

REPORT OF FINDINGS

E284 SACRED HEART PARISH SCHOOL
670 College St
Hollister, CA 95023

DIOCESE OF MONTEREY



AND

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

IMPROVING STUDENT LEARNING 2012

**A SELF STUDY PROCESS
FOR CATHOLIC ELEMENTARY SCHOOLS**

FEBRUARY 27 – MARCH 1, 2018

REPORT OF FINDINGS

For

E284 SACRED HEART PARISH SCHOOL

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PREFACE

We, the Visiting Committee, wish to commend you, the pastor, administration, faculty, staff, parents, and student body of Sacred Heart Parish School for working together to make the school a loving, caring and learning environment. We pray that the good work that you have done and the plans that you have made for the future will help you become an even better school.

The team found our three days at Sacred Heart Parish School professionally rich and personally rewarding. We experienced a community where everyone is striving to provide a Catholic environment where quality education is a priority.

We wish to thank all of you, pastor, principal, faculty, staff, parents and students for your warm and gracious hospitality.

May the Christ we serve bless you with every success as you journey into your future.

Chapter 1: Introduction

A. How the Self Study was Conducted

The Visiting Committee observed that the Sacred Heart Parish School Self Study began in August 2016. The administration prepared a brief in-service led by the previous Superintendent, and gave the faculty the Report of Findings from the 2012 Accreditation to review. In October of 2016, the school administration identified a Leadership Team.

Throughout the WCEA process, data was gathered by the faculty using discussion prompts, and writing was done both as whole group and in small clusters. Chapter 3 was written by small groups, which consisted of one member from the Leadership Team and teachers from different grade levels.

Small groups were allotted scheduled faculty meeting time from October 2016 through May 2017 to facilitate data gathering and present drafts of completed chapter work. Parent shareholders provided information to the Self Study process through their participation in online parent surveys. Online parent, student, and faculty surveys were completed in 2016. Approximately 79% of parents responded to the survey. Also, the Board of Limited Jurisdiction was given the timeline and Chapter 3 to review and give feedback.

In the fall of 2017, four new faculty members were assigned to teams to take the place of faculty no longer employed at SHPS. The Leadership Team met weekly and worked independently to finalize the timeline, edit drafts, and review/assess target goal recommendations. The entire staff worked together to revise the final document based on feedback from the WCEA commissioner.

The primary obstacle to completing the Self Study was the large turnover of faculty and administration between 2014 and 2016. This created some challenges regarding the search for evidence to support the school's reality.

B. Involvement and Collaboration of Shareholders in Completing the Self Study

Accreditation Factor #1: *The school involves all shareholders in data review, analysis and dialogue about perceived accomplishments in the area of student learning, and in developing, implementing and monitoring goals for improvements in student learning.*

The Visiting Committee observed that Sacred Heart Parish School effectively involved all shareholders in data review, analysis and dialogue about perceived accomplishments in the area of student learning, and in developing, implementing and monitoring goals for improvements in student learning. Faculty, support staff, administration, clergy, parents, and parishioners contributed positively to the completion of the Self Study. Each shareholder was involved in data gathering, assessment of trends, and identification of strengths and areas for growth. In September of 2016, instructional and support staff began collecting data relevant to the Self Study and preparing a timeline for completion of specific draft copies. During the winter of 2016, the faculty engaged in a consensus process to determine the most important target goals from the recommendations derived from the Self Study process. Faculty members, along with

the administration, worked through December 2017 to complete a final draft, including target goals and action plans.

All shareholders were given an opportunity to complete an online survey to assess SHPS. Online surveys were sent to parents in March 2017, March 2016, and May 2015; to students in February 2017; and to the faculty in December 2016. The Parent Association of Sacred Heart Parish School (PASS) completed surveys in February 2017. The administration tabulated and analyzed student, parent, and faculty responses from the Self Study surveys. The survey data provided vital information for completion of drafts of the Self Study.

During spring 2016, the faculty and staff revised the Mission Statement and Philosophy, which was shared with parents and parishioners, through both the school newsletter and parish bulletin. Since then, the Mission Statement, Philosophy, and Schoolwide Learning Expectations (SLEs) have been posted prominently throughout the school, in the classrooms, and on the school website.

Commitment from shareholders, combined with a strong administrative vision has kept SHPS viable in the landscape characterized by economic recession and rebounding enrollment. Through a continuous commitment to school improvement, parents, parishioners, and school faculty are creating a vision for the future of SHPS, through the Self Study process and the creation of a Strategic Plan. Catholic Schools Management was hired in order to lead the planning process, help gather data, analyze the data, and conduct on-site interviews and observations. Updated publication of the Strategic Plan occurred in October 2017 and will coincide with the publication of target goals established by the Self Study process.

Involving shareholders in assessing progress toward clearly defined academic goals and spiritual development is fundamental to the philosophy of SHPS. October Parent/Teacher Conferences strengthen the process of establishing teacher/parent partnerships to assist students in attaining academic goals, as well as addressing any interpersonal or school related areas for growth. SHPS issues report cards after every twelve weeks. The school also issues mid-term progress reports for grades TK – 8 every twelve weeks, alternating with report cards. This allows parents and teachers to receive an official report every six weeks. Teachers establish on-going contact with parents throughout the year, scheduling in-person and phone conferences as needed. Parents can request teacher conferences at any time.

In addition to the administration's responsibility for implementing the school's action plan, shareholders will be involved in monitoring its implementation beginning with active participation from the Board of Limited Jurisdiction (BOLJ) and PASS. The school plans to share target goals with the entire parent community and follow up with a progress report on all target goals during Back-to-School Night presentations, as well as a newly established State of the School presentation to parents during Catholic Schools Week.

