an affordable, values-centered private education despite the already high cost of living in the community. The availability of financial assistance for families who demonstrate need is a key factor in parental choice. The school and the community alike are acutely aware of the difficulties posed by the severe shortage of affordable housing in the city. Rising housing costs and a median house price in excess of

\$1m means that only a small and decreasing number of families can afford to live here, and causes many others to leave.

### Social Factors

Within the student population are a small but significant number of students who come from single-parent families or from non-traditional family settings. Some of these students may also be termed 'at-risk', or 'at-promise'. A number of support systems exist to supplement the college preparatory curriculum for these and other students. The school's counseling services encompass personal/individual, academic, resource, mentorship, tutoring, and college advice.

### Special Educational Support

Approximately seven percent of the student body is identified as having some type of learning disability. Students in this category have undergone a formal assessment process and receive accommodations based on recommendations from an educational psychologist. They are supported by the Resource Specialist to ensure close monitoring of academic progress. Students who encounter academic difficulties benefit not only from extra help and advice from their teachers and counselors, but may also opt for a study period during the day, in which a tutor is available (provided through Cal-SOAP). Students who are on academic probation are closely monitored by the academic counselor who works closely with parents and teachers.

## **III. Student Performance**

The school offers a college preparatory curriculum that reflects the UC/CSU a-g subject area requirements. Students take six or seven subjects per semester in a traditional seven-period day, with classes of 50 minutes each. The average student GPA is 3.2.

When determining appropriate placement in courses, the school uses the results of national norm-referenced tests, previous grades, and teacher assessment of aptitude. In almost all cases, students and their parents have the opportunity to meet with the academic counselor prior to the new school year. Each student is presented with a four-year plan to meet graduation requirements.

### High School Placement Test (HSPT)

This is a standardized and norm-referenced test given to all prospective incoming freshmen during the sixth month of eighth grade. Scores indicate student competency in English and mathematical concepts and applications. Competency is measured in relation to the group and national norms. These scores, combined with report cards and recommendations from the partner schools, are the basis for determining either full admission to freshman year, or conditional acceptance based on satisfactorily passing a summer bridge program in math and/or English. A small percentage of students are denied admission based upon their scores on the HSPT.

### Preliminary SAT (PSAT)

Since 2003, all students in grades nine, ten and eleven have taken the PSAT test in the fall. This allows students to become familiar with the format of the SAT, and allows students, parents and counselors to monitor student progress from 9th to 11th grade. The PSAT also qualifies eleventh grade students for the National Merit Scholarship Program. The following chart shows the mean scores of Juniors, for whom the test is intended.

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

Analysis: PSAT scores since 2004 show a marked consistency, with students scoring at or around the national average in each of the three areas tested. On average over the last six years, Bishop students have scored 1.15 points higher in Verbal (Critical Reading), 0.72 points lower in Math, and 1.05 higher in Writing. While not significantly higher than the national average, the areas of Critical Reading and Writing could be described as strong.

### SAT Reasoning Test

The SAT is the most commonly used college admissions test at Bishop, although a very small number of students take the ACT. The school does not offer the SAT on site, and students who elect to take the exam register independently. The number of students who take the SAT varies annually, usually 60-80% of each senior class. Scores are reported to the school and published for the benefit of prospective parents. A small percentage of seniors also take the SAT subject tests for admission to the University of California system.

Graduate Class	# Seniors Tested	% Class Tested	Verbal BGDHS	Verbal National	Math BGDHS	Math National	Writing BGDHS	Writing National
2007	47	85%	531	502	550	515	542	494
2006	39	65%	538	503	525	518	548	497
2005	41	71%	552	508	540	520		
2004	38	68%	547	508	534	518		
2003	40	76%	532	507	546	519		
2002	63	83%	538	504	530	516		

Analysis: As opposed to the PSAT, which is taken by all juniors, the SAT is an optional test and is taken by students who wish to meet requirements for admission to four-year schools. The average percentage of seniors who have taken the SAT in the last six years is 75%. In the same period, students at Bishop have scored significantly higher than the national average; 34.26 higher in Verbal (Critical Reading), 19.83 higher in Math, and 34.26 in Writing (data available for last two years only).

### Advanced Placement (AP) Exams

The school offers a total of six AP courses and exams, which are offered according to demand but not necessarily every year. Students who earn a grade of 3 or higher on AP Exams usually receive college credit and/or have courses waived upon admission to college. The school's policy is that students must be recommended by a teacher to take an AP course, and then all students enrolled must take the AP exam in May. The annual pass rate for AP (3 or higher) is approximately 65%. The following chart shows the pass rate and number students taking the exam.

Year	Calculus AB	Calculus BC	English Lit	Spanish Lang	US Government	US History
2007	45%/18	75%/8	87%/15	88%/8	47%/19	29%/14
2006	52%/21	---	80%/10	63%/8	45%/20	86%/7
2005	---	---	77%/13	100%/8	63%/16	87%/7
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

### College Admissions

Bishop Diego has a high percentage (approximately 75%) of graduates attending four-year colleges and universities. The remaining students attend two-year colleges and most transfer subsequently to four-year institutions as juniors. The local community college has a guaranteed transfer agreement with UCSB and attracts local students because of its quality education and spectacular location. The number of students accepted to four-year colleges/universities is at the highest point ever; almost 80% in 2007.

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%

#### **IV. Faculty and Staff Profile**

The school employs 23 full-time and 3 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 Master's Degrees. Three out of four teachers possess current California Teacher Credentials. The school is committed to employing the most highly qualified teachers possible, and effective July 2005, 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.

#### Professional Development

Funding for professional development opportunities comes from department budgets as well as through federal categorical funds. Teachers are encouraged to make use of a wide variety of conferences and workshops that are available to them. Particular emphasis is placed on summer classes for teachers of Advanced Placement courses. The school also hosts a regional one-day in-service for all local Catholic high schools each September. On-site guidance and development is provided through monthly faculty meetings and through classroom visits by the Dean of Studies and Heads of Department.

#### **V. Governance**

In January 2004, the school's Board of Advisors met with the Archdiocesan Leadership Team and formally requested a change in governance for the high school. A partnership was formed to establish Bishop Garcia Diego High School, Incorporated, effective July 1, 2005. Articles of Incorporation as a religious non-profit entity are approved by the California Secretary of State with by-laws approved by the Archdiocese of Los Angeles and the school's Board of Trustees. Bishop is recognized as a 501(c)(3) non-profit organization by the U.S. Internal Revenue Service.

The Board of Trustees is charged with hiring the head of school and supporting the general welfare of the institution. Daily internal affairs of the school are delegated to the principal. The ultimate goal of the Board is to ensure the continued presence and success of a Catholic college preparatory school in the community of Santa Barbara. The Board of Trustees and its sub-committees have provided exemplary leadership and commitment to the school community in personal, professional, and financial support. Board committees include: Governance, Alumni Affairs, Audit, Budget and Financial Forecast, Building and Grounds, Development, Employee Benefits, Marketing, Mission Effectiveness, Strategic Planning, and Technology.

#### Significant Developments

The present school principal was appointed in July 2002 and initiated a new administrative model: Principal, Dean of Studies, Dean of Activities, Dean of Athletics, and Dean of Students. The current Administrative Council has been in place since the

start of the 2004 school year and is committed to establishing stability and working with the school community to ensure excellence in all areas of school life. New support positions have also been established in the school, including a full-time Resource Specialist, a Director of Admissions/Public Relations, a Director of Alumni Affairs and Special Events, and a Director of Advancement.

The Board of Trustees works closely with appropriate school personnel to ensure the fiscal viability of the school and its mission. Due to local enrollment competition, both public and private, the Board has established a plan to maintain and augment student services and financial aid awards, increase enrollment, while addressing the school's financial forecast in the short term and long term. The school has moved to a cost-based/need-based tuition, while at the same time offers significant financial grant aid on a sliding scale to families in need. The tuition rate is currently \$11,250 and fifty-seven percent of students receive grant aid totaling over \$1 million.

Further developments may be found in the progress report section.

## **VI. External Factors**

The Bishop community benefits from interaction with many diverse groups and organizations at the local, state and federal levels, with the aim of enhancing the learning experience for all students. At the local level, students and parents are most closely associated with the school's decision-making processes through the Associated Student Body, the Parent Advisory Board and the Cardinal Club. Within the Santa Barbara community the school maintains close relations with the local parishes and Catholic partner schools, as well as with business groups and non-profit organizations.



## **SUMMARY OF PROGRESS ON RECOMMENDATIONS FROM THE PREVIOUS FULL SELF-STUDY**

Recommendations from the visiting committee in 2002 are summarized as follows:

### **1. Mission and Philosophy**

- Review the Mission Statement and philosophy objectives.

### **2. Expected School-wide Learning Results**

- Further refine and rework the ESLRs and the resulting changes in the action plan.
- Establish a system for the ongoing collection and interpretation of evidence as it applies to the progress of the students toward accomplishment of ESLRs at all levels of student ability.

### **3. Action Plan**

- Further refine the “means to assess improvement” sections of the action plan so that they are concrete and measurable.
- Link each element of the Action Plan to specific ESLRs that result from the collaborative efforts to rewrite them.

### **4. Curriculum and Instruction**

- Coordinate a focused staff development program that is sustained over time and includes teaching strategies that focus on all learners, and the use and interpretation of assessment.
- Decide on a future direction of the school with regard to students with learning differences.

### **5. Resource Management**

- Continue to assess physical plant needs and incorporate these assessments into the long-range fiscal plan.
- Continue progress toward the Archdiocesan mandate of tuition and fees making up 75% of total budget requirements.
- Identify a target enrollment and incorporate into long-range planning and resource allocation.
- Assess personnel needs and financial compensation and incorporate the assessments into the long-range fiscal plan in light of the economic situation in the local community.

## **Goal 1: Mission and Philosophy**

### **“Review the Mission Statement and philosophy objectives.”**

The appointment of a new school administration in the 2002-2003 school year coincided with a revision of the school mission statement. During this revision process the central mission of ‘empowering students to meet the lifelong challenges of realizing their God-given potential’ remained the same. The new school mission is essentially a clarification of the previous one. Administration, faculty, parents and the Board of Trustees were united in the adoption of the new mission 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.*

The Philosophy Statement was reviewed in 2005 by a committee of diverse stakeholders. This process was initiated due to the change in governance and to better align the Philosophy Statement with the revised Mission Statement. A second revision in September 2007 was intended to align the statement with WCEA/WASC standards.

## **Goal 2: Expected School-wide Learning Results**

### **“Further refine and rework the ESLRs and the resulting changes in the action plan.”**

The process for the revision of the Expected School-wide Learning Results (ESLRs) began in September 2003. The process included representation from parents, faculty, and students and reflected the mission of the school. Establishing ESLRs is recognized as a continual process which requires annual review and a means to assess student success in meeting expected learning results.

The first steps in reworking the ESLRs originated from the Curriculum Committee and academic departments. Following a first draft of the proposed ESLRs a focus group was established, whose members included faculty, students and parents. In January 2004 this group finalized and adopted the revised ESLRs, which were subsequently approved by the administration and faculty.

