

# ***REPORT OF FINDINGS***

ST. ANTHONY OF PADUA SCHOOL  
5680 N. MAROA AVENUE  
FRESNO, CA 93704  
DIOCESE OF FRESNO



**WCEA** *Western Catholic  
Educational Association*

AND

WESTERN ASSOCIATION  
OF  
SCHOOLS AND COLLEGES

**IMPROVING STUDENT LEARNING**

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

**MARCH 26, 27, AND 28, 2014**

# ***REPORT OF FINDINGS***

for  
St. Anthony of Padua School  
5680 N. Maroa Avenue  
Fresno, CA 93704

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Eileen Ryan, Chairperson  
Diocese of Orange  
Our Lady Queen of Angels Catholic School  
2046 Mar Vista Drive  
Newport Beach, California 92660  
(949) 644-1166

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Melissa Lopez, Team Member  
George McCann School  
Visalia, California 93277

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Marianne Marasti, Team Member  
Our Lady of Mercy School  
Merced, California 95301

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Dr. Tony Monreal, Team Member  
WASC Representative  
Madera Unified School District  
Madera, California 93637

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Tom Spencer, Team Member  
St. Joachim School  
Madera, California 93637

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Rodney Troutman, Team Member  
Our Lady of Perpetual Help School  
Bakersfield, California 93305

## **PREFACE**

We, the Visiting Committee, wish to commend you, the pastor, administration, faculty, staff, parents, and student body of St. Anthony 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 St. Anthony 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**

*What process has the school used to complete the Self Study (schedule of meetings, timeline, involvement of shareholders, etc.)?*

The Self-Study process has been on-going since the last WCEA/WASC visit in 2008. Recommendations from the prior Report of Findings have been analyzed and discussed by all shareholders each year. All recommendations have been implemented.

In the fall of 2012, the leadership team and faculty met for training. After that meeting, a timeline was made and teams were formed for the various committees to work. In 2012, all shareholders met to review and discuss the Schoolwide Learning Expectations (SLEs). The community agreed that these SLEs were achievable, measurable, and highlighted the school's Catholic identity.

The first Wednesday of the month was set aside to work on various aspects of the protocol. Surveys were administered to all shareholders and data was gathered and disaggregated. This led to the process of writing drafts. These drafts were then presented to the School Advisory Board, to all parents via the weekly newsletter, and to the Parent Teacher Organization. This allowed the shareholders to fully participate in the process and give their insights and ideas. In recent years, St. Anthony's School has revised its Mission Statement and Philosophy.

Over a period of fourteen months, faculty and staff collaborated to create initial drafts of each section of the self-study. Parents in the field of education and accreditation were asked to read drafts as they were completed and contribute input. All appropriate suggestions were worked into the final draft of the self-study by the St. Anthony School staff.

*What obstacles, if any, did the school experience in completing their Self Study?*

St. Anthony School felt that setting time aside to fully analyze data and review/revise SLEs was a challenge. However, the school realizes that the process was a worthwhile endeavor and the resulting Action Plan provides the shareholders of St. Anthony's School with a map for the future.

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

*How effectively has the school involved all shareholders in data review and analysis, dialog about student progress, school accomplishments and needs, etc.?*

St. Anthony School is committed to maintaining a high level of shareholder involvement in the activities of the school and has been highly effective. The school prides itself on its collaboration and unified community of shareholders. Shareholders are provided many opportunities to give input about student progress and school accomplishments. Input is solicited formally through the Advisory School Board, the Parent Teacher Organization and during

collaborative meetings with instructional and non-instructional staff. Informally, parents, students, and other school community members were encouraged to provide input through newsletters, the school website, and various surveys. Through the development of the five-year plan and Progress Report, parents were offered an opportunity to give input to these via the completion of surveys. This was confirmed through our interviews with all shareholders.

***How effective are the school's plans to keep shareholders involved in ongoing systematic analysis of the school's effectiveness?***

The plans of the school are highly effective in keeping the shareholders involved in systematic analysis of the school's effectiveness. As the school implements its Action Plan, the shareholders will be informed through the Tuesday Newsletter, the school website, ASB and PTO meetings, and faculty meetings.