Chapter 2: Context of the School

A. School Profile

The Visiting Committee confirmed that Sacred Heart Parish School opened its doors in 1891. Since the first school was both a day and a boarding school, class sizes were quite limited. A new school building was erected in 1937. Almost immediately, this building proved to be too small for the number of students who desired a Catholic education. In the forties, two additional classrooms were built. Then in 1953, a library, three more classrooms and another unit of restrooms were added. The academic year 1962-1963 brought the construction of O'Reilly Youth Center. In 1967, the construction of an additional wing provided a faculty room and three more classrooms. In August 1985, SHPS opened under the direction of the Dominican Sisters of Adrian. After the Dominican Sisters withdrew from the school in 1992, the first lay principal of the school was appointed.

Over the next decade, significant growth in student population occurred as the school moved to double classes per grade level. In October 1999, a preschool was opened to serve children aged three and four years.

The current percentage of Catholic versus non-Catholic student is 92% - 8%. The average percentage for the past six years has been 90% – 10%. Most of the Catholic students and families attend Sacred Heart/ Saint Benedict Church in Hollister. The remaining Catholic school students and their families are parishioners at Immaculate Conception in Tres Pinos or Mission San Juan Bautista. The current demographic in the school is 73% Caucasian or non-Hispanic and 27% Hispanic or Latino. The prior Self Study demographics were 68% Caucasian or non-Hispanic and 32% Hispanic or Latino. As of 2010, there were 55,269 persons residing in San Benito County with 16,671 households. The racial makeup of the city is 38.8% Caucasian or non-Hispanic and 56.1% Hispanic or Latino origin.

Data from the prior Self Study indicated the school profile does not reflect the diversity of the community. Over the last three years, outreach to Hispanic families has included translation of school brochures, event information, publication of some classroom information in Spanish, and current families speaking to families at the Spanish Masses. The Visiting Committee confirms SHPS' desire to continue to create a sense of welcoming and belonging in Hispanic families especially in the parish.

In 2012, the faculty began analyzing and interpreting standardized assessment data annually. Through the analysis of assessment data, the SHPS faculty identifies students in the top and bottom quartiles to appropriately challenge and provide support to individual students. The analysis and interpretation of assessment data positively impacts student performance and guides the faculty in making decisions regarding curriculum and instruction.

ITBS data results from fall 2012 through 2015 were analyzed to determine the percentage of students below grade level in math, math computation, punctuation, reading comprehension, and science. Overall, test scores were above the national average but lower than the diocesan averages. The four-year analysis of test scores shows continuous growth for all classes.



Positive trends in ITBS testing data have been analyzed in the areas of reading vocabulary, language usage and expression, and problem-solving. In the fall 2012 ITBS scores, over 60% of SHPS students were in the top quartiles for reading and social studies. Areas targeted for needed growth include math computation, estimation, problem-solving and data interpretation, vocabulary, and geography. The faculty has implemented a variety of interventions to support students in the bottom quartile. Results from standardized tests were mailed to parents.

In fall of 2015, SHPS transitioned from ITBS testing to STAR Renaissance testing. The data from the STAR testing in fall of 2017 was reviewed and analyzed. On the reading test, 84.2% of the students in grades 1 – 8 scored at or above the cut score. On the math test, 91.7% of the students scored at or above the cut score. Students who fall below this benchmark require the teachers to reflect on what they are doing to assist all of their students and to provide further interventions for student learning.

The student to teacher/staff ratio at SHPS is currently 9 to 1. Graduates of SHPS have been accepted to local Catholic high schools with 100% acceptance rate since the last Self Study. The previous Self Study indicated an average of 22% of SHPS graduates choose to attend Catholic high schools. Statistics for the last five years show that 38% of SHPS graduates have chosen to attend Catholic high schools. Composite scores for entrance exams over the last four years at Notre Dame High School in Salinas range from 80-98%. The principal of St. Francis Central Coast Catholic High School shared a positive statement asserting the preparedness of SHPS students. The school tracks graduates, and the Administration is in close communication with principals at local Catholic high schools.

Shareholders indicated a strong satisfaction for SHPS in the survey. Approximately 79% of families responded to the survey. When rating the education their children are receiving, 96% of the parents agreed that religious instruction is effective or highly effective, 82% agreed that mathematics is effective or highly effective, 87% agreed that reading is effective or highly effective, and 89% agreed that English/language arts is effective or highly effective. Written comments also suggest high satisfaction with the school, with many parents mentioning the wonderful sense of community, the Catholic values that permeate the school, and the excellence and rigor of the academic program. However, in a December 2016 parent survey, 60.24% of parents believe the teachers are not catechistically trained.

Parents ranked academic excellence, Catholic values, Catholic faith formation, safe environment, and discipline as the top five motivators for enrolling their children at SHPS. Based on the open-ended questions included as part of the families' survey, four areas for improvement were identified. These included better technology, revising specialty classes' curriculum, providing access to available resources and activities, and increased teacher-parent and schoolwide communication.

100% of the staff said that SHPS' teachers were effective or highly effective in Catholic faith, and 81.25% of the staff said SHPS' teachers are highly effective at saying prayer throughout different times of the day. In addition, 88% of staff members strongly agree or agree that communication is good between administration, parents, and students.