In March 2004 a student survey was distributed in homeroom. 80% of student respondents agreed to adopt the revised ESLRs, which were then published in the school newsletter and included in the 2005 handbook, student planner, recruitment materials and school profile. In May 2004 the ESLRs were renamed ‘Cardinal Standards’ following the creation of the Cardinal Achievement Portfolio requirement for all students.

**“Establish a system for the ongoing collection and interpretation of evidence as it applies to the progress of the students toward accomplishment of ESLRs at all levels of student ability.”**

In response to this recommendation, members of the curriculum committee developed the Cardinal Achievement Portfolio (CAP) a portfolio program undertaken during scheduled homeroom classes. This new program was introduced to students in the 2004-2005 school year, and was also presented to the Parent Advisory Board and the General Parent Meeting for comments and questions.

Students are required to collect artifacts and write reflections that demonstrate how they have met each of the six Cardinal Standards (ESLRs). In the senior year students complete the portfolio during the first semester, and use it as part of an exit interview in the spring. CAP portfolios are a means of measuring academic and personal growth and students may use them for work or college interviews to present their best work. Student binders include an introduction and description of the program, examples of artifacts and reflections, a section for each Cardinal Standard, and evaluation methods including a rubric.

The CAP program was developed and approved by a focus group that included administration, faculty and students. An administrative decision was made and confirmed by the Curriculum Committee that beginning in 2005-2006 students would not be advanced to the next grade level unless they meet the CAP requirement.

### **Goal 3: Action Plan**

**“Further refine the ‘means to assess improvement’ sections of the Action Plan so that they are concrete and measurable.”**

The three areas of improvement listed in the 2002 Action Plan are a) ESLR Improvement, b) Resource Management, and c) Long-term Viability. Each of the tasks identified is associated with a ‘means to assess improvement’ column, and it is understood by the school that there is a need to create mechanisms within the structure and organization of the school that will allow for progress to be measured, and for such progress to be reported to the school community.

In January 2004, four school-wide focus groups were formed to review and address the Action Plan. Initial discussions were held and task groups formed to implement specific action items. Tenets of the Action Plan have been discussed, revised and implemented through meetings of the administration, faculty, parents, students and the Board of Trustees. Since 2002 the school has demonstrated an organized system of meetings and reporting which can be evidenced through the minutes of those meetings. As a result of the attention to school-wide goals for improvement, or Action Plan, significant progress has been made in each of the three areas listed above.

**“Link each element of the Action Plan to specific ESLRs that result from the collaborative efforts to rewrite them.”**

The school ESLRs (or Cardinal Standards) adopted in 2004 cover all aspects of the student experience at Bishop Garcia Diego High School; *Faith, Service, Thought, Expression, Self-reliance, Action*. The 2002 Action Plan contained three goals that were holistic in nature (ESLR Improvement, Resource Management, and Long-term Viability) and are therefore considered to pertain to all of the ESLRs equally. The mission and philosophy of the school combined with the expected learning outcomes drive the planning process for the whole school.

#### **Goal 4: Curriculum and Instruction**

**“Coordinate a focused staff development program that is sustained over time and includes teaching strategies that focus on all learners, and the use and interpretation of assessment.”**

A renewed commitment to professional development is evident at the school since the 2002 visiting committee report. The school appointed a new Principal and Dean of Studies at the start of 2002-2003. This has led to a cohesive and stable approach to faculty and curriculum issues for five successive years. Much of the first two years involved reviewing policies and establishing a firm footing on which to build a dynamic professional body.

Professional development includes any activity or additional resource (material or human) that enables teachers both to grow as professional educators, and to feel a sense of achievement through their efforts. Professional development is an ongoing process, and while there is still much work to be done, the following steps have been taken to enhance teaching and learning through professional development.

#### Faculty in-service

A proposal from the Curriculum Committee in April 2004 led to a change in meeting times for faculty. Monthly faculty meetings are now 2.5 hours in length. On several occasions presentations have been conducted by departments or by guest speakers.

A regional in-service day for all educators from the five area Catholic high schools has been established at the Bishop campus for the last five years. A number of topics have been covered, including assessment, writing across the curriculum, legal issues pertaining to schools, safeguarding children, and adolescent development.

#### Policy Implementation

The following policies have been implemented to support teaching and learning:

- The role of the Department Chair with respect to faculty members was reviewed and approved by the Curriculum Committee (December 2003).
- School-wide policies pertaining to instruction and classroom expectations were implemented by the Curriculum Committee (May 2003) and published in the handbook.
- The requirement for departments to meet on a regular basis and provide minutes of meetings was re-established and is now adhered to.
- Department handbooks have been fully updated and now include full (UC-style) course descriptions as opposed to brief outlines.
- The procedure for classroom observations/evaluations is now outlined clearly in the faculty handbook, as is the mentoring system for new faculty. New teachers are evaluated each semester for the first two years. The school has adopted the California Standards for the Teaching Profession.
- Policy for students with learning disabilities.
- Adoption of a school-wide rubric for assessment.
- Adoption of a seven period day beginning in 2007-2008.

**“Decide on a future direction of the school with regard to students with learning differences.”**

One of the most significant changes to the school in relation to teaching and learning has been the addition of the Resource Specialist, who works closely with faculty to devise individual plans for student success, and offers advice on how to differentiate activities and assignments to allow for greater student success. Students and parents meet with the Resource Specialist prior to joining the resource program. Students are required to have a valid psycho educational evaluation to determine the exact nature of the disability and the accommodations that the student may be allowed.

A commitment to hiring and supporting a Resource Specialist is a clear indication that the school is willing and able to enroll students with learning differences. The program is limited to approximately 30 students total, and every effort is made to allow full inclusion for all these students, and to enable them to receive appropriate services that will enhance their educational experience. The school will only enroll students that it is able to serve in this capacity, and therefore all students are assessed and interviewed before being admitted. This program is funded in part by a private foundation.

**Goal 5: Resource Management**

**“Continue to assess physical plant needs and incorporate these assessments into the long-range fiscal plan.”**

Capital Improvements and Facilities Maintenance

In September 2002, the Board of Advisors met to establish the future direction of the school. During this in-service the Board reconfirmed its commitment to the school,

defined its purpose, and established committees with specific objectives. Committees were established to monitor and review capital investments, alumni relations, public relations, and capital improvements.

Since the initiation of a change in school governance, a major focus has been to establish an overarching strategic plan for the school. A formal business plan was drafted by the Board of Trustees in the winter of 2004. The Board has also refined its purpose and active committees now meet monthly to ensure the overall development of the school.

The Building and Grounds Committee is responsible for evaluating all capital improvements and significant facility repairs. A Reserve Study was completed in March 2005 that thoroughly delineates the status of all school buildings and major inventory, charting a time-line and projected budget for repairs and replacements. Additionally, plans were developed to build a new practice gymnasium with scheduled completion in May 2007. Two new maintenance personnel were hired in July 2003 and have helped to ensure better overall facility maintenance. The existing gymnasium underwent a seismic retrofit in June 2005 and was given an interior cosmetic upgrade in July 2007.

In January 2006 the school hired a full-time Advancement Director to oversee all fundraising and development efforts. The Advancement office is responsible for seeking financial support from individual benefactors and foundations to ensure a quality learning program for all students.

### Technology

In August 2002, the Technology Committee was formed to immediately address an aged and inadequate computer infrastructure. This committee included the principal, the development director, the information technology director, and a parent volunteer with expertise in computer technology. A Technology Plan was established at that time that primarily addressed the computer hardware status.

By January 2003, a new XP network system was installed with major renovations to the file server room and equipment. Twenty-eight Pentium IV computers were installed in the existing computer lab as well as twenty-two Pentium IV computers in each classroom. Seventeen of the working computers from the lab were used to replace older machines in the library. A partnership was established with the Carol and William Foley Family Foundation to replace the hardware in the computer lab on a four to five year cycle, as needed. This upgrade in computer technology has served the school well during the past five years. In 2003, a more complete Technology Plan was written and has been used in the application process for receiving e-rate Funding.

### **“Continue progress toward the Archdiocesan mandate of tuition and fees making up 75% of total budget requirements.”**

The school annual operating budget has been in deficit spending since 1999. In 1998 the school had an endowment of 1.6 million dollars and several small savings accounts. The endowment has since been declassified and serves as a savings account to balance the operating budget (this fund is now a little less than \$500,000). The Board of Trustees is

working closely with appropriate school personnel to ensure the fiscal viability of the school and its mission. Due to local enrollment competition, both public and private, the Board has established a plan to maintain and augment student services and financial need, increase enrollment, while addressing the school's financial forecast in the short term and long term. The school is moving to a cost-based/need-based tuition, while at the same time offering significant financial grant aid on a sliding scale to families in need. Since 2004-2005, tuition has been raised approximately \$1,700 per school year, and is currently \$11,250. This tuition rate is approximately \$8-\$10,000 less than other local private schools. This school year the actual tuition collected is 61% of the total operating income.

**“Identify a target enrollment and incorporate into long-range planning and resource allocation.”**

The school hired a full-time Director of Admissions in 2004 to better serve prospective parents and students, enhance publicity materials, and foster positive relationships with the partner schools. The Director of Admissions has created and published new information packets and brochures, hosts group and individual school tours, as well as informational evenings for prospective families. A major benefit of this office is the follow-through on communications and the individual attention given to potential students and their families. Due in large part to the services of this office, school enrollment has increased annually.

The school operates in a competitive market which includes good quality public schools. While the facility has the capacity for up to 450 students, the target enrollment has been set at approximately 350-360 students, or 90 per grade level. The Budget and Financial Forecast committee meets regularly to analyze projected enrollment patterns and incorporates this data into budget forecasts.

**“Assess personnel needs and financial compensation and incorporate the assessments into the long-range fiscal plan in light of the economic situation in the local community.”**

The Personnel Compensation and Benefits committee meets regularly to review the annual compensation scale and is responsible for articulation with health insurance and pension plan providers for school personnel. With the goal of attracting and retaining the best teachers in a community with a high cost of living, the Board of Trustees is committed to offering credentialed teachers a living wage in parity with local public schools in an effort to recruit and retain the highest quality educators. The parity rate was 68% in 2002 and is 92% this school year, including annual cost of living increases.



## **FOCUS GROUP REPORTS:**

### **A ORGANIZATION FOR STUDENT LEARNING**

**Note: Two focus groups completed this criterion; Group A: A1 – A4, Group B: A5 – A7.**

#### **A1. School Philosophy and Mission 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 was created in response to the recommendation of the 1997 visiting WCEA/WASC team, modified in June 2003 and June 2005, accurately reflects the continuing goals of the School.