St. Anthony School is dedicated to maintaining a high level of shareholder involvement as it continues to improve learning and to ensure a high degree of success for all students. Open, on-going communication and the involvement of all shareholders will ensure the school's effectiveness.

## **Chapter 2: Context of the School**

### **A. School Profile**

***To what extent has the school compiled and analyzed annually updated data (cultural, demographic, financial, survey, interview) that identified major changes or trends since the last Self Study?***

St. Anthony's School has been highly effective in compiling and analyzing data since the last Self-Study. Data sources include standardized tests scores for students, student assessments, financial reports, interviews, parent/teacher/student surveys, and Diocesan reports. Data analysis provides the foundation, discussion, deliberation and decision making that includes all shareholders.

The student population demographics have not changed significantly since the last accreditation visit and the school is representative of the northern part of Fresno where it is located. Enrollment has remained high, with waiting lists for most grade levels. Interviews with parents demonstrated a high degree of pride in the multi-generational aspects of St. Anthony's School.

Finances have remained strong and have resulted in the purchase of new textbooks, staff development and capital improvements. The school has no debt since the last accreditation.

### *What do parent/student/staff surveys tell about satisfaction with the school?*

Faculty surveys revealed that St. Anthony's School is a caring and nurturing community which supports students and families. They share a strong bond with each other and feel that the faith mission is clear, evident, and shared. Parents and students have continued to show a high level of satisfaction with all aspects of the school. The average student performs well above grade level in all academic areas. While no major changes or trends were identified since the last Self-Study, St. Anthony's School continues to be well positioned for the future. The school community looks forward with confidence to continuing its mission.

### **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.*

### *How effectively has the school used the prior accreditation findings and other pertinent data to support faith formation and high achievement of all students?*

St. Anthony School has been highly effective in the use of prior accreditation findings and other pertinent data to support faith formation and high achievement for all students. In 2009, the Visiting Committee affirmed the Target Goals identified by the school as well as identifying two additional Target Goals. Since that time, St. Anthony has addressed each of these Target Goals in a thorough and systematic way.

The first Target Goal was to implement a schoolwide writing rubric to reliably and consistently measure student writing as they progress through the grade levels. The staff was trained to use the *6 + 1 Traits of Writing* program and rubrics in 2008. During the 2009-2010 school year, a Writing Committee was created from each grade level to track student progress and organize the implementation of the writing rubric and all-school writes. In 2013, this committee began working with technology to create a tool that would be teacher friendly and track students for longitudinal assessment. This process is on track to be completed in June 2014.

The second target goal was that the faculty would collaborate and develop support strategies for students' academic success through the Student Success Team. The Team is made up of teachers from several grade levels and an administrator. This intervention team allows staff to identify at risk students and address their academic needs. The plan developed by the team includes a description of the rationale and strategies for intervention, accommodations, and referrals to meet individual needs. The Student Study Team has formed partnerships with local public school districts for assessment of student needs beyond what the school is able to provide.

The third target goal was to strengthen basic math skills through ability grouping, Accelerated Math, and websites. In 2009-2010 school year, the staff analyzed data of standardized tests. The entire school now begins each math period with a 3 minute timed math sheet on computation. The school began to work with a local math tutoring company, Mathnasium, to

meet the needs of students in 8<sup>th</sup> grade. This was later expanded to 5<sup>th</sup> through 8<sup>th</sup> grade. Ability grouping in 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades was also begun. The use of effective math sites continues.

In addition to the three target goals identified by the school, the Visiting Committee added two additional critical goals. The first goal was to develop and implement rubrics for collecting and analyzing student achievement of the Schoolwide Learning Expectations for all classes. Rubrics were developed by teachers and implemented at the end of 2009. In the school year 2009-2010, these rubrics were used to analyze student progress. Students have an opportunity to reflect on their progress toward the SLEs.