Student survey results show high satisfaction with SHPS. 91.7% of students reported feeling that they belong at SHPS, 88 % of the students in grades 4 - 8 and 96% of the students in grades K - 3 feel they are treated with respect by students, teachers, and administrators. 94.1% of students in grades 4 - 8 stated doing well in school makes them feel good, and 91% of the students in grades K-3 answered, "I like this school."

B. Use of Prior Accreditation Findings to Support High Achievement of All Students

Accreditation Factor #2: *The school has used the prior accreditation findings, both those discovered by the school and those identified by the Visiting Committee, and other pertinent data to ensure high achievement of all students and to drive school improvement.*

The Visiting Committee observed that Sacred Heart Parish School has somewhat effectively used the prior accreditation findings, both those discovered by the school and those identified by the Visiting Committee, and other pertinent data to ensure high achievement of all students and to drive school improvement.

Goal #1 – Reinstate and formalize an in-depth curriculum study process

SHPS did not complete this goal because at the time of implementation there was a shift in the Diocese to implement Common Core State Standards (CCSS). SHPS faculty participated and engaged in in-depth curricular planning through several Catapult CCSS trainings during the 2013-2014 school year. These professional development workshops guided teachers to transition from curriculum standards to incorporate the new CCSS in the subject areas of ELA and math.

The teachers spent the better part of the 2013 - 2014 school year creating six ELA unit plans. All teachers, under the current administration, have completed year-long curriculum maps for their subject areas.

Goal #2 – Ensure systemic process for collaboration and articulation between teachers at all grade levels.

This goal continues to be a work in progress for SHPS. Personnel changes from year to year meant that faculty relationships needed to be reestablished annually to ensure that everyone was included and understood the process. Also, teachers at SHPS have changed positions. Despite these challenges, the current administration has worked to foster positive relationships by creating "Faculty Friend" time. SHPS teachers feel the need for more opportunities to meet with teachers at SHPS, a grade level below and above, to improve vertical curriculum alignment.

Goal #3 –Fully integrate revised SLEs into lesson planning and instruction

Efforts to meet this goal have been somewhat effective. This goal is comprised of three strategies and all have been addressed to some degree.

First strategy: All lesson plans include Schoolwide Learning Expectations (SLEs) based on objectives to correlate and integrate fully into lesson plans and instruction. In the past, veteran teachers have included SLEs in their lesson plans; however, presently this is not practiced formally. Lesson plans are turned in weekly to the teacher website with the SLEs inherently included, but not explicitly stated. The impact of the effectiveness of the practice was not able to be measured.

Second Strategy: Faculty and staff discussed the need to establish a tool that would help to measure students' understanding of the SLEs and the effectiveness of implementation. In the school year of 2016-2017, the Junior High students began utilizing a self-evaluation tool to evaluate their attainment of the SLEs and to give them an opportunity to reflect on academics, Gospel values and their growth in all SLE areas. Although teachers in the younger grades regularly discuss the SLEs and examples of them with their students, it is an area of growth for these grades to develop a formative tool for evaluation of the SLEs.

Third Strategy: Faculty will engage students in tasks that utilize a variety of modalities by addressing the SLEs in multiple ways. During the 2013 – 2014 school year, students displayed their understanding of the SLEs at the monthly Student Council assemblies. Depending on the class, students demonstrated the SLEs in a variety of ways. Throughout the 2014 – 2015 school year, classes were asked to provide academic samples of the SLEs in action. This activity was achieved by using a bulletin board, located outside the school office, to display the different SLEs with an easy-to-remember acronym, F.I.R.E. Graduates from the Class of 2015 created PowerPoint presentations of their understanding of the SLEs, and these presentations were shared with the entire student body.

SLEs and the integration of the SLEs have a direct impact on student learning and student efficacy. Although there has been some effort to implement strategies that will fully integrate the SLEs into the daily life of SHPS students, there is a need to continue the discussion and create measurable consistent implementation.

Chapter 3: Quality of the School Program

A. Assessment of the School's Catholic Identity

Accreditation Factor #3: *The school is Catholic, approved by the Local Ordinary (Canon 803), providing opportunities for community worship and participation in the Sacraments, and promoting evangelization and service to the community.*

The Visiting Committee observed that Sacred Heart Parish School is Catholic, approved by the Local Ordinary (Canon 803), providing opportunities for community worship and participation in the Sacraments, and promoting evangelization and service to the community. SHPS has been highly effective in developing the Catholic Identity of the school. The Mission Statement, Philosophy, and SLEs support the importance of faith and spirituality in the lives of the school community members and clearly define the school's commitment to teaching Gospel values. These documents are prominently displayed in the common areas of the school, posted in the classrooms, included in school publications, and serve as guides for community interactions,



curriculum development, and all areas of school functioning. SHPS parents describe the school as a “tight-knit family.”

The physical environment at SHPS promotes a strong sense of Catholic Identity. There is widespread use of Catholic signs and sacramental symbols throughout the school. Each classroom has a crucifix and a dedicated prayer corner or table, and the classroom décor and bulletin boards in most of the classrooms offer motivating and uplifting messages of faith and spirituality. The entrance of the school and hallways are adorned with statues and photographs of church leaders, Catholic symbols, and saints.

Students, faculty, staff and some parents participate in prayer services and school Masses. The school celebrates Mass three times a month: two times at Sacred Heart Church and one Sunday at St. Benedict Church. Students actively participate in the preparation of the liturgies and serve in various liturgical ministries at all Masses. Seasonal prayer services and events are celebrated depending on the liturgical calendar and season. The Morning Offering prayer and Honor Code have been added to the morning announcements. Classes pray together throughout the day and several grades participate in religious traditions that are specific to their grades.