In 2005 a Mission Effectiveness Committee consisting of parents, teachers, students, and members of the Board of Trustees was established to ensure the Mission Statement reflects the goals of the school. At that time the process to rewrite the Philosophy Statement was also started. There have been substantial changes to the Philosophy Statement; the latest version being approved in September 2007 by the Board of Trustees and school community. This last version was intended to align the Mission Statement, School Philosophy, Expected School-wide Learning Results and WCEA/WASC criteria. It is clear that the school has been successful in fulfilling its goals while being aware that continued diligence is required to maintain a high level of success, and therefore the following are in place:

- Monthly Mission Effectiveness committee meetings
- Mission statement posted in each classroom
- Mission statement as focal point in library
- Philosophy statement displayed in foyer and library

The Mission Statement affirms that Bishop Garcia Diego High School is “an independent Catholic...school” and the school’s Philosophy “empowers young men and women, educated in Catholic beliefs, to implement the Gospel message.” The commitment to a Catholic identity starts with the name and logo of the school, is furthered by the Mission Statement, and is evidenced daily through the classroom experience, daily Mass on campus, and a prayerful approach to all we strive to achieve. Specifically, Catholic identity can be found in:

- Student and faculty retreats
- Four religious on campus including school chaplain
- A strong campus ministry program
- Daily Theology class

- Daily prayer at beginning and end of school
- Crucifixes in classrooms and offices
- Cardinal Standards include Faith and Service
- Community Service requirement
- Annual Food Drive and Project Santa
- Bishop students in partnership with feeder school Youth Group
- Host Regional Youth Day
- Send student representatives to Anaheim Youth Day
- Monthly adoration for all theology classes

Bishop Garcia Diego High School promotes high academic standards, aiming for continual improvement and always conscious of the Cardinal Standards. The school places appropriate emphasis on academic achievement, adhering to the University of California a-g requirements. Students are encouraged to join organizations such as California Scholarship Federation and National Honor Society, and incentive programs and an academic awards banquet further highlight the commitment to high academic achievement. Thoroughness of instruction is also attained by:

- Structured organization (Dean of Studies, Department Chairs)
- Monthly Curriculum and Department meetings
- Student portfolios (CAPs) evidencing school wide learning results
- Adhering to A-G requirements for UC and Cal State admission
- Required minimum 2.0 G.P.A. for five out of eight semesters
- Credentialed teachers
- Professional librarian
- Two computer labs
- Tutors available in classrooms
- Extended academic opportunities through seven period day (implemented Fall 2007)
- Bishop Scholars Academy established 2007 to meet the needs of identified gifted students

Theology classes, retreats, and the general curriculum are designed to encourage personal empowerment by the students. The extra-curricular activities offered at Bishop Garcia Diego encourage students to recognize their ability to realize their potential. Some ways in which the school promotes this include:

- Associated Student Body activities
- Athletic program
- School sponsored clubs
- School sponsored faith-based groups
- Personal Counselor (MFT) on staff
- Leadership class
- Ambassador program
- Art, band and drama performances

- Academic Achievement and Athletic award ceremonies

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

The school acknowledges the parents as primary educators of their children and teachers as facilitators of learning. The Philosophy Statement recognizes that school personnel work with parents toward the common goal of preparing students to assume their multiple roles as members of family, church and professions. The school recognizes the crucial role of parents and families in the lives of students and in the life of the school. Parents are encouraged to attend all school functions, on and off campus. At Bishop, parents, teachers and students work together to fulfill the mission of the school. Specifically, parents are actively involved through:

- Annual General Parent Meeting
- Parent representatives by class level
- Monthly Parent Advising Meetings and activities
- Parent information meetings for each grade level
- Back to School Night
- All-school Mass to honor parents
- Attendance at monthly masses
- Edline (online grades and information)
- Parent Newsletter
- Parent volunteer opportunities
- Weekly parent prayer group
- Monthly Cardinal Club meetings

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

The expected schoolwide learning results have evolved since the 1999-2000 school year through the work of the entire school community. The current school wide learning results were adopted in 2003 and are now identified as “Cardinal Standards.” In 2004 a coordinator was appointed to oversee the newly initiated Cardinal Achievement Portfolio program which includes individual binders of student work representing each Cardinal Standard (or ESLR). Since the Mission and Philosophy statements were revised, the schoolwide learning results are better aligned. These Cardinal Standards reflect the holistic purpose of the school to both form and inform the young person spiritually, personally, and intellectually (as reflected in the Mission Statement). These three central goals are consistent with the Cardinal Standards of:

- **Faith and Service** (Spiritual)
- **Self-Reliance and Action** (Personal)
- **Thought and Expression** (Intellectual)

## **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 Mission Statement was created on the recommendation of the 1997 visiting WCEA/WASC team, and was modified in June 2003 and again in June 2005. All modifications to the Mission or Philosophy statements are approved by the Board of Trustees. At the time of incorporation in June 2005 both the Mission and Philosophy statements of the school were included in the by-laws.

Given such recent modifications to the Mission and Philosophy statements, the school-wide process by which they were adopted, and the fact that the Philosophy statement contains the Cardinal Standards, it is clear that the Board, along with the administration and staff, agree on the Mission and Philosophy and intend to instill and perpetuate them throughout all areas of school life.

The Board adopts policies and supports the school's Mission and Philosophy by committing time, resources, expertise, and funding to ensure the school continues to stay viable. The governing authority of the school, in tandem with the principal and all stakeholders, is focused on increasing enrollment, strengthening the academic and co-curricular areas of the school, and upgrading the facilities. Recent improvements are evident; new practice gym, new campus environment, upgrades to sports fields, handicap access and Art Patio, to name a few. The Board has instituted a Fine Arts Committee, funded upgrades to the Video and Computer Lab, and made improvements to the softball, baseball, and tennis facilities. Further, to ensure that Bishop Garcia Diego High School has a competitive and just salary schedule to hire quality teachers, parity with the public schools of the area will be met by the 2008-2009 school year.

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

The Board of Trustees delegates the daily operation of the school to the Principal and the school administration. The Principal serves as an ex-officio member of the Board of Trustees and is the chief executive officer of the school. The Principal's first duty is to carry out the Mission and Philosophy of the school as expressed by the Board of Trustees.

The Principal works with the Administrative Council which includes the Assistant Principal/Dean of Studies, Dean of Athletics, Dean of Students, and Dean of Activities. This Administrative Council meets weekly and welcomes input from department chairs, faculty, staff, parents, and students. The administration is supported by the Curriculum Committee, Counseling Department, Campus Ministry, and CAP Co-ordinator. The responsibilities and duties of each of the administrators are outlined in the Faculty Handbook, and are reviewed and updated each year.

### **To what extent does the governing authority monitor results?**

One of the sub-committees of the Board is the Mission Effectiveness Committee which meets and reports to the Board on the effectiveness of the school's mission. The staff and faculty adhere to the policies and procedures as outlined in the Faculty Handbook and the Student/Parent Handbook. For example, the school community follows guidelines relating to curriculum, discipline, and grievances.

### **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 encourages the cultivation and spiritual formation of the school community by supporting others in their work, by demonstrating accountability and professionalism, and by modeling their faith and beliefs. Specifically, the development of Catholic values and spiritual formation may be found in the following areas, all of which are integral to the operation of the school:

- Faculty members attend student retreats as leaders and chaperones
- Masses on campus include families, alumni and all members of the Bishop community
- Prayer services, Adoration of the Blessed Sacrament, observance of Advent, Stations of the Cross
- Bishop community and Theology Department weekly rosaries held in Bishop chapel
- The work of the Campus Ministry team
- Annual faculty retreat

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

The school leadership has ensured that a successful system exists for the collection of evidence that shows students are meeting the Cardinal Standards (ESLRs). All students are aware of the Standards and are familiar with the Cardinal Achievement Portfolio (CAP) process. The successful completion of the CAP annually is a requirement for students. Teachers support this process through homeroom classes each quarter. Other support mechanisms exist to ensure this area is met:

- Monthly Curriculum Committee Meetings address consistent application of Cardinal Standards
- Monthly Department Meetings address implementation of Cardinal Standards
- Stipend provided for CAP coordinator
- Monthly Faculty Meetings address the CAP process and expectations for students

### **To what extent does the school leadership empower the staff?**

The leadership empowers the staff by providing a variety of support mechanisms that promote the growth of the individual in his or her role as a member of the school community. This is achieved through:

- Membership of professional organizations
- Participation in workshops, conferences, retreats and lectures
- Annual in-service day for all regional Catholic high schools
- Teacher observation and evaluation by Department Chairs and Dean of Studies
- Development of new standards for teacher observation and evaluation

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

The leadership works to ensure that all stakeholders recognize and live the mission of the school through their actions and interactions. The collective efforts of the community, guided by the administration, ensure that the goal of meeting the Cardinal Standards is met by all students. A central tenet of the school's success in this realm is the emphasis on accountability and shared values and principles. The issue of consistency among all teachers and all staff members is emphasized at every faculty and staff meeting. Academic standards and expectations are understood and shared by all teachers, and the Curriculum Committee is committed to reviewing the strengths and weaknesses of the academic program on a regular basis.

Through the online grading system, Edline, teachers can keep in touch with parents on a regular basis, and email capability through Edline and the school website allow for continual communication. Teachers and administrators encourage parent participation in academics, and faculty are encouraged to make personal contact with parents via phone or e-mail to maintain timely communication where needed.

#### **A4. Staff Criterion**

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

All faculty members at Bishop Garcia Diego High School meet the teaching requirements according to the Board of Trustees and the school Administration. The hiring policies for teachers are as follows:

- All teachers must possess a B.A. or B.S. degree
- All teachers must have a valid credential within three years of being hired
- Religion teachers must possess (or be enrolled in a program for) a Certificate for Catholic High School Religion Teachers
- Principal and Assistant Principal must have a Masters in School Administration
- Deans are to have a Masters Degree, or to 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. All faculty, at contract signing, are made aware that a condition of their employment is their adherence to the philosophy and mission of Bishop Garcia Diego High School and the teachings of the Catholic Church. Teachers and staff demonstrate their dedication to the school and its mission through the passion they show for their work and through their pursuit of the highest standards of professional behavior. Almost all faculty and staff undertake duties and responsibilities that extend beyond the office or classroom, helping to coach and mentor students in sports, clubs and the arts. Support for the school is also evidenced by the number of faculty and staff that attends sporting and cultural events at the school.

Specific examples of faculty and staff living the mission and philosophy statements are:

- Acting as club advisors, class moderators and coaches
- Participating in Spirit Week
- Tutoring or assisting students with their studies outside of class time
- Attending sporting events and performances
- Participating in school activities such as lip-synchs, talent shows and skits
- Chaperones for Field Research Program, Grad Night, dances, etc.
- Preparing for junior and senior retreats
- Taking students abroad on trips to countries related to their studies (i.e. Spain, France, Mexico)
- Maintaining Peace Garden

**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. The school views these opportunities as essential for promoting the most up-to-date teaching methods, ideas, and curricula for a college-prep school. Administrative workshops are also attended annually. Administrators and teachers are encouraged to share their conference experience at faculty meetings.