The next target goal was to regularly review and report to the school community student progress toward accomplishing the Schoolwide Learning Expectations. Rubrics are completed at the end of each trimester and these results are discussed with students and shared with parents. Parents have the opportunity to discuss the completed rubric, offer comments and are asked to sign the rubric and return it to school. The communication between home and school about the progress toward achieving the SLEs has been positive. Interviews with parents indicate a high degree of satisfaction with student progress toward attainment of SLEs and their application, even beyond the school setting.

*How effectively has the school implemented the concept of continuous school improvement, e.g., data analysis and action, focus on high achievement, etc. in non-accreditation years?*

The school has been highly effective in implementing each of the above Critical Goals and they continue to use data analysis to focus on high achievement of all students. Through the use of the Student Success Team and other improvements made, the school continuously works on the curriculum in a positive manner. With the establishment of a five-year plan, ongoing and systematic review is done and communicated to all shareholders through letters to families, presentations to the ASB and PTO and posts on the school website. Strategic planning is a continual process so that the school can respond to changing needs.

## **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.*

*How effectively has the school improved the spiritual formation of students, staff, and parents?*

St. Anthony School is highly effective in improving the spiritual formation of students, staff, and parents. The Mission and Philosophy statement are fully integrated into the schools Catholic teachings. The entire St. Anthony School community works together using Catholic doctrine to support student learning and religious formation. Students participate in numerous Catholic traditions and celebrations such as weekly Mass, Rosary, Thanksgiving Prayer Service, Advent

and Lenten Reconciliation services, Stations of the Cross, and Adoration. Students are involved in Social Justice by participating in community outreach and service projects. The staff meets weekly and on special occasions to pray together for the needs of the school community and participates in retreats for personal spiritual growth.

*How effectively has the school implemented changes to improve their Catholic Identity and fully integrate it into the life of the school?*

The staff supports the family's faith formation, recognizing parents as the primary educators. All staff are certified or are in the process of being certified as Catechists by the Diocese of Fresno. The faculty meet weekly to share their faith with each other and they participate in school sponsored retreats. The religion textbooks are reviewed and updated. New religion textbooks were purchased. The pastor and other parish clergy are visible on campus. The pastor attends sporting events and connects with students during lunch. The school has fully integrated Catholic identity in the life of the school. Through our observations and interviews, there is general consensus that their Catholic Identity is a strong component of how the community perceives the school.

*How effectively has the school analyzed changes they've made in Catholic Identity to determine how these changes have strengthened their Catholic Identity?*

The school administers and uses the ACRE test to analyze students learning of Catholic doctrine. Through analyzing this data and through parent and student surveys, the school has been highly effective in implementing changes to strengthen the Catholic identity at St. Anthony School. A school-wide process of evaluating students relative to their performance on the SLEs is communicated to parents regularly. Parents review the reports with their children, sign and return these to the teachers.

## **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, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

*How effectively does the school's mission and philosophy reflect the Catholic nature of the school?*

St. Anthony School is highly effective in reflecting their Catholic nature. St. Anthony's Mission Statement reflects the love of God and the call to follow the word of God through prayer, education, sacraments, caring, and stewardship.

*How effectively has the school integrated their mission, SLEs, and standards into the total reality of the school?*



The school has been highly effective in integrating their mission, measurable SLEs, and standards into the total reality of the school. The school community has the SLEs posted throughout the school campus and students are shown how to live the SLEs through daily instruction. Furthermore, the SLEs have been translated into academic language that is developmentally appropriate for all ages of students. The staff has made the SLEs more measurable and has helped the students understand them and embrace them more fully. Rubric evaluations of student progress in addressing the SLEs are communicated to the parents three times throughout the school year. The SLEs prepare the students to become self-aware Faith-filled Catholics, Lifelong Learners, and Positive Citizens. Throughout the school year, teachers integrate the SLEs into their teaching in a variety of ways. Teachers share how they assimilate the SLEs into their lessons at staff meetings. Students are able to relate the SLEs to the assignment. SLEs are posted throughout the school, in each classroom, on the school website, in class newsletters, and individually given to students. SLEs are also added to Character Traits for Students of the Month.