SHPS’ religion curriculum is faithful to the teachings of the Roman Catholic Church and meets the requirements set forth by the USCCB. The school uses the Curriculum Expectations for Religion published by the Diocese of Monterey. The principal textbook series for Religious Studies is Blest Are We by RCL Benziger; and Junior High students use the New American Catholic Youth Bible as a resource. The “Circle of Grace” curriculum is a program used to educate students about personal safety and to teach them to respect their well-being and dignity as children of God. Catholic Identity is integrated throughout the subject areas and teachers use different modalities to teach the Catholic faith and tradition. Examples include writing prayers, creating poster displays, saint projects, Stations of the Cross, the Living Rosary, and Faith Partners.

The spiritual formation of adult members of the school community is positively addressed in a variety of ways. Parents are invited to participate in the morning announcements, Tuesday Talks with Father Rodriquez, Wednesday assemblies, school liturgies, and prayer services. The principal’s weekly letters to families include Gospel reflections, suggested activities for Advent and Lenten preparation, and other relevant religious topics. Based on the Catholic Identity survey results, the school has identified a need for additional adult faith formation opportunities for parents.

SHPS provides numerous opportunities for the faculty and staff to grow in their faith. This is done through the annual Faith Formation Conference, the Back-to-School Retreat at Saint Francis Retreat Center, L.A. Religious Education Conference, Echoes of Faith workshops, and other opportunities provided by the parish. Even though there are many Faith Formation opportunities, the school has identified and the Visiting Committee affirms the need to focus on their goal to have all teachers’ Catechetical Certification completed within three years of their employment.

Christian service is highly valued at SHPS and students take part in numerous service projects throughout the school year and during summer vacations. The projects include Vacation Bible School, support for Catholic Relief Services and Project Rice Bowl, and participation in fundraising for Heifer Project International, St. Jude Children's Hospital, Food for the Poor, and many others. These opportunities for service reinforce the school's mission and commitment to service, justice, and compassion.

B. Defining the School's Purpose

Accreditation Factor #4: *The school's purpose is defined through the school's mission statement, philosophy, measurable Schoolwide Learning Expectations, Diocesan curriculum standards, and other governing authority expectations.*

The Visiting Committee observed that Sacred Heart Parish School's purpose has effectively been defined through the school's Mission Statement, Philosophy, measurable SLEs, Diocesan curriculum standards and other governing authority expectations.

SHPS' Mission Statement describes the school's Catholic Identity when it states that the school is in ministry with the parish, and that, together, they are dedicated to achieving academic excellence. This shows that faith is integrated into school life. The Mission Statement also states that it "fosters a culture of moral values" which shows that the school provides opportunities for the spiritual formation of the students. The Mission Statement, however, does not specifically mention Catholicism or Catholic values. On the other hand, the school's Philosophy does state that the "faith-filled environment is enriched with Catholic traditions for students." The Philosophy also states that the school is "guided by the Gospel values of service, justice, and compassion." Throughout the Self Study are examples of the Catholic traditions in which the school participates and teaches.

The SLEs support the Mission and Philosophy Statements. They are prominently displayed in common areas and posted in the classrooms but during the interviews with the parents it became evident that the SLEs have not been clearly explained. However, some parents indicated that they believe that the school incorporates the SLEs into the curriculum. The Visiting Committee recommends ongoing parent education of the school's SLEs.

SHPS communicates their purpose to their shareholders. Since spring 2016, the Mission Statement, Philosophy, and SLEs have been posted throughout the school, in the classrooms, and on the homepage of the school's website. They are displayed in the school office and are the first items printed in the SHPS Family Handbook. The Philosophy and Mission statements also appear weekly in the Pulse and the Sacred Heart/ Saint Benedict Catholic Community bulletin. The Mission and Philosophy statements also accompany the majority of school announcements published in the parish Sunday bulletins and marketing brochures. The Mission is referred to during conversations, assemblies, and in everyday interactions. Beginning in the 2015-2016 school year, the school has included a copy of the Mission and Philosophy statements as part of the registration packets.

SHPS has identified what improvements are needed to its Mission, Philosophy, and SLEs. The Philosophy and Mission statements of SHPS were revised in the 2015–2016 school year following input from faculty, parents, and students. After much discussion at faculty meetings, teachers were able to clearly outline each of the four SLEs using the acronym “F.I.R.E.” However, at a faculty meeting in spring of 2017, SHPS teachers discussed how there is actually no hard data collected on the use of the SLEs. Through self-reflection, the school discovered that they were not able to measure the effectiveness of integrating SLEs into lesson plans. The Visiting Committee affirms the school’s desire to develop an SLE measurement tool for all grade levels.

In the school year of 2016-2017, the Junior High students began utilizing a self-evaluation tool to evaluate the use of F.I.R.E. and to give students an opportunity to reflect on academics, Gospel values, their growth in all SLE areas, and their strengths and areas of growth. The expectations represent the qualities and skills the school expects its graduates to master. It allows the parents to review the child’s progress and provides an opportunity for them to share in the process.

In the 2016-2017 school year, SHPS started a strategic planning process through Catholic School Management. The process brought together shareholders from the community to review, plan, and provide for the vision of the next three to five years. The Mission and Philosophy were reviewed during the strategic planning process. Through regular discussions with shareholders, yearly parent and community surveys, and ongoing conversations with the pastor and parish staff, the Strategic Plan aligns with the Mission, Philosophy, and Vision statements.

