

BISHOP GARCIA DIEGO HIGH SCHOOL



**Strategic Plan
2011 - 2016**



Dear Friends of Bishop Garcia Diego High School,

With great joy and enthusiasm, we present the Bishop Garcia Diego High School Strategic Plan for 2011 through 2016.

Our school's rich heritage traces its earliest roots, like every Catholic School in California, to the educational system founded by Blessed Junipero Serra, the tireless Apostle of California. Our two predecessor schools, Dolores School and Catholic High School, opened in 1932 and 1940, respectively, were run by the Jesuit Fathers and the Sisters of the Blessed Virgin Mary. The Archdiocese of Los Angeles combined those schools in 1959, moved them to our current location, and took California's first bishop, Bishop Francisco Garcia Diego y Moreno as its first patron.

In 2005 we became an independent Catholic high school, no longer sponsored by the Archdiocese of Los Angeles. As an independent Catholic high school we build on our roots by providing our students with spiritual, personal, and intellectual knowledge through our Cardinal Standards – Faith, Expression, Action, Service, Thought, and Self-Reliance.

Since independence Bishop High transformed into the school it is today through tremendous improvements in its offerings and facilities. These gains were the direct result of extraordinary efforts from our trustees, school leadership, and other community stakeholders.

While Bishop High's improvements and changes in recent years have been dramatic, we are not satisfied and will not rest. We know that there are always areas of additional excellence and goals to identify and achieve. This strategic plan is the end result of a process undertaken by Bishop High's Board of Trustees, school leadership, alumni, parents, and other stakeholders to identify those future goals, and outlines a practical guide to achieve them. We invite you to study this strategic plan and share our vision for what we strive to become as a community of faith and learning. Thank you for your interest and continued support of Bishop High. Know that you are in our thoughts and prayers, and we ask you to remember all of us here at school in your daily prayers.

Warm Regards,

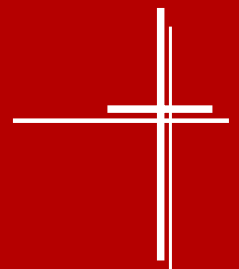
Sincerely,



Dr. Paul Harrington
Head of School



Mrs. Maria Fazio
Chair, Board of Trustees



CARDINAL STANDARDS

The graduate of Bishop Garcia Diego High School will be able to demonstrate:

FAITH

Use personal reflection to further experience your faith and respond to the challenge of realizing your God-given potential.

EXPRESSION

Use oral, written, artistic, and technological forms of expression to convey ideas effectively and to cultivate positive personal and professional relationships.

ACTION

Participate in recreational, artistic, political and/or cultural activities to enhance physical and emotional health and enjoyment throughout life.

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.

SELF-RELIANCE

Develop self-reliance, independence and moral strength; establish and pursue positive personal and educational goals.



FOREWORD

Established in 1959, Bishop Garcia Diego High School celebrates over 50 years of quality faith-based secondary education. The Board of Trustees recognizes that this is a golden opportunity to create a road map for the next half century. Specifically, the strategic planning process enables the school to develop strategies that advance and enrich curriculum, recruit and retain highly qualified and credentialed faculty and support staff, as well as maintain and foster the school's financial sustainability.

The future is bright for Bishop Garcia Diego High School. We proved that an independent Catholic high school model can be successful. Our vision is to continually improve the educational experience at Bishop High so that our students are not only ready for college, but also ready for life. Since 2002, one hundred percent of our graduates are admitted to college/university studies. Recent campus-wide renovations provide a collegiate-like

setting with lush landscaping, brick pathways, and the only high school in the county with two gymnasiums including a state of the art weight/training room. We have also improved the locker rooms and ball fields. A second computer lab featuring Apple iMac computing systems was installed in 2009. In 2010 we raised \$1.2 million for a Science Wing renovation project which included a complete transformation of our science laboratories with state of the art capabilities. In the fall of 2010 we launched a STEM (Science, Technology, Engineering and Math) Academy. Simultaneously we implemented a \$325,000 solar project that will move us closer to our objectives to "green" the campus.

This is an exciting time to be a part of the Bishop High community. We are proud of our school's fifty year legacy, and look forward to planning for the next fifty years.