At the start of every school year faculty and staff attend an all-day spiritual retreat in addition to an in-service day for professional development. These two days bring the employees of the school together as a unified team, and set the tone for the coming school year. Examples of local and national workshops attended are:

- California Association of Activities Directors Convention
- National Association of College Admissions Counselors
- National Association of Secondary School Principals

- College Board/AP Conferences
- National Catholic Education Association Convention
- California State Athletic Directors Association Conference
- California Library Association Conference
- California Association of Teachers of English
- Jane Shaffer Writing Program Workshop
- California Math Council
- Engaging in Science Material Research Lab of UCSB
- California Council for the Social Studies.
- Drawing on the Right Side of the Brain
- Council for Exceptional Children Annual Convention
- Brief Therapy Conference
- National Conference on Catholic Youth Ministry
- Religious Education Congress in Anaheim
- NCEA Congress at BGDHS
- Contemporary Moral Dilemmas and the Catholic Response
- Yearbook production workshop
- Computer Science Workshop
- Sports and Cheer camps

**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. There are innumerable ways the faculty and staff lead by example and cultivate a faith-filled atmosphere. It is no accident that the first Cardinal Standard is Faith; the ability to reflect on the personal and collective spiritual journey is the starting point for the community. Prayer is an ever-present feature of the school, whether at the beginning or end of the school day, during class, before sports competitions and practice, at committee, faculty and parent board meetings.

Administration and staff attend and /or participate in all school-wide Masses, and teachers are encouraged to bring their classes to daily Mass in the chapel; each daily service is for the intention of one of the sports teams or organization. In the classroom teachers promote a community of faith by exploring topics or problems that effect us all. In the event of tragedy or sorrow, staff and faculty know to halt daily activities and honor the call to prayer, so that the community may be united in a common bond.

**Areas of Strength:**

- Clear, concise and well-publicized Mission and Philosophy Statements
- Qualified administrators, faculty and staff
- Solid leadership and academic structure
- Committed Board of Trustees
- Strong rapport among administrators, teachers and students

- Faith as a common thread throughout school activities

**Areas of Growth:**

- Strengthen process of induction and mentoring for new teachers
- Expand opportunities for teacher enrichment

**Evidence:**

- School Philosophy and Mission Statement
- Parent/Student and Faculty Handbooks
- Promotional and recruitment literature
- School surveys
- Minutes from meetings
- Curriculum Guide
- School profile
- CAP Portfolio
- Curriculum Guide
- School profile
- School website ([www.bishopdiego.org](http://www.bishopdiego.org))
- BDTV
- Interviews with Faculty, Staff, Students and Parents
- School Calendar

## **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 community entrust their students to the school confident that they will be safe, healthy, and well cared for. The small school family atmosphere fosters good rapport between students, teachers, and parents. This is evident in comments from visitors on campus who have been impressed with the friendly and helpful nature of Bishop students.

#### Safety

- Fire, earthquake, and lockdown drills
- First aid bag in every classroom
- Closed campus with locked gates during school hours
- Visitors must check in and receive a guest pass
- Outdoor video surveillance
- Campus and facilities are wheelchair accessible
- Parking lot supervision before and after school
- On campus lunchtime and after school supervision
- Canine detection service makes regular inspections

#### Health

- *Miles to Go* drug awareness and prevention program
- Healthy food and beverage options in the snack bar and vending machines
- Required health and PE classes
- 85% of students are involved in sports activities

#### Nurturing

- Full time MFT counselor on campus
- Daily liturgies and five all-school masses
- Annual class retreats with 100% student participation expected
- Quarterly rallies
- Peace Garden and Art Patio
- On-campus mentor for at risk students
- Student handbook accessible to all parents and students
- Full-time Resource Specialist for students with diagnosed learning differences
- CSF, NHS and Cal-Soap tutors available
- Study Halls to promote greater mastery of learning objectives
- Welcome Week activities for incoming freshmen
- Clubs that support student interests

**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 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 challenged to cultivate the leadership skills necessary to serve humankind.

Respect for Differences

- Religious services led by non-Catholic ministries
- Full time resource specialist for students with learning differences
- Clubs (Jewish Culture Club, Kids for Christ, MeCHA)
- Pursuit of “No Place for Hate” certification by 2008

Caring

- Displays of student work in administration building
- Banquets, both academic and sports
- End of year awards assemblies
- Teachers working with students during non-class hours
- Teacher/student/parent conferences on request

Professionalism

- Professional dress code for faculty
- Teacher credentials
- Dedication to student success (schoolwide adoption of a writing program)
- Clearly defined roles and lines of communication

Support

- Financial Aid available
- Cal-Soap tutors available
- BDTV and PA announcements
- Honor roll published in school newsletter
- Progress reports
- Edline every two weeks
- E-mails and phone calls home when necessary
- Performances such as Evening of the Arts, Band concerts and stage productions
- Communication between Student Council and the Administrative Council

High Expectations

- Modest, appropriate dress code for students
- Cardinal Achievement Portfolios (CAP)
- 2.0 minimum GPA required for continued enrollment
- Honors and AP courses offered
- Bishop Scholars Academy
- Academic clubs (Mu Alpha Theta, NHS, CSF)

- 7-Period Day
- Expectation that all students attend college

#### **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?**

As mentioned previously in this self-study report, the school has implemented a process for measuring students' progress toward meeting the Cardinal Standards. The Cardinal Achievement Portfolio (CAP) forms an individual summary of achievement that demonstrates the student's academic and personal growth across all Standards. This portfolio is intended to help students in their collegiate application process, college interviews, letters of recommendation, and personal educational assessment, and allows the leadership of the school to monitor success in achieving 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 consistency across groups, homeroom teachers employ a rubric for assessing CAP reflections for each standard. A CAP reflection is a written assignment that accompanies an artifact for the student's CAP portfolio. There are only two assessment levels: "meets" or "does not meet" the standard. While there is a much greater awareness of the Cardinal Standards, and while the CAP program has improved under new leadership during the last two years, student respect for - and understanding of - the meaning of the portfolio continues to be an issue. To address this, 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 that all graduates will attend college. This goal is shared by teachers and the counseling department, and informs all decisions related to student placement and progress. Students are therefore assisted at every level as they undertake the college application process. With regards to academic policies, students who meet the Bishop Garcia Diego High School graduation requirements with a score of C or above in all classes will 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). Students and parents receive information about the curriculum and are counseled in selecting classes each year. Parents must provide written consent for the final course selections made by their sons and daughters. Students also participate in standardized testing programs.

Community service hour requirements are stated in the Parent/Student handbook and are monitored by the Campus Minister. Students must complete 25 hours of service each year

or they may not advance to the next grade level. The Campus Minister determines 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, mailed to all families and friends of Bishop Garcia Diego, contains a column with announcements, messages and updates from the Principal, members of the Administration, the Academic Counselor, the Campus Minister, Librarian, Development Office, Cardinal Club (athletic boosters), and Parent Advisory Board. Honor Rolls, college acceptances, scholarships, grants and loans are also published. The alumni relations office publishes its own newsletter which also includes items related to student progress.

Teachers are required to post grades to Edline (a grading website) every two weeks while school is in session. Each parent and student is given a password to access his or her own academic status, test scores and homework grades. Homework assignments are also available on Edline. In addition to regular grade reporting online for all students, quarterly grade reports are sent home. Written notices (which must be signed and returned) are mailed to parents or guardians regarding student deficiencies. The Resource Specialist communicates with the parents or guardians of students with learning disabilities.

Bishop provides a number of opportunities for school community members to view student progress. These include:

- Open House
- Back to School Night
- Evening of the Arts
- Plays and musicals
- Awards Ceremonies
- Sports Banquets
- Band concerts
- 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?**

The leadership at all levels of the school, from the Board of Trustees to the Campus Ministry Team, has faith formation as a driving force behind their actions. Faith formation is continually emphasized and encouraged through prayer, spiritual reflections in class, the retreat program, daily Mass, Theology curriculum, faith-based clubs, and faculty and staff retreats. Most importantly, Bishop students and staff 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 as well as the Schoolwide Action Plan.

Equally crucial is constant evaluation and improvement of the learning experience and school environment. The policies and procedures for faculty, staff and students are clearly communicated by the administration and followed consistently, providing necessary structure and organization to allow for quality learning. Monthly Curriculum Committee meetings, department meetings, and faculty meetings provide opportunities to share innovative teaching techniques, evaluate student progress, collaborate, and discuss issues critical to maintaining a rigorous and stimulating curriculum. Specific improvements have been made in relation to the school environment and learning experience in response to the Action Plan:

- Revised ESLR 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 fulltime faculty
- Enhanced procedures for teacher evaluation
- Increased salaries and benefits 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 continue to plan, organize, manage and support an on-going improvement process that has wide stakeholder participation and commitment to Bishop's long-term success. This is achieved through a broad hierarchy with opportunities for involvement and input from the entire school community. Perhaps most significant in the recent development of the school is the creation of a Board of Trustees to lead the new incorporation. The Board, which includes fifteen 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.

A description of the Board, found in the by-laws, is as follows:

*'The Board of Trustees shall consist of individuals who represent the constituent communities of the school and of the Santa Barbara community and shall include a balance of men and women who are parents, graduates of the school and community representatives, each of whom has a commitment to the mission of the school and the resources to contribute strategic insights, stewardship and educational perspectives.'*

The leadership structure of the school ensures representation from all areas of the school and allows for greater collaborative decision-making. The administration meets weekly to discuss immediate issues as well as address long-term goals and plans of action. The Curriculum Committee meets monthly to discuss issues related to the academic excellence of the school. Each academic department is represented as well as the counseling department and library. Department heads have the responsibility of overseeing their department members in respect to professional integrity, academic vigilance, 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
- Alumni Association meetings
- 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 of school leadership by the Bishop community. Additionally, support for the school and its mission is evident 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?**

The principal, hired by the Board of Trustees, is the leader of the school and is responsible for overseeing all aspects of campus life. Five administrators bring unique spiritual and educational perspectives with different areas of expertise providing for a well-balanced team. The current Administrative Council has been in place since 2002, bringing excellent stability and consistency to the operations of the school. The administration meets weekly to discuss immediate as well as long-term issues and communicates these in minutes as well as at monthly faculty meetings.

Monthly faculty meetings, presided over by the principal, provide opportunities to voice concerns, share successful teaching techniques, and address upcoming events. Efforts have been made to incorporate more teacher development sessions.

Teachers are supported by department heads. In recent years, several new teachers have been assigned as department heads and given extra support by the Dean of Studies. All heads of departments are expected to voice their academic concerns at curriculum meetings, evaluate course offerings as well as their department members, and generate ideas for improvement in their subject area. 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 issue. Recent developments initiated by the Curriculum Committee can be found in Section B: Curriculum and Instruction.

A survey to gauge the effectiveness of the administration, curriculum committee, department heads and faculty meetings was given to all faculty and staff in 2007, the results of which can be viewed in the appendices.