C. Organization for Student Learning to Support High Achievement of All Students

Accreditation Factor #5: *The organizational structures of the school focus on high achievement of all students, and communicate student progress to all shareholders.*

The Visiting Committee observed that the organizational structures of Sacred Heart Parish School are highly effective in their focus on high achievement of all students, and communicate student progress to all shareholders. The organizational structures of the school clearly support the faith formation and academic achievement of all students. The principal works with the pastor who serves as the school’s canonical administrator to review and implement policy. The Board of Limited Jurisdiction (BOLJ) collaborates with the principal to ensure the long-term viability of the school through an on-going process of strategic planning; and the parent group (PASS) provides enrichment assemblies and organizes parents’ active participation in school-wide activities. Although effective structures are in place, the teachers and staff indicate they lack a clear understanding of the BOLJ’s role. The school identified the need for teachers to take a more active and collaborative role with the Board as an area for growth. The Visiting Committee’s meetings with the pastor and the parents confirm the need for ongoing clarification of the Board’s role.

The pastor and the assigned priest delegate play an important role in the faith life of the school. The priest delegate is visible on campus, visits the classrooms to discuss different topics related to the church’s teachings, attends morning announcements, and participates in other school

activities. Additionally, the pastor and priests celebrate Mass, preside at Reconciliation, and attend other special liturgies. Teachers support the faith formation of the students by modeling the importance of their faith through their participation in prayer before school, attending faith-building workshops, and working toward the completion of their Catechist certification.

The faculty and staff are committed to high achievement by all students. The school adopted the Common Core State Standards and the academic environment has been enhanced with technology in every classroom in order to fully implement the standards. The faculty and administration participate each trimester in the “Data into Action” process to analyze the STAR scores and make adjustments to instruction as needed. After data analysis results indicated a need for significant interventions within the Junior High math program, an additional math and science teacher was added to the staff, math classes were split into two different paths, and a new math program was purchased. Additionally, in 2017-2018 seventh and eighth grade Spanish classes were split into two tracks based on student achievement data.

The principal and faculty consistently communicate student achievement to parents and other shareholders in a variety of ways. Parents are informed of individual student progress through Friday folders, progress reports/report cards, parent-teacher conferences, emails, Remind text messages, and Beehively. Additionally, general student achievements are communicated through the weekly Pulse news bulletin, school website, and at “Coffee with the Principal”, morning announcements, assemblies, and PASS meetings.

D. Data Analysis and Action to Support High Achievement of All Students

Accreditation Factor #6: *The school uses educationally sound assessment processes to collect data. The school disaggregates and analyzes student performance data and uses the analysis as a basis for instructional/curricular improvement.*

The Visiting Committee observed that Sacred Heart Parish School effectively uses educationally sound assessment processes to collect, disaggregate and analyze student performance data and uses the analysis as a basis for instructional/curricular improvement.

Beginning in the 2015-2016 school year, the formal assessment at SHPS was changed to Renaissance STAR Testing. The STAR assessment is given three times each school year. This allows SHPS to observe trends in student learning. Results are provided for and discussed with parents at Parent-Teacher Conferences. At Student Success Team (SST) meetings, strategies are often developed to help those students who are struggling in specific content areas. Test results are also discussed throughout the year with parents in informal meetings and between teachers in staff and cluster meetings.

In addition to the STAR assessment, teachers use a variety of formative and summative assessments within the classroom. These assessments include, but are not limited to projects, essays, presentations, partner and group work, note-taking, exit-ticket assessments, chapter tests, unit tests, and IXL data. Using all this data, SHPS identifies both low and high achieving students through the use of assessments and tools.

In clusters and individually SHPS has started using the “Data into Action” template tool. The “Data into Action” process includes a method for teachers to evaluate data and turn data into action. The process first begins with accessing the appropriate data (by whole class, individuals, or standards). Once the data is located, it is analyzed to create a complete framework. Next, teachers use the data from the questions to discuss with colleagues. Once the data has been accessed and discussed, the teachers create a SMART Goal. The teachers assess the current data and compare it to the previous data. Work is reviewed, and goals are reassessed.

This “Data into Action” process also allows the staff to evaluate the current testing data through the Renaissance STAR program and implement plans to help those students who are at the “urgent intervention,” “intervention,” or “on watch” levels. Also, it allows the school to determine which students are “at/above grade level,” so they can be challenged. This continues to be an area of growth for SHPS. Through teacher cluster meetings, it was reported that further alignment of curriculum and assessment-based learning is an area of growth as well. The Visiting Committee affirms the need for SHPS to pursue this area of growth.

Using the assessment tools allows staff to identify students who potentially have learning differences. For these students, the school sets up Student Success Teams (SST) that consist of teachers, an SST coordinator, and the principal, who meet with the student’s parents and construct a support plan. If the family decides to have a child tested within the public school district or through an independent assessor, then the SST team receives the report stating the student’s needs and teachers make accommodations or modifications for the student. SHPS also hired a part-time independent resource reading teacher who was available to work with students during the 2016-2017 school year. With the lack of data, appropriate personnel, and lack of funding, the decision was made to terminate the position. SHPS continues to look for ways and strategies to help support the SST process and support teachers in new interventions for student learning and needs.

The school also uses assessments to identify high achieving students. This year, for example, SHPS has two pathways for 6th-8th grade math. The first pathway follows the grade-level standards, and the second pathway follows the standards at an accelerated rate. In addition, the 5th grade students also have additional help via a co-teaching method in which higher achieving students may spend time with another math teacher.