MISSION

Bishop Garcia Diego High School prepares students for college and life through a comprehensive approach combining educational excellence with the instillation and practice of core values expressed through the Cardinal Standards: Faith, Expression, Action, Service, Thought, and Self-Reliance (FEASTS). The core values guide each student's development across all aspects of their four year educational program.

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.

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, Expression, Action, Service, Thought, and Self-Reliance (FEASTS).



STRATEGIC CONTEXT AND CHOICES

Strategy is about the future and plans for the future. After 50 years of educational excellence, Bishop Garcia Diego High School embarks on its next 50 years. For a Catholic school, a strategic exercise is an exercise in confidence and hope, guided by faith in a universal loving God. Our strategy is about planning and building a better future for our students. Our strategy focuses not only on a better quality of life for our students, but their role in creating a better future for others through their actions. Consequently our strategy reinforces our vision and mission, builds on our accomplishments and strengths over the past 50 years, and envisions a future Bishop High that can do even more for its students, its families, its faculty, its alumni, and its community.

This particular strategic moment is a time of tremendous opportunity. As we begin the second decade of the 21st century, we envision new options for educational innovation, further refinement of the Bishop approach to student development, and embrace these unique circumstances to gain prominence in the Santa Barbara community and beyond. Our strategic planning horizon is the next 10 years and will establish a new foundation for the subsequent 50 years of Bishop High School. Why? Because secondary education, like many institutions is undergoing transformative change driven by three primary factors: a new

generation of students, innovative technologies, and a vibrant global economy. Our future will be forged through our judicious response to these three drivers and our ability to incorporate their energy in our programs.



A New Generation of Students:

Demographic trends significantly influence secondary education because demographics determine the number of eligible students, household incomes, and differential generation-specific requirements. Over the next decade, secondary education will witness the exit of Generation Y, the children of the Baby Boomer generation, and the entrance of Generation Z, the first children of Generation Y to enter high school. Local demographics in Santa Barbara County support the long-term viability of secondary education in our community (see source). Based on demographic estimates from 2006-2008 American Community Survey by the U.S. Census Bureau, Santa Barbara County will have over 65,000 persons eligible for secondary education over the next 10 to 15 years.



Technological Developments:

The continued maturation of digital technologies will heavily influence secondary education over the next 10 years. Education, in general, is still largely delivered via lectures. This is likely to change significantly over the next 10-20 years due to technology. Recent developments in social networking and collaborative technologies illustrate that humans connected together can educate each other. Growing network bandwidth enables high definition videos of lectures from sources around the world. Visualization and simulation tools enable the presentation of complex concepts in math and science in ways that books and lectures cannot. The fact that the planet is crisscrossed with a highly interconnected web transforms education and learning. The concept of "education without walls," first suggested in the 1960s, is a reality today. These structural technological developments have a profound impact on student expectations in the classroom and the nature of pedagogy over the next 10 years.

Global Economic Development:

During the past 20 years, global economic development transformed labor markets at an unprecedented rate. The global demand for talent, despite the global recession, has grown, and jobs have migrated across national boundaries. Moreover, global economic development coupled with the Internet means that regional and national labor markets can be tapped anywhere on the planet without the physical movement of individuals. The emergence of global labor markets changes the competitive standards for talent around the world. Most notably countries like Brazil, Russia, India and China (BRIC) exert enormous influence on curriculums, majors, employability and national competitiveness.

Our students must be globally competitive with BRIC and other countries, and be prepared for a global economy. Bishop High's development of a STEM Academy curriculum in conjunction with the renovation of the science wing is just one example of our recognition of this need.



Strategy

Our ability to reach our full potential as a school community is predicated on remaining true to our core values set forth in the Cardinal Standards (FEASTS) and sustaining a focus on our strategic vision to carry out the mission of the school. As a school, we must also be attentive to the unique features of our operating environment in the Santa Barbara area that could either constrain or facilitate our ability to reach that potential. With this goal in mind, our strategic plan identifies our school's strengths, weaknesses, opportunities and threats (SWOT) as identified through surveys and interviews from school constituents. As a result of our SWOT analysis, we have identified nine strategic intents, deemed equal in importance.

Govern Responsibly with Integrity:

Recruit and sustain a Board of Trustees that represents a diverse group of Bishop Garcia Diego High School constituencies that reflect the mission and core values of the school and upholds with highest integrity the responsibility to preserve, add to and support the viability, growth and future composition of Bishop Garcia Diego High School.