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

The leadership at Bishop is excited to have made improvement 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 constituents, regular review was not done in a formal manner. This is due, in part, to the change in governance that resulted in significant schoolwide 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**

- Support provided to students with identified learning differences
- Safe, secure and welcoming campus
- Level of financial assistance provided to qualified students
- High level of community support and involvement
- Dedicated and caring Board of Trustees
- Support of the academic program by school leadership

**Areas of Growth**

- Cardinal Achievement Portfolio review and improvement
- Develop greater student appreciation of social and cultural diversity
- Create strategies to increase the percentage of seniors taking the SAT and applying to four-year colleges
- Structure faculty meetings to better reflect interests and needs of teachers
- Develop new Performance Evaluation System

**Evidence:**

- School Philosophy and Mission Statement
- Parent/Student and Faculty Handbooks
- Promotional and recruitment literature
- School surveys

- Minutes from meetings
- Curriculum Guide
- School profile
- CAP Portfolio
- School website ([www.bishopdiego.org](http://www.bishopdiego.org))
- Curriculum Guide
- School profile
- BDTV
- Interviews with Faculty, Staff, Students and Parents
- 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?**

Bishop Garcia Diego High School provides a challenging, comprehensive college preparatory curriculum for each student. The curriculum is designed so that it fulfills the mission and supports the philosophy of the school, while maintaining the school’s Catholic identity. In addition, the aims of the curriculum are aligned with and support the Cardinal Standards (Expected School Wide Learning Results), as evidenced by the Cardinal Achievement Portfolio that each student maintains.

The curriculum is fully aligned with the standards set forth by the state of California (where applicable), with some departments adhering to national standards as well (English and mathematics). The theology department is aligned with the guidelines set forth by the Department of Catholic Schools. All courses within the curriculum have received the approval of the University of California for freshman admission to UC schools. While not absolute in determining the direction of the curriculum, the University of California does influence the implementation of any new courses as well as the revision of current courses.

The school-wide survey returned exceptionally strong indications that the school not only makes the learning process a priority, but also provides a challenging curriculum. The learning process is valued and upheld by the school leadership, and every effort is made to support and promote the teaching and learning process. The Curriculum Committee is engaged in an authentic and active process of continual improvement. A clear indication of this commitment is the recent addition of a seventh period to the school day, the purpose of which is to increase student choice and flexibility within the schedule. Innovations are continually being attempted to support learning across the spectrum of ability.

Recent developments within the curriculum include:

- Introducing the PSAT for grades 9, 10 and 11
- New UC-approved courses: Digital Art, Ceramics, Psychology, AP Stats, AP Comp Sci, Hons French 3, History RnR, Marine Bio, Research Methods, AP Studio Art
- New electives: Leadership, Photoshop/Illustrator, Mock Trial, Study Period
- Algebra II minimum requirement for graduation
- Simplified GPA values for transcript grades (4.0, 3.0, 2.0, 1.0)
- Library mission, goals, policies

- Curriculum weeks calendared annually
- ESLR revision – Cardinal Standards
- Dual enrollment classes with SBCC
- Department Chair clarification of duties
- AP policy – all students take the test
- Fixed four periods (used to be four rotating)
- Policy for students with learning differences
- Schoolwide rubric
- Student Support Team
- Cardinal Achievement Portfolio in the curriculum
- Bishop Scholars Academy
- Research paper requirement
- Teacher Evaluation Protocol

## **B2. How Students Learn**

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

The faculty utilizes current research based pedagogical methods for designing and implementing effective learning experiences that support students to achieve at a high level. To assist in this process, there are three faculty members with doctorate degrees in education who have presented research-based, alternative methods of teaching and assessment that may be employed to all levels of students, including those with learning differences. Lorraine Ozar, a national speaker and expert on assessment, conducted an in-service on assessment and outcome based education for all faculty of the school. Further, many academic departments attend annual conferences that focus on current research-based findings for teaching and assessment.

The curriculum is constantly under review to ensure that it is meeting the needs of students and reflecting the Cardinal standards and mission of the school. An example of a recent change to the curriculum is the implementation of a new, research-based mathematics curriculum called Algebra Connections and Geometry Connections, the newest courses offered in the College Preparatory Mathematics (CPM) series. The math department plans to phase in the entire CPM curriculum with Algebra 2 and Precalculus next year (08-09) and calculus the following year (09-10).

A further innovation within the curriculum is a research project initiated this year by two doctoral level faculty. The researchers are studying the effectiveness of co-teaching mathematics at the secondary level and intend to write a formal research article to be published in a scholarly journal. The concept and practice of co-teaching is being examined from a variety of angles, including its effectiveness with students with learning differences.

**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 school has established high expectations for all students and teachers within the framework of their departments to deliver a challenging, relevant curriculum that incorporates a variety of teaching methods and activities. Almost all courses employ standards-based textbooks and learning materials, and follow guidelines set forth by the University of California system. Teachers understand that each student has a distinct learning style, and every effort is made to differentiate instruction at all levels. Courses are evaluated on a regular basis to ensure the school maintains rigorous and relevant offerings; each year a number of changes are implemented to strengthen the breadth and depth of courses offered.

Through direct observation of teachers and students, and using teacher and student surveys, the following learning experiences were identified throughout the school. These are as follows:

- |                             |                     |                             |                   |
|-----------------------------|---------------------|-----------------------------|-------------------|
| role play                   | presentations       | peer teaching               | guided notetaking |
| small groups                | video presentations | simulations                 | field trips       |
| portfolios                  | student led prayer  | essays, editing             | open discussions  |
| competitions                | write/share/learn   | games                       | bell work         |
| ask a point of view         | use of diagrams     | drawing                     | research reports  |
| problem solving             | brainstorming       | daily logs                  | concept mapping   |
| cooperative learning/jigsaw |                     | student centered activities |                   |

**B3. How Assessment is Used**

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

A variety of assessments are frequently used to measure how well students are accomplishing the Cardinal standards, progressing in academic courses and developing their potential. Assessment practices include class discussion, observation of performance and motivation, student feedback, various types of writing assignments, as well as in-class testing, homework assignments, portfolios, cooperative projects, and cumulative exams. Teachers utilize the results of these assessments to create and revise lesson plans, incorporate new teaching methods, and determine the types of supplemental materials to include in the course.

While teachers in all departments employ standard assessment methods (tests, quizzes, homework, and formal writing assignments), there are also examples across departments of non-traditional forms of assessment. Teachers interviewed for the purpose of this report indicated that class discussion was a significant factor in informally assessing student understanding, and that feedback from students was a key component of lesson planning. This type of assessment helps departments develop new ways to teach a

concept, diagnose areas of weakness, and monitor student progress from one year to the next.

Students, in response to a survey, indicated that their teachers usually helped the class review before quizzes and tests. Teachers indicated that they also adjusted their teaching methods to assist students in successfully mastering a concept or unit. The majority of teachers test their students at the end of a unit or chapter, or at the end of a certain topic of study. Some testing is based on a calendar schedule, which may vary from every 2-3 days to every three weeks, and these are broken up by weekly quizzes.

Regarding the frequency of assessment given by the instructors in general, the results of the student's survey clearly reflect that the majority have a bi-weekly test or quiz schedule. Roughly two-thirds take a weekly test or quiz and a little more than half have an end of chapter unit test or quiz. It appears that the majority of the faculty test or quiz on a weekly or bi-weekly basis, as opposed to a chapter-to-chapter test or quiz schedule.

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

Teachers assist students in making connections within the curriculum through the Cardinal Standards. All teachers are responsible for a homeroom section in which the Cardinal Achievement Portfolio is completed. To assist students in providing evidence of meeting the Cardinal Standards, teachers provide assignments linked to subject matter content that students can submit as artifacts in the CAP process.

The school has a designated CAP coordinator to ensure that the process for recording achievement toward the ESLRs (Cardinal Standards) is maintained and developed as appropriate. One of the essential components of the CAP process is that it is applied consistently across all grade levels, so that an accurate record is kept for each student in the school demonstrating that they understand, respect, and fulfill the standards that are set for them. The use of rubrics and sign-off sheets for all students means that the task of measuring achievement of the Cardinal Standards is simplified.

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

The Curriculum Committee, which consists of the department heads, librarian, academic counselor, and Dean of Studies meets monthly to discuss the evolving curricular needs of the school and make recommendations to the administration on improvements or changes.

Teachers at Bishop recognize that the use of assessment results is a key factor in planning and reviewing the delivery of subject matter content. Frequent assessment is therefore an integral part of the teaching and learning process. Using the results of tests, quizzes and exams, teachers are able to measure student performance and make

adjustments as necessary. The emphasis at Bishop is to guide all students towards mastery and/or appreciation of the subject matter.

Ninety-three percent of teachers interviewed cited student understanding and performance as a major motivating factor in curricular change. All departments use assessment results to identify significant areas of weakness. Performance on tests and homework often contribute to the use of supplemental exercises, especially in math and science. As one math teacher noted, “Our textbook for one particular unit was not clear enough for many students, so I created exercises using other sources.” Collaboration during department meetings allows members to share their successes and difficulties in the classroom. Through this practice, the Bishop faculty promotes collegiality and attempts to maintain open lines of communication.

A very useful measure in place to monitor student achievement is the grade distribution report for all teachers, the results of which are discussed each semester by the curriculum committee, and at the department level. Some departments employ a single final exam for all teachers at the same grade level, in an attempt to ensure consistency.

The school uses the Preliminary SAT for grades 9-11, the results of which are shared with students, parents and teachers. The ability to compare results year-on-year allows the school to monitor progress in Verbal, Writing and Math competencies. While the results of this test are valuable in judging school-wide performance in these areas, they form only one part of the assessment jigsaw; both the English and Math departments monitor individual progress over a four-year period by keeping records of each student specific to classroom performance. Information specific to individual students is passed from one teacher to another from 9<sup>th</sup> to 12<sup>th</sup> grade. Placement in classes is determined according to this information and is monitored by the department chairs.

The academic counselors work together to closely monitor student progress, and use grade and assessment data to inform discussions at the curriculum committee. Recommendations based on individual or group performances are suggested to the committee. Counselors are diligent in their responsibilities with regard to reporting progress and meeting with students and families on a regular basis. This work helps to maintain high standards in the classroom by finding academic solutions to individual student problems.

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

Assessment results are not used exclusively as the basis for the allocation of resources, but form one part of the overall decision-making process with regard to academic budgets. The majority of the academic departments are allocated funds and other resources at approximately the same level, and expenditure remains more or less constant. Exceptions include Science, the Arts, and Technology, which require resources over and above the other departments because of equipment purchase and expendable materials use.

Assessment results allow the school to have an appropriate view of student performance, and to create interventions where necessary. Significant resources are allocated not only to pay for the instruments of assessment (HSPT, PSAT), but also to provide remedial assistance for student who are not meeting standards. The school provides 8<sup>th</sup> grade bridge programs for Mathematics and English, and uses the services of CalSOAP tutors during the school year. The addition of the seventh period has also facilitated five study hall sections.

In general, the resources available to teachers and students to pursue academic goals are more than adequate, and in certain areas very generous. The school employs a professional librarian to oversee the print and media collection, and to work closely with teachers to develop research-based learning opportunities. A description of campus upgrades, including those related to curriculum and instruction may be found in Section D: Resource Management.