The data from the various student assessments is frequently shared with the parents. The parents have access to Beehively in 4th– 8th grades. Parents can check their student’s homework calendar, class announcements, missing homework, test scores, and progress in each class. The school also communicates the students’ progress through progress reports and report cards that are sent home. Teachers meet with parents at Parent-Teacher conferences during the first trimester. They also regularly communicate with parents through the use of email, phone conversations, in-person meetings, and weekly class announcements.

SHPS also addresses the needs of all students through the implementation of new technology. In the fall of 2013 the school purchased a significant amount of technology. Currently, technology improvements consist of one-to-one iPads for 6th-8th grades, class sets of iPads for 3rd-5th grades, shared iPad carts for TK-2nd grades, SMART interactive projectors, new white boards,

Apple TVs, new Macbook Pro laptops and iPads for each teacher, and a Macbook Air computer cart available to check out for the entire school. SHPS has indicated a need to help teachers feel more comfortable when utilizing technology resources.

SHPS strives to use data to drive curriculum and continue to improve the educational experience. The staff diligently uses both formal and informal assessments to meet student needs. Areas of growth include the need for more frequent professional development that is driven by assessments with an emphasis on how to better help high and low achieving students, and finding a way to formally assess the SLEs.

E. High Achievement By All Students Toward Clearly Defined SLEs and Curriculum Standards

Accreditation Factor #7: *All students make acceptable and measurable progress toward clearly defined Schoolwide Learning Expectations and challenging, comprehensive, and relevant curriculum standards.*

The Visiting Committee observed that all students at Sacred Heart Parish School make acceptable and measurable progress toward clearly defined SLEs and challenging, comprehensive, and relevant curriculum standards. SHPS effectively incorporates Catholic values into the curriculum and makes acceptable and measurable progress toward clearly defined SLEs and challenging curriculum standards by following the criteria set forth by the Diocese of Monterey. The acronym “F.I.R.E.” is used to describe the SLEs. SLEs are displayed throughout the school, in classrooms, as well as posted on registration forms, brochures, and bulletins given to the community. SLEs are discussed using age-appropriate language within the classroom and during assemblies. Teachers’ actions and behavior model the SLEs for students. SHPS follows the CCSS and incorporates the SLEs and Catholic core values in lessons whenever possible. SHPS measures SLEs through self-assessment, observation, student participation during Mass and assemblies, Christ is Alive Awards, Kindness Coins, and One Heart activities. Currently, SHPS is not formally assessing SLEs in all grade levels. This is seen as a major area of growth for the school.

SHPS uses Renaissance STAR assessments each trimester to measure and track student academic achievement. Teachers identify students who are not making adequate progress and offer opportunities for additional tutoring during lunch and after school. Teachers collaborate with colleagues to assess individual and classroom achievement and discuss their findings and observed trends. Students identified with academic or social/emotional needs are addressed through the SST process. Teachers use the Instructional Planning resources to set student and classroom goals. Parents are provided with student progress reports and report cards each trimester and participate in parent/teacher conferences. Outside resources are available to parents with students in need of additional support. Technology is integrated into the daily instruction to assist with student learning.

Data from STAR assessments is viewed during “Data into Action” meetings. Students needing to be challenged are offered enrichment opportunities. Math and Spanish classes are split into two levels to ensure that students are challenged. Additional programs are offered in STEM, Robotics, and Digital Arts Media to challenge students.



F. Instructional Methodology to Support High Achievement of All Students

Accreditation Factor #8: *The staff applies research-based knowledge about teaching and learning in the instructional process. Assessment is frequent and varied, integrated into the teaching/learning process, and informs curriculum planning.*

The Visiting Committee observed that Sacred Heart Parish School staff has effectively applied research-based knowledge about teaching and learning in the instructional process. Assessment is frequent and varied, integrated into the teaching/learning process, and informs curriculum planning.

The Catholic values are expressed in the school's Mission and Philosophy. SHPS staff attends faculty retreats and in-services held by the Diocese of Monterey, bi-weekly Masses, daily prayers, May Crowning, Stations of the Cross, and the Living Rosary. In addition, there are prayer corners and crucifixes or crosses in all classrooms. The staff and community are invited to join the principal every morning for the Loyola Press 3-Minute Retreat.

SHPS has implemented research based instructional methodology to enhance student learning. SHPS has greatly increased the technology resources including new teacher laptops, student iPads, student computers, interactive projectors, Apple TV's, and whiteboards. To help support the implementation of technology and support of the teachers, SHPS, has worked with a consultant company called Beehively. SHPS has updated its curriculum in order to correspond to the adopted Common Core Standards. They also have adopted Step Up to Writing for the entire school and Daily 5 for grades K-5. The staff attended in-service trainings through Catapult Learning to develop the teaching of common core language arts, reading, and math. SHPS uses SST teams to support students' needs. Parent surveys, teacher input and students' SSTs showed that there was a need to help support students with lower test scores and special accommodations. In the 2016-17 school year, a resource specialist was hired, however, currently that position remains open.

SHPS has used assessment data to modify instruction/curriculum to help all students achieve the SLEs and curriculum standards. SHPS uses a variety of assessments to drive the learning/teaching process, including formal and informal assessments. At SHPS, some teachers have implemented online assessments to help them track student progress and differentiate instruction. During the 2016-17 school year, the teachers started participating in a "Data into Action" process, in which teachers check the formal and informal assessment results and use this information to create revised instructional strategies adapted to the students' needs.