*How effectively has the school communicated their mission and purpose, including any governing authority expectations, to their shareholders?*

St. Anthony School has been highly effective in communicating their mission and purpose, including any governing authority expectations to their shareholders. Parents have affirmed that this is accomplished through the words and actions of St. Anthony staff to all its shareholders. The faculty communicates the progress toward the achievement of the SLEs to the parents. Parents sign and acknowledge that they have received information about the SLEs. The mission of the school is supported by the ASB and PTO through assisting in the short and long term planning.

### **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.*

*How effectively have the organizational structures of the school supported the school's mission and created an environment that is focused on high achievement of all students?*

St. Anthony School is highly effective in ensuring that organizational structures support high achievement of all students. The pastor provides the spiritual leadership for the school and is an advocate for the faith formation of the students, family, and staff. The pastor works closely with the administration and Advisory School Board and is highly visible throughout the campus. Working closely with the pastor, Advisory School Board and faculty, the principal maintains open and effective communication within the school community. The principal is highly effective in ensuring professional growth among the staff and leads the staff in curriculum development while overseeing resource management, hiring, and staff evaluation.

St. Anthony School provides a collaborative effort between administration, staff, parents, and students to ensure high achievement of all students. The school maintains close contact with

parents through personal meetings, the weekly Tuesday newsletter, and maintains an open door policy.

Based upon Iowa Assessments, students that are performing below grade level are referred to the Student Success Team for more complete assessment to determine their specific learning needs thus supporting high achievement of all students. Students receive progress reports at mid-trimester. Report cards are sent home at the end of each trimester. The STAR reading assessments were clearly evident in the portfolios provided as evidence in the classrooms.

*How effectively have the organizational structures of the school communicated student progress to the shareholders?*

St. Anthony School is highly effective in communicating student progress to the shareholders through a variety of ways. Shareholders can access the website and use SchoolSpeak. The principal effectively communicates the progress on the Action Plan through the weekly bulletin, at staff meetings, and to the ASB and PTO groups. Teachers communicate frequently with parents through email and phone calls, and progress reports and report cards are sent home on a trimester basis.

**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.*

*How effectively has the school used educationally sound assessment processes to collect, disaggregate and analyze student performance data? (Note: include information about the use of standardized tests, teacher-made tests, and text-created tests; as well as the school's use of clear interpretations of the data analysis.)*

St. Anthony School has been highly effective in the use of educationally sound assessment processes to gather, disaggregate, and analyze student performance data. Nationally normed standardized tests are administered. The ITBS is administered to students in grades two through eight to assess student performance in the core content areas. The Cognitive Aptitude Test is given in grades 3, 5, and 7. The Assessment of Catechesis/Religious Education (ACRE) is administered in the fifth and eighth grades to assess student learning in religion. Annually, a formal process of disaggregating and analyzing student performance is completed using the data from the Iowa Assessment to examine both individual student and classroom level performance to determine areas of strength and areas for growth. A report based upon the analysis is prepared and presented to the Advisory School Board and the Parent Teacher Organization in January.

St. Anthony School utilizes a variety of internal assessments to analyze student learning both formatively and summatively. Textbook assessments, project assessments, science fair projects, oral presentations, teacher observations, classroom participation and homework assessment are examples of the variety of tools used. Data from these assessments are analyzed by teachers to promote discussions regarding grouping of students, adjusting assignments, and modifying instruction to improve learning opportunities for all students. The staff has expressed the desire

for calibration of the school-wide writing rubric and professional development to train them in consistent application at all grade levels.

*How effectively has the school assessed SLEs and academic standards?*

St. Anthony School has been highly effective in assessing the SLEs and effective in assessing academic standards. Since the last accreditation visit, the faculty has reviewed the SLEs as to their applicability to the school mission and philosophy. The teachers have also worked toward the full adoption of the language arts and mathematics Diocesan standards adapted to the Common Core. The staff has identified a goal to utilize technology in the analysis and reporting of academic standards and for completion of curriculum maps.

*How effectively has the school used data analysis, trends, etc. as a basis for improving student learning such as: modifying instruction, challenging students to achieve, implementing new curricular materials, etc.?*

St. Anthony School has been effective in using data analysis, trends, etc. as a basis for improving student learning such as: modifying instruction, challenging students to achieve, and implementing new curricular materials. They formulate plans for accommodating students by implementing support systems and to allocate resources to improve learning opportunities for all students.