### **Areas of Strength:**

- Collaboration within academic departments
- Strong rapport between students and teachers
- Excellent communication and partnership with parents in the educational process
- Diverse curriculum (given size of school)
- Level of support for students identified with learning differences
- Commitment to maintaining a rigorous college preparatory curriculum

### **Areas of Growth**

- Continue to incorporate and increase access to technology across the curriculum
- Continue to develop instructional techniques across the curriculum
- Enhance opportunities to develop cross-curricular/innovative course offerings
- Increase collaboration between faculty and administration regarding curricular needs

### **Evidence:**

- School Philosophy and Mission Statement
- Parent/Student and Faculty Handbooks
- Promotional and recruitment literature
- School surveys
- Minutes from meetings
- Curriculum Guide
- School profile
- CAP Portfolio
- School website ([www.bishopdiego.org](http://www.bishopdiego.org))
- Edline
- Curriculum Guide

- School profile
- BDTV
- Interviews with Faculty, Staff, Students and Parents
- School Calendar

## **C. SUPPORT FOR STUDENT SPIRITUAL, PERSONAL AND ACADEMIC GROWTH**

### **C1. Campus Ministry/Community-Based Service Learning**

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

Students at Bishop grow as persons of faith through appropriate and meaningful experiences of prayer, liturgy and Christian service. Students are encouraged to be faith-filled persons, to develop tolerance for all people, and to be confident leaders in the area of sharing their faith. Students have the opportunity to serve others in the Santa Barbara community and beyond, and to be knowledgeable of the Catholic faith upon which the values of the school are based.

Students participate in many ways through daily prayer, daily Mass, school-wide liturgies, prayer services including Christmas, Thanksgiving, Advent, Lent and Lenten reconciliation, the International Day of Peace, and through individual class retreats. The school day always begins and ends with a prayer that is written and led by a student and is often related to personal, school, local, and global current events. At the end of the day, students always hear the words “God loves you Bishop!”

As noted in the evidence from teachers, coaches and administrators, prayer also occurs at the beginning and/or end of many committee meetings, academic classes, athletic contests, and student assemblies. The prayers in the classroom and on the athletic field are generally student-led. On the second Tuesday of each month Theology classes attend Adoration of the Blessed Sacrament. The services are planned by Campus Ministry students. Community members and parents are also present throughout the time of Exposition. Also of note, families are always invited to school events, especially Adoration, daily Mass and all-school liturgies.

The student Campus Ministry team, under the guidance of the Campus Minister, is responsible for the organization and planning of all school-wide liturgies. Ministry team members choose a theme for the liturgy, write a Welcome message, the Prayers of the Faithful and choose the music to be sung. They also invite students who are not necessarily in the Campus Ministry program to assist with altar serving, the carrying of banners, music, Scripture readings, the Prayers of the Faithful, and presentation of the gifts. The Campus Ministry students are aware of those who have already participated and make a point of choosing different students each time. The theme, homily and music at the liturgies are student-centered.

There are a number of clubs on campus that allow students an authentic faith-based experience. Examples of opportunities for students include:

- Project Santa club
- Kids for Christ (KFC) club

- Jewish Culture Club
- ASB food drive
- Clothing/blanket drives
- Race for Change
- Bishop Cares program
- No Place for Hate
- Pure Love

As a faith-based school, the educational mission is to teach students to respond to their baptismal calling which includes the “giving of one’s self” to others. Community-based service learning in the school is exemplified by the Community Service Program, regardless of creed. The program requires one hundred hours of service to the local community. Students often summarize their community service experiences in relation to the Cardinal Standards. The system for completion and recording of service hours presents certain difficulties and is an area that is receiving attention from the Campus Minister.

The retreat program employs both on-site and off-site venues. Each grade level experiences not only a spiritually guided, reflective, dynamic experience, but also one that is grade-level specific, sensitive to the developmental stage of each level. One class retreat is held per academic year for each grade; the current class retreat schedules and locations are as follows:

- Grades 9 & 10 - one-day events held locally at Serra Hall
- Grade 11 - one night overnight held at a retreat center in Ojai
- Grade 12 - two nights overnight held at the San Marcos Retreat Center
- Sophomore Mother-Daughter overnight retreat during third quarter (option)
- Other optional activities: Santa Barbara Regional Youth Day, Anaheim Youth Day, and Inspiration Tour at Magic Mountain

We have experienced considerable growth in the campus ministry department following the hiring of the current Campus Minister. Beginning 2007-08, the Ministry class meets every day for a 50 minute class period, allowing more progress to be made than previously possible in this class. However, the recent incorporation of the Life Choices curriculum within the Ministry class has caused serious difficulties, which include time constraints and appropriateness of course content for juniors. Seniors enrolled in this class miss a quality theology class designed to prepare them for college and beyond.

The focus group sees Campus Ministry as key to the spirit and mission of the school and would like to see the role of the Campus Minister focused solely on the Ministry program. It is felt that a plurality of roles for the Campus Minister hampers the expansion and development of the Ministry program and thereby also affects the spiritual life of the school.

## **C2. Student Connectedness**

**To what extent are students connected to a system of support services, activities and opportunities 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?**

Bishop Garcia Diego High School offers personalized student support in every area of the school. Students reported in surveys that overall they use the services offered to them and find them effective. There is a very high degree of student involvement in activities; 85% of students participate in one or more sport. There are also 15 clubs on campus. Yearbook, ASB and Campus Ministry are offered as for-credit elective classes.

Teachers actively involve students in the classroom and make an effort to know their interests and life circumstances, allowing them to feel respected. Students feel confident and comfortable working inside the classroom and comfortable asking for additional help outside of class. Teachers also support participation in athletics, clubs and all other co-curricular activities.

In the area of academic counseling and support, the counselors meet with students on a regular basis with regard to student performance and class placement. Counselors work closely with teachers, who are requested to provide progress reports on a regular basis. Edline is a very effective tool for monitoring progress, and counselors can access grades as soon as they are updated every two weeks. Where students experience challenges or wish to further their studies the counselor can facilitate meetings with teachers or provide information on where to find additional help. Although the great majority of respondents indicated positive rapport with the academic counselor, a small number of survey responses indicated a degree of negative interaction.

The College Counselor assists students in the college admissions process throughout their four years. Parent evenings for each class level focus on the different stages of planning for college, and counselors ensure that students are on track and taking the most appropriate courses for the colleges to which they intend to apply. In the junior and senior years, students and parents have individual meetings with the college counselor with the aim of attaining the most appropriate college match. College trips are also provided to local colleges and universities.

The school also benefits from having a full-time personal counselor who meets one-on-one, or with small groups, to assist students with personal and relationship problems. A confidential locked drop box is available for students who wish to communicate the need to meet with the personal counselor. If situations require services beyond the scope of the school, the counselor can assist with referrals to other appropriate agencies. Supporting the personal counselor and the program as a whole is the work of three volunteer mentors who visit campus to meet with students who may be deemed 'at risk' (students who typically come from low socio-economic backgrounds or who lack adequate family support).

The Resource Program assists students with documented learning disabilities who are eligible to receive services under the direction of the Resource Specialist. Faculty members are aware of those students eligible for resource services and work collaboratively with the resource specialist to accommodate their specific needs. The Resource Specialist communicates with teachers and parents as needed, and reports regularly to the administration. Teachers and parents may refer a student if there are areas of concern in accordance with school policy.

One-on-one tutoring is provided by classroom teachers, by Cal-SOAP tutors, or by members of the California Scholarship Federation. Students feel comfortable asking their instructors for outside help, and also find the Cal-Soap tutors to be competent and helpful. A list of outside tutors is also available. The resource specialist is available to work with students with learning differences on an individual basis. In a survey conducted for this report, both teachers and students acknowledge the success of the resource specialist in working with this population.

In the area of discipline, the school has a comprehensive set of procedures in place to deal with student infractions that demonstrate poor and/or irresponsible citizenship. The Dean of Students meets individually with students who display a pattern of misconduct, and emphasizes appropriateness, responsibility, punctuality, time management, self-discipline and self-respect - all of which relate to the Cardinal Standards. Processes of intervention or referral in discipline and attendance are in accordance with school policies which are clearly defined.

The school places great value on the physical, psychological, and social benefits that high school students gain from participation in athletics and other co-curricular activities. Thus, a wide variety co-curricular programming has been established to provide a means for students' personal development.

The Associated Student Body meets daily as a class and is responsible for organizing many activities including lunchtime fun activities, Homecoming, dances, rallies, and fundraising for charity. ASB also acts as a liaison between students and administration. Leadership in this and other campus-based organizations is promoted and highly valued by the school leadership and faculty. Students are encouraged not only to be members of clubs and societies, but also to develop and demonstrate leadership skills. A semester class called Leaders for Life is specifically designed to take students with leadership potential and guide them in developing this potential through a series of lessons, activities and projects. The school recognizes that participation by one student in too many activities can result in over-work and stress, and cautions students against taking on too much.

The *Ready for College, Ready for Life* initiative is designed to help build connectedness in the freshman class. Freshmen are interviewed in small groups at the beginning of the school year to inventory their gifts and talents and aid them in deciding how they will share a gift or talent at Bishop. Other aspects of this program include breakfast meetings with the personal counselor, allowing for community-building. In addition, there is a

sophomore Mother-Daughter retreat which provides an opportunity for bonding and communication.

The school recognizes the need to acknowledge and reward student achievement across the academic and co-curricular programs. There is an academic awards banquet annually, and sports banquets for each season. The Outstanding Cardinal award recognizes students for 'doing the right thing', and allows them to redeem a certificate for a prize. The school also offers a Scholar Athlete Rewards Program (SARP) to acknowledge scholar athletes.

### **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?**

In terms of family involvement, Bishop often has the feel of a small parish school. A remarkable number of Bishop students have parents, grandparents, uncles, aunts, or cousins who are Bishop graduates. At any point during the day parents and alumni can be found on campus performing a function related to the operation of the school. Extracurricular events are always community affairs, well attended by parents, family members, alumni, and others from the community.

Bishop requires that all parents attend a number of parent meetings during the school year. Freshman year, parents are invited to an open house during the Spring before their child enters and then are welcomed at an all-parent meeting in August. Parents from all classes are required to attend the Back to School Night in September. Junior parents are required to communicate with their child's academic adviser to discuss college plans and most attend informational meetings about applying for college. Senior year, in addition to the regular parent events, the parents attend the Senior Mother's or Senior Father's Mass, the Baccalaureate Mass, the Senior Awards Luncheon, and Graduation.

Bishop also requires parents to perform 20 service hours at Bishop each year. Many parents serve as officers or class representatives on the Parent Board, which is the primary liaison between parents and the school. Other parents choose to help the athletic program - coaching, driving to away games, or assisting at home games with preparing the fields, working the gate, acting as security, selling food, or cleaning-up. Others help with the Evening of the Arts, the school play, band concerts, school dances, spirit week events or any of the myriad committees involved in event organization and fundraising.

Bishop publishes a monthly newsletter to keep in touch with parents and to communicate about issues that are of concern to the school. The newsletter also serves as a means to remind parents about upcoming events that involve their students and about ways parents could fulfill their service hours.