SHPS integrates technology into the teaching/learning process by providing students access to iPads. The technology and professional development has been adapted to individual grades. SHPS staff are being trained to use SMART projectors, Google Docs, and Google classroom, which allows teachers to give timely feedback and allows for differentiation.

SHPS has identified improvements that are needed in curriculum and instruction in order to support high achievement of all students. Based on the evidence in the standardized testing, class

performance, student surveys and parent surveys, SHPS identified the need for two different math pathways in the Junior High in order for students to learn at their own pace. One level follows the standard pathway and teaches the CCSS for that grade level, and the second pathway is an accelerated pathway.

SHPS has identified the need for teachers to work on curriculum articulation between grade levels for continuity in subject areas. They have also indicated a need to research and review the language arts curriculum schoolwide to ensure consistency and fidelity across grade levels. In addition, they feel they would benefit from an ongoing dialogue in pre and post grade levels to ensure the students' achievement and success. SHPS staff has identified that with the implementation of technology, a typing program for students grades 3-8 would be beneficial. The Visiting Committee affirms these areas for growth.

G. Support for Student Spiritual, Personal, and Academic Growth

Accreditation Factor #9: *Within the school's community of faith, students have opportunities to participate in support services and activities to assist them in accessing the curricular and co-curricular programs to achieve the Schoolwide Learning Expectations, Diocesan curriculum standards, and other governing authority expectations.*

The Visiting Committee observed that Sacred Heart Parish School is highly effective in providing students with opportunities to participate in support services and activities to assist them in accessing the curricular and co-curricular programs to achieve the Schoolwide Learning Expectations, Diocesan curriculum standards, and other governing authority expectations.

SHPS provides support programs and service learning opportunities that are rooted in Catholic values. The SHPS family prays regularly throughout the day beginning with Morning Offering to the Sacred Heart of Jesus. Grace is said before meals and a minute of silence and prayer is observed at 11:00 daily. Each classroom also ends the day with a closing prayer. Each assembly starts with a reading from the scriptures and students attend Mass bi-monthly. Students receive the Sacrament of Reconciliation during Advent and Lent and younger students attend prayer services for special feasts. At SHPS students recite and abide by the Honor Code, which reflects spiritual, academic, and personal expectations for all students. The teachers acknowledge exemplary Christian behavior with Christ Is Alive Awards, which is based on Christian conduct. Students also share their faith with Faith Partners and after-school sports often begin with prayer. The One Heart program was adopted in the fall of 2017. Parents also have the opportunity to grow spiritually, in that they are invited to attend assemblies, Masses, and prayer services.

SHPS provides services, resources, and activities to help all students achieve at high levels in both curricular and non-curricular areas. Good sportsmanship and teamwork are held in higher value than winning games. Students have opportunities to participate in non-sports clubs such as Student Council, Choir, Robotics, Student Newspaper, Technology, and Junior High electives. A desire for additional elective options was noted during parent and student interviews. SHPS students have the opportunity to grow personally through service activities such as Operation Rice Bowl, a Penny Challenge, Fishes and Loaves food drives and Blessing Bags for the homeless. A minimum of 18 hours of community service and a reflection paper are required for

students grades 6-8. At SHPS, a Student Success Team system is in place to help students who are in the bottom quartile. Tutoring is available for students after school and modifications are provided as needed.

SHPS practices fire and earthquake drills every month and the Safety Team shares procedures, strategies and answers questions during assemblies. Intruder drills are practiced three times per year. Faculty and Staff have backpacks with emergency supplies, flashlights, and communication cards to indicate “all present” or “missing child.” Based on Parent surveys in 2015-16, cameras were installed around campus and at the front door. During the 2016-17 school year, a secure, keycard entry gate was installed between the side entrance of the school and the gym. The gate is locked during school hours and badges are issued and worn.

Parents assist students by driving on field trips, attending monthly meetings for 8th grade graduation preparation, helping with Daily 5 small group learning, supporting the Holy Eucharist retreat and organizing parties and dances. All the sports teams at SHPS are coached by parents. Parents are able to view progress, hence assist their students in learning. Parents are included throughout the SST process to provide valuable information and to participate in the development of a positive plan for their child.

Technology, including interactive boards, online programs and iPads are used to enhance learning opportunities for all students, with an emphasis on those in the first and fourth quartiles. They use programs such as IXL and Raz Kids to reinforce skills and support blended learning. iPads are accessible to students, enhancing the learning experience. Students in 3rd-8th grades have ownership of their one-to-one devices.

SHPS provides services to help students with special needs as well as those with greater learning aptitude. Support for academic growth of students is provided through after school tutoring and one-on-one support with instructional aides. The Junior High utilizes homeroom time to monitor work and missing assignments. The SST team is in place to assist students in the bottom and upper quartiles. This team, comprised of teachers and the parents, meets to discuss information about the student, including classroom modifications, work samples, attendance records, and assessment results.

H. Resource Management and Development to Support High Achievement of All Students

Accreditation Factor #10: *The pastor, principal, and school board develop, implement, and monitor resources and plans to ensure and support high achievement of all students of the Schoolwide Learning Expectations, Diocesan curriculum standards, and other governing authority expectations.*

The Visiting Committee observed that the pastor, principal, and the Board of Limited Jurisdiction effectively develop, implement, and monitor resources and plans to ensure and support high achievement of all students of the Schoolwide Learning Expectations, Diocesan curriculum standards and other governing authority expectations.