Strategy:

- Employ key subcommittees to monitor and govern
- Perform periodic review of school's current and future plans
- Enhance position of the school through enhanced partnerships, financial resources, and facilities
- Continue to improve the transparency of the workings of the Board
- Conduct annual surveys of students, parents, faculty and staff
- Undertake annual review of the Reserve Study

Honor and Promote BGDHS Spiritual

Mission: Faculty and staff serve as stewards and role models that lead, embrace and reflect our Catholic Christian mission so our students of all faiths can foster those values in education, work, recreation, and service.

Strategy:

- Maintain High percentage of staff as practicing Catholic Christians
- Sponsor and support students participation in community service projects
- Ensure visible and substantial representation of the Cardinal Standards to differentiate Bishop
- Require faculty and staff to be actively involved in the implementation of our Catholic-Christian mission
- Improve the Theology curriculum to ensure compliance with Catholic belief so that students of all faiths are respected, included, and provided with the spiritual, personal, and intellectual knowledge to meet the enduring challenge of realizing their God-given potential in a multi-cultural society



Steward and Enhance Physical

Facilities: Seek excellence in the arts and sciences, technology, athletics through excellence and safety in the physical learning environment.

Strategy:

- Integrate technology into the classroom and curriculum
- Upgrade and renovate biological and life sciences laboratories and classrooms
- Review business and infrastructure management
- Establish time table for accessibility requirements for compliance
- Establish a Sustainability Plan for greening of the campus

Athletic Programs: Enhance our athletic programs consistent with the mission and core values of the school at the highest levels of professionalism and good sportsmanship to encourage the development of each athlete's best self.

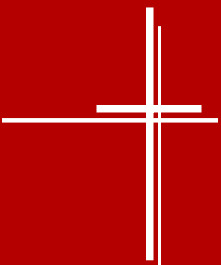
Strategy:

- Implement guidelines for coaches, players and parents
- Establish annual review of athletic programs to ensure that guideline are followed and implemented for all sports
- Invest in the professional development and mentoring of our coaches
- Insure that our students compete in a safe and fair environment
- Support the scholar athlete program
- Provide opportunities for all students to participate in a sport
- Establish a protocol for maintaining fields in excellent condition

Achieve Financial Sustainability: Drive continued development of BGDHS network of alumni, benefactors, and foundations to increase reserve funds and endowments and maintain strong fiduciary oversight.

Strategy:

- Continue to develop strategies to increase alumni financial support
- Achieve a fiscally responsible financial model that supports our mission
- Review and analyze the assumptions of the current business model for the school
- Investigate tuition financing
- Review current financial aid guidelines
- Develop planned giving programs
- Establish a plan to consistently maintain prudent reserves at fifteen percent of budget
- Develop a consistent plan to fund long term maintenance



Advance and Enrich Curriculum Capabilities and Classroom Environment:

Attain the highest academic standards commensurate with Cardinal Standards, pedagogical practice, and independent academic accreditation groups, and academic societies.

Strategy:

- Support new occupations and new global skills
- Train faculty and staff in student learning styles and effective classroom management
- Encourage effective study and work habits to enhance task focus and attention of students
- Align with college expectations and standards
- Incorporate internship and vocational options
- Standardize use of Edline, office hours, parent/faculty interaction
- Investigate the use of Virtual Learning Environment (VLE) and other innovative tools

Expand and Deepen Our Networks & Partnerships:

Foster an expansive and inclusive network of alumni, students, family members and partnerships with local Catholic parishes, the Archdiocese, local Protestant and Jewish communities, SBCC, Westmont College, and UCSB, and public and private leaders.

Strategy:

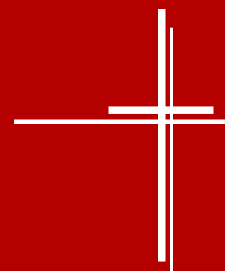
- Enhance relationships with Solutions for People, Boys and Girls Club, Police Activities League (PAL), Habitat for Humanity, Catholic Charities, Assistance League, etc.
- Utilize SBCC, Westmont College, and UCSB assets and promote faculty interaction

Recruit, Retain, Develop & Graduate Outstanding Students:

A student body that aspires to discover and advance their God-given potential and form habits for healthy living, life-long learning, and values that foster human dignity, meaningful relationships, generous service to others, and inspired leadership for communities and institutions.