Seventy-six percent of parents responded to the survey conducted for this report, the results of which can be found in the appendices. It was clear from the survey that the leadership of the school is successful in involving a large percentage of its parents in attending school events, communicating with teachers and other members of the community, or using Edline. However, the survey does not explain the small but significant population that reported a lack of attendance at school functions or reported that they do not get involved with the life of the school. The greatest need for improvement appears to be in finding ways to include the least involved parents; there were a number of comments on the survey that spoke to this issue.

There is also a need for the school leadership to explore ways to better communicate with parents about how they can be involved, and to create a more comfortable and inclusive atmosphere for new parents to get involved. Some parents who are involved in a few activities may not be aware of how many other ways they could help out. Improving communication is important, but again creating a comfortable way to become more involved is also critical.

The parent survey revealed one other aspect of parent involvement that needs improvement. Only thirty-eight percent of Bishop parents reported they knew what the Cardinal Standards were. And of those only one fifth could name all six. Parents need more information about Bishop's goals for student development in the areas defined by the six Cardinal Standards. More information explaining these standards must be disseminated to the constituent parents.

In terms of community involvement, the school solicits and receives support from a large number of local businesses and organizations, some of which are owned or managed by Bishop alumni or family members. As an example, when the baseball field was renovated recently, over a dozen local businesses donated funds, materials and/or labor.

In academics, teachers regularly invite community members into the classroom to speak with students. City council members and members of the police department have spoken in social studies classrooms, health professionals have presented information to the health classes, and a number of religious leaders have answered questions in theology classes. The school is also a member of the California Student Opportunity and Outreach Program, a local organization that provides tutoring and guidance to local students. Last but not least, the Field Research Program, which takes place annually in March, enables students to travel to educational sites locally and in the Los Angeles area. This program encourages connections with the wider community.

**Areas of strength:**

- Campus Minister and Ministry Program
- Connection between students and teachers/coaches
- Counseling department/program
- Partnership with Cal-SOAP
- Student participation in athletics and other co-curricular activities

- Cardinal Achievement Portfolio
- Parent involvement
- Resource Specialist
- Alumni Association

**Areas for growth:**

- Re-evaluate how Campus Ministry class is delivered
- Enhance parent participation in school activities
- Expand the range and number of events within the Campus Ministry program
- Motivate students to complete their service hours on time
- Continue to develop ways to improve counseling services

**Evidence:**

- Interviews with counselors
- Interview with Dean of Studies
- Interview with Registrar
- Interview with Dean of Activities
- Parent-Student handbook
- School web site
- Faculty Handbook
- Student surveys and interviews
- Teacher surveys
- Parent surveys

## **D. RESOURCE MANAGEMENT AND DEVELOPMENT**

### **D1. Resources Criterion**

#### **To what extent does the school demonstrate responsible stewardship?**

Stewardship is defined as responsible resource and asset management. Such management addresses the areas of finance, personnel, time, physical plant and equipment. Stewardship is achieved through a system that involves accountability on all levels from governance and administration to operation of curricular and co-curricular activities. Striving to balance the annual budget while meeting the growing needs of the community and maintaining a reasonable tuition for families is an essential goal of the school. Advancement and fund-raising efforts contribute to making this goal a reality.

The standing committees of the Board of Trustees offer support to the Administrative Council, Business Manager, and Advancement Office and other school personnel. Particular oversight is offered to the areas of budget and audit, development, public relations/marketing/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 in Santa Barbara. The school desires to recruit and retain the best qualified teachers by offering one hundred percent compensation parity with public schools by 2008. Since the last self-study, teacher compensation parity has increased from sixty-eight percent to ninety-five percent of the Santa Barbara School District salary scale.

Awarding financial aid to parents who cannot afford to pay what it costs the school to educate their children has also significantly impacted the budget. In 2007-2008 the school awarded more than \$1 million in financial grant aid through the Adopt-A-Student program. Therefore, the actual tuition and fees collected represents sixty percent of the operating income which is below the recommended tuition income benchmark. Since the last WCEA/WASC self-study, the school operated one year with a balanced budget (2005-2006). A modest reserve account funds the annual budget deficit shortfalls. Nevertheless, significant school-wide improvements have been made and funded by benefactors.

Despite the challenges posed by such a huge fundraising operation, the school has been able to do more than maintain the facility. Following the transition from an Archdiocesan high school to an independent private Catholic high school, a new Board of Trustees now governs the school with increased energy and purpose. The school has hired an experienced Director of Advancement, a Director of Special Events/Alumni Relations, and a Director of Admissions/Public Relations. The strengthening of both the Board of Trustees and the Advancement Work Group team has resulted in major developments, such as:

- Securing major donations for the practice gymnasium and quad landscaping

- Raising tuition to levels that more accurately reflect current costs
- Initiating fundraising events such as the Report Card Luncheon for Adopt-A-Student benefactors and the annual Grandparents' Luncheon
- Financing a seventh period beginning school year 2007-2008
- Recruiting highly qualified, credentialed teachers
- Implementing new professional marketing/admission materials
- Establishing an Honorary Cardinal Board in 2006
- Securing financial support for the teacher wish list

Major campus improvements since the last self-study include:

- New practice gymnasium
- Renovated locker rooms
- Enhanced handicap access
- New restrooms
- Improved electrical and sewer underground infrastructure
- New Our Lady of Victory bell tower
- New softball field
- Improvements to the baseball field
- New landscaping around the campus
- Renovated tennis courts
- Repainted classrooms
- Renovated main gym
- Remodeled and relocated Events Office and Cardinal Student Store
- Security gates, cameras and improved courtyard lighting
- Upgraded Video production and computer labs
- New patio to art classroom and installation of new kiln
- New network file servers and upgraded software to Windows XP
- New 32" TVs with DVD/VCR and connection to the computer (all classrooms)
- Augmented SMARTBoard technology in three classrooms
- Remodeled Faculty Lounge

The operating budget is reviewed and approved with input from the Board and school personnel. An assessment of projected enrollment, personnel compensation and benefits are key factors in the budget process. Department chairs annually submit budget requests for instructional support materials. Department inventories are inclusive of instructional materials, audio-visual materials and support technology. The school also maintains a "wish list" from all departments that range from additional instruction aids to major purchases and improvements. A modest wish list is published annually in the school newsletter. The Governance Committee weekly reviews the operating accounts while monthly profit and loss statements are reviewed by the Budget Committee. Significant discussion is devoted to the subject of financial aid awards.

Partner schools and local groups are allowed to use the facility, which increases goodwill in the community. Recently, the school implemented a user fee structure in parity with other local organizations.

A Reserve Study was conducted in 2005 to determine the estimated remaining life of all buildings, grounds and equipment items and the estimated future cost of replacement, to facilitate cash flow analysis. This study is reviewed annually and charts future campus maintenance to ensure a safe and healthy learning environment.

To manage resources and assets responsibly with a small staff, some services have been sub-contracted. Landscape work is subcontracted to better assist three full-time maintenance personnel. Tuition collection is handled by FACTS Tuition Management Company to assist the Business Manager. Parents support facility improvements with in-kind professional and contractor services as well as clerical support and other service hour commitments.

## **D2. Resource Planning Criterion**

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

Planning began in 2003 to facilitate the transition to an independent private school. A significant part of this preparation involved evaluation of all business components of the school, to create a Business Plan to ensure that the future Board of Trustees clearly understood the task of governing the school with fiscally sound stewardship. To achieve these goals, the Governance Committee began and continues to meet weekly with the principal to direct and facilitate responsible resource planning. The Board of Trustees assumed governance responsibility for the school in 2005, bringing renewed energy and expertise to help the school become financially sound. The Board is responsible for approving plans for improvement as well as the operating budget.

Since the last self-study, a new business manager was hired and financial accountability is in good order; an independent annual audit authenticates this fact. The Board of Trustees hires the school principal and offers advice in all business matters with the ultimate aim of supporting student learning. The principal collaborates with four other members of the Administrative Council who coordinate and supervise all curricular and co-curricular components of the school and direct programs to support student achievement of the Cardinal Standards.

In 2005, Davies Perceptioneering was commissioned to conduct two studies in the form of “focused interviews” to provide analytical feedback to the school on academic education, values/morals in education, college preparation, and size of social groups. These topics were identified as potential concerns for the school at that time. The analysis provided the basis for creating specific plans to ensure school viability and delineate areas for improvement in the curricular and co-curricular programs at the school. The school established comprehensive plans for marketing,

advancement/development and special events/alumni relations. These plans delineate both monthly and annual goals, and include specific tasks to ensure the continual availability of appropriate resources that support the school's philosophy and mission and Cardinal Standards.

In addition, a comprehensive Reserve Study was commissioned in 2005 by the Board of Trustees which identified 114 significant capital assets for which replacement cost generally exceeds \$1,000. Miscellaneous capital replacement items below that threshold cost (e.g. \$100 fax machines, typewriters, etc.) are assumed to be funded via the annual operating budget. The reserve analysis results reveal that the school will be running a reserve deficit for the duration of the 30-year cash flow, assuming expenses occur as projected; that the school should consider raising reserve funding to \$189,775 per year – followed by cost-of-living increases thereafter – to adequately build reserves for future expenses. This analysis includes ongoing maintenance of capital assets in order 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 budget fiscal year 2005-2006 operated with a surplus; however the following fiscal year realized a deficit primarily due to an unusually high loss of enrollment for various reasons. Measures are now in place to better ensure a balanced budget.

The school maintains an Alumni Endowment account that currently has approximately \$235,000 and a Reserve Account that currently has approximately \$470,000. These accounts are currently generating interest at a rate of over 5% per year in low risk money market accounts. The school has not made a withdrawal from the Alumni Endowment account since its inception. The Board of Trustees established an investment policy to ensure the financial stability of these accounts.

The proceeds from the fall Cardinal Event support the Cardinal Club (which outfits all athletic teams) and the Parent Advisory Board (which supports a number of student activities including the Miles To Go substance education and prevention program). The spring gala auction raises funds specifically to support the Adopt-A-Student program and the general operating expenses. The Advancement Office is successful in securing funds beyond the two major parent-community activities that support operational expenses and capital improvements. The Annual Appeal generates alumni and benefactor support for the Adopt-A-Student campaign. In addition, grants are written for support from foundations and community resources.

The Advancement Office has expanded from one full-time and one part-time employee to three full-time and two part-time employees to better meet the present and future

financial goals of the school. Combined efforts in Advancement resulted in contributions exceeding \$3 million during the 2006-2007 fiscal year for capital improvements and Adopt-A-Student support. The Reserve Study assessment requires continual review and implementation; recent capital improvements have addressed many areas of plant maintenance. To better meet this financial challenge, tuition has increased from \$5,400 in 2002-2003 (with additional fees for class related activities, retreats, yearbook, etc) to \$11,250 in 2007-2008 (which includes all school activity fees and yearbook). This increase has resulted in both higher levels of income and financial aid awards.

The school made a commitment not to turn any qualified student away due to financial inability to pay the full tuition. Working with FACTS Tuition and Grant Aid Analysis, measures are being introduced to ensure that parents are responsible for the optimum tuition payment.