Sacred Heart Parish School effectively uses school financial resources to support Catholic Identity. During the recent change over to a new principal, it was discovered that school budgetary practices needed attention. The CFO from the Diocese of Monterey along with the principal, and finance committee implemented new practices including a tuition collection timeline and an on-line based tuition program (FACTS). Financial stability is apparent with the implementation of the new changes. SHPS shares a monthly financials overview and an annual financial report to shareholders and community members. Several times throughout the year, a pie chart showing a general overview of the school's financial status is displayed in the PULSE newsletter. A balanced budget was reached in 2016-17 school year.

The BOLJ has remained a consistent support and oversight for the finances. To ensure long-term viability, a marketing and development director has been hired with the goal of increasing enrollment. Seven long-term staff members assist in continuing the traditions and sense of stability at the school. Since the parish does not support the school financially, fundraisers, including Amazon Smiles, give additional financial support to the school. The Sacred Heart Foundation, encompassing alumni, former parents, teachers, former and current staff, was created to provide tuition assistance to students and to support teachers. The current principal and marketing and development director sit on the board as ex-officio members. Private donations and Jog-a-Thon monies pay for technology upgrades and maintenance. The principal, marketing and development director, and business manager work together to review annual fundraising goals and allocation of funds. They are now considering a new financial oversight structure which would review plans for fundraising efforts to ensure goals are clear and budgets are created in advance of events.

In recent evaluations of the school's data, observable trends have shown a decrease in enrollment within the school. In an attempt to reverse this trend, SHPS began to use Facebook Analytics and Google Analytics in the 2016-2017 school year to measure the flow of people to the school website. The school has also tracked its online newspaper advertisements to see the amount of traffic coming to the website. This has prompted a change in how and where the school advertises. The Visiting Committee affirms SHPS' goal to improve marketing efforts in order to increase student enrollment.

In addition to help curb the recent enrollment trends, SHPS has evaluated its current curriculum. In order to align with the CCSS, the school worked with the Diocese of Monterey to provide professional development on the new standards. Unit plans were created and aligned to the CCSS. The school adopted new math textbooks in the 2014-2015 and 2015-2016 school years: GoMath in K-5, and Carnegie Learning in 6-8. The Step Up to Writing program was updated with online curriculum and professional development.

Chapter 4: The Action Plan

A. Design and Alignment of the Action Plan with the Self Study Findings

Accreditation Factor #11 *(The Action Plan addresses the school's critical goals to enhance student learning that supports high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where*



Arch/diocesan standards don't exist), and other institutional and/or governing authority expectations.)

Schoolwide Lists of Significant Accomplishments and Critical Goals

Schoolwide Significant Accomplishments (the eight most significant determined by the VC)

1. Participation by SHPS shareholders in revising the mission statement, philosophy, and strategic plan
2. Strong communication to parents and staff
3. Implementation of STAR and “Data into Action” to identify the different levels of students and differentiate math pathways for Junior High math.
4. Purchase of new curriculum in math (GoMath in grades K-5 and Carnegie in grades 6-8), Language Arts (Step Up to Writing), and Science (ScienceFusion) to meet Common Core and Diocesan requirements and the alignment of curriculum
5. Safety improvements have been added including security gates, locks, and cameras; emergency drills regularly practiced
6. Technology to improve academics growth, which include use of interactive whiteboards, iPads, and online programs and applications
7. Spiritual growth enhanced with the partnering of Faith Partners and the addition of the One Heart program
8. Development of a universal requirement and financial policy related to school tuition, financial assistance, and fee payment

Critical Goals (identified by school)

1. Increase the dialogue and articulation between grade levels to maintain consistency in subject areas to support high achievement of all students
2. Create and implement a systematic process of accountability that measures the student achievement of the SLEs for all grades
3. Develop a proficiency of technology standards that are introduced, reinforced, and mastered schoolwide, for teachers and students
4. Create comprehensive strategies for classroom learning differentiation and instruction aimed at challenging high-achieving students and assisting low-achieving students in the subject areas of reading and math
5. Research and review the Language Arts curriculum schoolwide to ensure consistency and fidelity across grade levels

The Visiting Committee observed that Sacred Heart Parish School has effectively identified the critical goals that are focused on improving student learning, and developed an Action Plan that aligns with and effectively addresses the school's Critical Goals. In addition, the Action Plan effectively identifies specific strategies and activities, those responsible for accomplishing those strategies, and assessments designed to monitor accomplishment of the strategies and growth in student learning.

OPTION A: *Modification of a critical goal:*

NA



OPTION B: Critical Goal Identified by the Visiting Committee:

NA

B. Capacity to Implement and Monitor the Action Plan

Accreditation Factor #12: *The school demonstrates the capacity to implement and monitor an Action Plan that ensures high achievement of all students of the Schoolwide Learning Expectations, Diocesan curriculum standards, and other governing authority expectations.*

The Visiting Committee observed that Sacred Heart Parish School effectively demonstrates the capacity to implement and monitor an Action Plan that ensures high achievement of all students of the Schoolwide Learning Expectations, Diocesan curriculum standards and other governing authority expectations.

The Visiting Committee believes that Sacred Heart Parish School will be effective in implementing and monitoring the school's Action Plan. Although SHPS has somewhat effectively implemented the previous Action Plan, it has formulated an effective assessment and monitoring process, has effectively identified adequate resources, and doesn't seem to have any major impediments to implementation of the new Action Plan.

Visiting Committee Summary Thoughts:

The Visiting Committee congratulates Sacred Heart Parish School for effectively completing the WCEA Self Study, and we affirm that the school has both the desire and the resources to successfully implement the Action Plan in order to ensure ongoing school improvement and student achievement.