Strategy:

- Invite prospective students and parents to participate in Spirit Week and Discovery Days
- Revise student recruitment process to include earlier exposure to Bishop High School in elementary and middle schools
- Conduct exit interviews of students that leave Bishop and create a historical database
- Promote lifelong learning and self-learning competencies for all students
- Incorporate current university expectations and standards and continue to improve overall academic performance in AP test scores and SAT results
- Provide opportunities for all students to advance and improve their skills and to discover their God-given potential
- Create a four year student plan for college selection and admission with annual parent/student review
- Review policies relative to admission of qualified students during junior and senior years
- Provide remedial programs for freshmen and sophomores students who underperform academically



- Establish a faculty/student mentoring program
- Intensify the articulation with Catholic feeder schools to ensure that their middle school students are prepared for a college preparatory education

Recruit, Retain and Develop

Outstanding Faculty & Staff: Pursue excellence in our most vital resource.

Strategy:

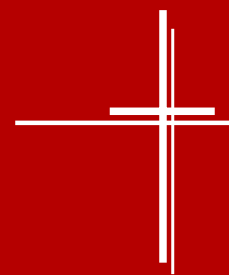
- Ensure that “360 Evaluations” includes student input
- Enhance training and development programs for faculty and staff
- Establish a succession planning model
- Develop a mentoring program for teachers so that they perform at a consistently high level and develop objective standards of academic performance so that the mentoring program can be annually evaluated



KEY INITIATIVES

Derived from our Strategy, these key initiatives offer specific charges to our school community to support our strategic intents.

- Develop programs with the local Catholic partner schools to articulate student's readiness for college preparatory high school studies.
- Initiate a range of student recruitment programs.
- Expand the opportunities for all students to participate in co-curricular activities
- Provide a mentoring program for students with the faculty and coaches to ensure that they are meeting high expectations.
- Welcome all students while deepening their faith, belief and knowledge of God.
- Increase financial support for faculty professional development.
- Develop a plan for increasing alumni support and establish a planned giving program.
- Increase the financial reserve to fifteen percent of budget within five years.
- Develop a master plan for maintenance, repair and replacement of school facilities.
- Increase efforts to build endowments for financial aid.
- Expand the choice of electives and partnership opportunities with SBCC, Westmont College, and UCSB that permit upper classmen at Bishop to augment their studies.
- Review curriculum regularly and identify ways to strengthen it with pedagogical and technological innovations.
- Achieve campus-wide sustainability and green initiatives.
- Develop a plan to expand the practical and performing arts department.
- Annually review the strategies utilizing input from parents, students, faculty and support staff.
- Fully extend the Cardinal Standards model (FEASTS) to provide guidance for curriculum.
- Strengthen community awareness and outreach of Bishop's mission and contributions.
- Monitor effectiveness of strategic plan yearly. Update strategic plan every 5 years.



ABOUT BISHOP

Students:

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 established an annual target of 90 incoming freshmen (minimum). During the 2008-2009 school year, enrollment increased to 306 (9th grade 89, 10th grade 84, 11th grade 70, 12th grade 63). Since the economic downturn of 2009, enrollment currently stands at 287 (9th grade 72; 10th grade 84; 11th grade 64 and 12th grade 67).

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.

The current student population consists of 150 female students and 137 male students of which 81% were

Catholic. The ethnic composition was 37% Hispanic/Latino, 7% Asian or Pacific Islander, 3% African American, 1% Native American, and the remainder, 52%, are Caucasian. These figures fairly represent the ethnic breakdown over the years. Ethnic breakdown of the student body is also representative of the greater Santa Barbara metropolitan area. Approximately, 60% of the students receive financial aid which represents approximately 24% of the school budget.

Bishop High 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 one million dollars means that only a small and decreasing number of families can afford to live in the Santa Barbara area, and causes many others to leave.



Faculty:

The school currently employs 22 full-time and 5 part-time lay faculty. In addition, one woman religious serves the school. Over 70% of the certificated personnel hold advanced degrees: 32% hold Doctoral degrees and 50% hold 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 Teacher Credential within three years of hire. The faculty/student ratio is 1:13 and the average class size is twenty.