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

This school is diligent about keeping its financial records in accordance with GAAP. Beginning with the fiscal year 2004-2005 the school now contracts an annual independent financial audit by McGowan-Gunterman, CPA. A summary budget and assessment of school finances is published in the Annual Report which is distributed to all stakeholders of the school community. Financial procedures include, but are not limited to:

- Use of triplicate money turn-in forms
- Monthly financial statements prepared by the Business Office and reviewed by the Finance Committee
- Checks prepared by Business Office, signed by the Principal and mailed by the school secretary
- Balance Sheet on all school accounts reviewed weekly by the Governance Committee
- Purchase Orders used for all large orders
- Bank Statements received, verified and reviewed by the Principal and then reconciled by the Business Manager

**D4. Enrollment Resources**

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

Bishop Garcia Diego, while offering priority to Catholic students, encourages enrollment of students of all faiths. Admissions reflect a balanced enrollment of both sexes. Parents and the school share a common goal of preparing students to assume their multiple roles as members of family, church, and profession. Furthermore, parents support the spiritual and intellectual values of the school. Mindful of its mission to be a witness to the love of Christ for all, the school admits students regardless of race, color, disability, sex or

national and/or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to the students at the school.

While the school does not discriminate against students with special needs, and makes minor academic adjustments to accommodate students with disabilities, a full range of services may not always be available to them. Decisions concerning the admission and continued enrollment of a student in the school are based upon the student's emotional, academic, and physical abilities and the resources available to the school in meeting the student's needs.

Students are admitted to Bishop Garcia Diego High School on the basis of their academic record, performance on the placement exam for 9th grade, and recommendations from partner schools. Students entering 9th grade must have graduated from 8th grade and be willing 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?**

The Mission Statement states that the school provides students "with the spiritual, personal and intellectual knowledge to meet the enduring challenge of realizing their God-given potential in a multi-cultural society." 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 the college preparatory curriculum which includes honors and Advanced Placement and a Bishop Scholars program. Students with learning challenges are supported by the services of a Resource Specialist and adult mentors, two of whom are provided to the school by the Solutions For People Foundation.

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

Current admissions criteria are adequate for ensuring that qualified students meet the rigorous college preparatory curriculum and other academic expectations. Furthermore, the admissions application adequately assesses the student's ability to contribute toward the school's co-curricular activities and philosophy as expressed in the Cardinal Standards.

Effective marketing tools are used in recruiting targeted demographics. A Marketing Plan is reviewed monthly and implemented throughout the school year. In recent years the school has raised the bar among other local schools in marketing and advertising to better promote school and program recognition community-wide. In addition, personal contact initiated by the Admissions Director and Student Ambassadors results in strengthening relationships, which ultimately helps to attract qualified students. Admissions/Marketing personnel gather feedback from students and their parents when a student family chooses

not to enroll at Bishop. This data is useful to the Administration and Faculty with regards to soliciting and retaining qualified students.

#### **D5. Development Resources Criterion**

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

Reflecting the school philosophy and Cardinal Standards, the school's fund-raising program is both strategic, evolving and action-oriented. The Departments of Public Relations/Admissions, Development, and Alumni Relations/Special Events function as the 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. The Advancement Work Group strives to maintain a level of fundraising and development that fosters excellence in all areas of the school, and keeps the school at a competitive level. Considering recent growth, projections of need and departmental expansion, the Advancement Group is investigating technologies to streamline efforts and increase effectiveness across its departments.

The Advancement Work Group is currently responsible for the following events and productions:

- Annual Report
- Cardinal CatchUp (Alumni News)
- Annual Appeal
- Adopt-A-Student Program
- Benefactor Report Card luncheon and Grandparent luncheon
- Cardinal Event
- Gala Auction
- Bob Morelli Memorial Golf Tournament
- Alumni Starlight Theater
- School Apparel Sales

##### **To what extent is there evidence of development planning?**

The Advancement Work Group collaborates with the Principal and the Governance Committee throughout the year to organize effective fundraising events to appeal to a broad spectrum of constituents. Short and long term plans/goals are periodically reviewed and amended, ensuring adequate coordination as well as a shared mission and knowledge of the school's evolving needs. The Annual Appeal affords many opportunities for donors to contribute to existing campaigns such as the Alumni Endowment Fund and scholarship programs, while also offering opportunities for new funding prospects. Capital needs are addressed in the School Master Plan so that potential donors have easy access to schematics, visuals and bids.

Areas of Strength:

- Advancement Work Group produces a slate of coordinated and financially profitable fundraising events
- Board of Trustees are action-oriented and support the advancement of all curricular and co-curricular programs
- Fundraising efforts are supported by sanctioned school committees which have additional networks that broaden support for the school (Cardinal Club, Alumni Association, and Parent Board)
- Broad spectrum of gifting opportunities to address both public and anonymous donor types
- Marketing Plan and recruitment outreach to partner schools and other community organizations
- Resurgence of benefactor support
- Extensive facility improvement and renovation

#### Areas of Growth:

- Tuition income needs to fund seventy-five percent of the budgeted operating income.
- Work with partner schools to share fundraising expertise, build rapport and support continuous enrollment
- Devise strategies to maintain the website so that it remains vibrant, current and informative
- Review software/technologies to improve the functionality of Admissions, Alumni Relations and Development efforts
- Develop and assess measures to attract students who are capable of meeting the challenges of a rigorous college preparatory curriculum
- Increase Reserve Account to better meet present and future emergency needs

#### Evidence:

- Partner school visits and meetings with teachers and principals
- Promotion of Bishop at local parish Masses and in church newsletters
- Student body profile
- Enrollment criteria
- Prospective parent information evenings
- Student and Parent Ambassadors
- Admissions materials
- Mission and Philosophy statements
- Parent-Student Handbook
- School website
- Open House
- Parental participation in campus events
- All graduates have been accepted to college since 2002
- Admissions criteria and policies

- Feedback from 8th grade teachers
- Advancement Work Group meetings, slate of special events, budgets and event wrap reports
- Short and long term written plans for Advancement Group Departments
- Classroom inventory, Classroom Wish List
- Budget
- Cardinal Event and Golf Tournament financial reports
- Auction and Event financials
- FileMaker Pro reports
- Wish List
- Reserve Study and Marketing, Advancement and Event Plans

## Action Plan – Technology

**Objective:** To further student achievement of the Cardinal Standards through the expansion and use of technology, enhancement of faculty and staff training in the use of technology and computer applications, and an increase in access to technology.

**Rationale:** To maximize the benefits of technological advances in education through further incorporation into the curriculum and administrative areas of the school.

**Cardinal Standards Addressed:** Thought, Expression, Self-Reliance, Action

Specific Steps	Person(s) Responsible	Timeline	Resources	Assessment/ Report of Progress
1. Review, update and implement the school technology plan and establish a technology committee	Technology Committee Curriculum Committee	2008-2009	<ul style="list-style-type: none"> <li>• Existing technology plan</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
2. Integration of technology throughout the school	Curriculum Committee Principal Department Heads Technology Committee	2008-2012 with annual review	<ul style="list-style-type: none"> <li>• Current use assessment</li> <li>• Need assessment</li> <li>• Funding</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of coursework incorporating technology</li> <li>• Survey of computer use</li> <li>• Improved efficiency of administrative areas of school</li> </ul>
3. Enhance faculty and staff training in the use of technology and computer applications	Principal Dean of Studies	2008-2012 with annual review	<ul style="list-style-type: none"> <li>• Faculty/Staff in-services</li> <li>• Department meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Training on computer applications and use of technology in the classroom</li> <li>• Year-end assessment</li> </ul>
4. Expand number of computers available to students for classroom use	Principal Board of Trustees Director of Development Technology Committee	2008-2012 with annual review	<ul style="list-style-type: none"> <li>• Current use assessment</li> <li>• Need assessment</li> <li>• Funding</li> </ul>	<ul style="list-style-type: none"> <li>• Additional classroom set of computers</li> <li>• Provide access to the programs necessary for optimum productivity</li> </ul>

## Action Plan – Professional Development and Support

**Objective:** To further student achievement of the Cardinal Standards through increased professional development and support. The means for achieving this objective is the implementation of a comprehensive Performance Appraisal System that emphasizes communication, evaluation and goal-setting. In addition, the school will enhance new teacher orientation and mentoring.

**Rationale:** Regular appraisal offers support to faculty and staff and increases the level of professionalism resulting in greater productivity, accountability and quality of work.

**Cardinal Standards Addressed:** Faith, Service, Thought, Expression, Self-Reliance, Action

<b>Specific Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Assessment/ Report of Progress</b>
1. Develop and implement a detailed Performance Appraisal System	Curriculum Committee Dean of Studies Principal	Implement 2008-2009 with annual review	<ul style="list-style-type: none"> <li>• Time out of classroom to conduct appraisals (cost of substitutes)</li> </ul>	<ul style="list-style-type: none"> <li>• Verification of appraisals</li> <li>• Evaluation and review of the system</li> </ul>
2. Monitor faculty and staff involvement in professional development opportunities and encourage attendance	Dean of Studies Department Heads Principal	Current Ongoing	<ul style="list-style-type: none"> <li>• Funding/budget</li> <li>• Time away from work (cost of substitutes)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the extent of conference and workshop attendance</li> <li>• Sharing at department and faculty meetings</li> </ul>
3. Create protocol for new teacher orientation and mentoring	Administrative Council Support staff	Implement 2008-2009 with annual review	<ul style="list-style-type: none"> <li>• Time for meetings</li> <li>• Experienced faculty as mentors</li> <li>• Protocol for orientation/mentor program</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of new teacher transition</li> <li>• Mentor teacher reports to Admin Council on new teacher transition</li> </ul>

## Action Plan – Resource Development/Institutional Advancement

**Objective:** To achieve the 75% Tuition Operating Benchmark that ensures the financial support of the spiritual, academic, and co-curricular objectives for student learning as established by the school

**Rationale:** The achievement of this 75% Tuition Operating Benchmark represents the accepted standard for long term school financial stability.

**ESLRs Addressed:** Action, Self-Reliance, Thought, Faith

<b>Specific Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Assessment/ Report of Progress</b>
1. Re-evaluate (tighten up) and re-structure if needed, the criteria that FACTS uses to assess family financial need.	Principal Finance Committee Governance Committee	January 2008 and January 2009	<ul style="list-style-type: none"> <li>• FACTS consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation and review of financial aid awards</li> </ul>
2. Using the information gained in step 1, creating a 2 to 3 year strategic plan focused on reducing financial aid dependency for identified families.	Principal Finance Committee and Business Manager	2008 through 2011	<ul style="list-style-type: none"> <li>• FACTS analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction of financial aid awards</li> </ul>
3. Develop cultivation strategies that focus on the recruitment of a higher percentage of student families (meeting admission standards) who can afford full or near full tuition.	Admissions/Public Relations and Marketing Marketing Committee Partner school liaisons	2008 through 2011	<ul style="list-style-type: none"> <li>• Specialized meetings</li> <li>• Budget funding</li> <li>• Market analysis and review of the Davies Perceptioneer-ing Report</li> <li>• Analysis of enrollment trends</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating enrollment trends based on tuition assistance criteria</li> </ul>

Self-Study Report  
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