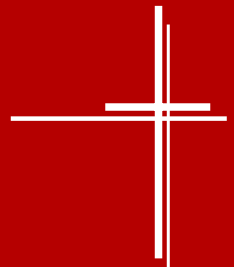
Governance:

The Board of Trustees is responsible for the viability and mission of the school and as such supports the general welfare of the institution is charged with hiring and yearly evaluation the Head of School. The internal operational affairs of the school are delegated to the Head of School. 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, Marketing, Mission Effectiveness, Strategic and Master Planning, Technology and Art.

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 of Trustees 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. In collaboration with FACTS Tuition Assessment Management, the school uses a cost based/need-based tuition rate, while at the same time offering financial grant aid on a sliding scale to families in need.

Administration:

The school employs a collaborative leadership model: Head of School, Assistant Head of School / Curriculum and Instruction, Director of Campus Ministry, Athletic Director and Director of Advancement. The Leadership Team is committed to working with all constituents to ensure excellence in all areas of school life. Support positions are established to advance the school's mission including a full-time Resource Specialist, a Director of Admissions/Public Relations, and a Director of Special Events

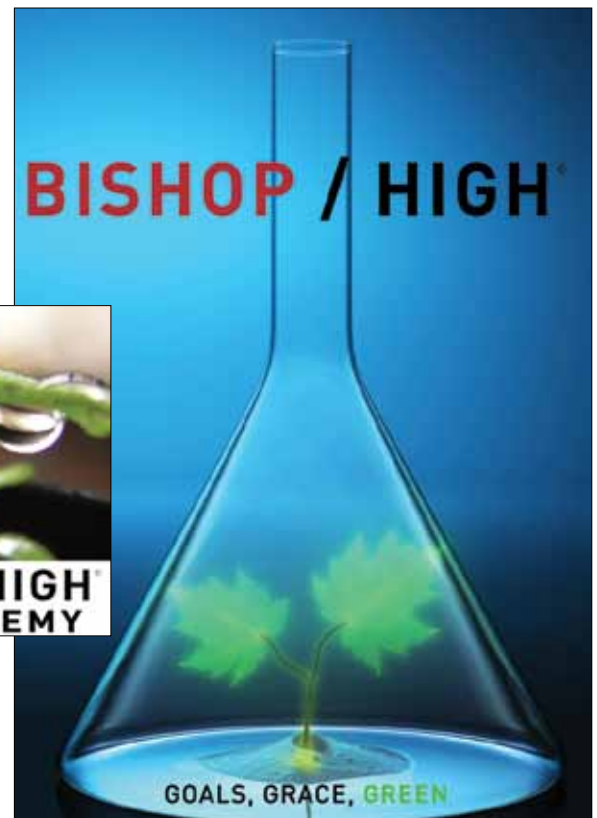


Academics:

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 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 (FEASTS) as evidenced by the Cardinal Standards presentations demonstrating individual growth over four years. This occurs in May of the student's senior year.

The curriculum is 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. Where applicable, courses within the curriculum have received the approval by the University of California for freshman admission to UC schools.

The parent and student surveys conducted as part of this strategy formulation process returned exceptionally strong indications that the school places emphasis on the learning process as a priority and 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, engaged in an authentic and active process of continual improvement, initiated the addition of a seventh period to the school day - the purpose of which is to increase student choice and flexibility within the schedule - developed the Bishop Scholars program and STEM Academy. Innovations like these are implemented to support learning across the spectrum of ability.



The Future

Bishop Garcia Diego High School is well positioned to enhance the quality of its educational experience to prepare students to be ready for college and ready for life. Focused on our core values, remaining visionary and true-to-purpose in mission, we can respond meaningfully to these initiatives, even in a complex and ever-changing world. It is imperative that all of us - trustees, administrators, faculty, support staff, parents, students, alumni, partners, and benefactors- to join together as we address the educational challenges of the 21st century, and establish a framework for the next fifty years.



SCHOOL LEADERSHIP TEAM

Dr. Paul Harrington
Head of School
Dr. Joe Reiken
Assistant Head of School,
Curriculum & Instruction
Dan Peeters, '87
Athletic Director
Jennifer Winnewisser '79
Director of Campus Ministry
Lori Willis
Director of Advancement

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