A wide range of examples demonstrates the use of data analysis to modify instruction to meet the learning needs of all students. Teachers use data to group students by ability, to modify assignments to meet individual learning needs, to pull out students for participation in the after school homework Math Club, and to identify students who qualify for the after school GATE program.

The analysis of data has also been utilized to plan for professional development opportunities for instructional staff. The administration uses the data to budget for staffing needs, adoption and procurement of curricular materials, and other decisions that will impact student learning. The administration and staff of St. Anthony School have identified a desire to place increased emphasis on the needs of high performing students by the development of a formalized enrichment program.

**E. SLEs and Standards-Based Curriculum to Support High Achievement of All Students**

**Accreditation Factor #7:** *The school provides a challenging, comprehensive and relevant curriculum for each student that results in achievement of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations. All students make acceptable progress toward clearly defined and measurable Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

*How effectively has the school developed a curriculum based on SLEs and curriculum standards?*

St. Anthony's School is highly effective in ensuring that there is a well developed curriculum based on SLEs and curriculum standards. St. Anthony's School follows the State of California State Standards, Diocese of Fresno Standards, and is moving toward the new Common Core State Standards. The school has successfully mapped curriculum in math and language arts. Using the curriculum maps the staff has identified overlaps and gaps in student learning and taken steps to strengthen subject areas as needed.

St. Anthony's School identified, in their In-Depth Study in science, the need for new curricular materials and methodologies for all grades. They have initiated the process of curriculum adoption for grades 3 and 4 with the goal of expanding to grades 2 and 5 next year. The In-Depth Study noted that, due to the timeline for state adoption of Common Core Standards in Science, their review of curriculum for adoption for grades 6, 7 and 8 will be pursued when those standards become available.

The SLEs are highly visible throughout the campus and in the classroom. SLEs are written in age appropriate language. SLEs are also promoted in the weekly newsletter and on the school website. The SLEs were developed by staff, students, and shareholders alike thus ensuring support by all parties concerned.

*How effectively has the school measured student achievement of the SLEs?*

St. Anthony School is highly effective in measuring student achievement of the SLEs by relating them to their everyday life. Teachers assess SLEs at grade level meetings, match SLEs to lesson objectives, and partner SLEs with character traits used to recognize the Student of the Month. Students do a self-evaluation of their attainment of the SLEs on a regular basis and the results are communicated with parents.

Student achievement of SLEs are assessed by direct observation of the students' behavior and participation in various learning activities such as the school Science Fair, Mission projects, Catholic Schools Week, Academic Decathlon, Reading Day, and Saints Presentations. Through interviews with parents and faculty, it is evident that there is a high degree of satisfaction with the measurement of student progress toward the attainment of the SLEs.

*How effectively has the school measured student achievement of the curriculum standards, e.g., the use of multiple assessments to measure student progress, etc.?*

St. Anthony School is highly effective in ensuring student achievement of the curriculum standards by utilizing IOWA and ACRE assessments. Teachers utilize a wide variety of assessments, both formative and summative, for determining student progress toward standards and are actively developing rubrics and seeking outside help to provide for calibrating teacher implementation in the area of writing. Teachers provide direct observation of achievement of standards as well as formal and informal curricular assessments. Standard textbook and teacher generated assessments are also used.

*How effectively has the school ensured that each student is making acceptable progress toward the achievement of SLEs and curriculum standards?*

St. Anthony School is highly effective in ensuring that all student achieve acceptable progress toward achievement of SLEs and curriculum standards by early identification of students at risk within the first eight weeks of school. Through the development of Student Success Teams, the individual needs of the struggling student are met. Students are referred to outside professional agencies for further assistance on an as-needed basis. Each homeroom teacher is provided with the specific learning differences and recommendations for any student participating in the Student Success Team.

**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.*

*How effectively has the school integrated Catholic values throughout the curriculum?*

The Visiting Committee observed that St. Anthony's School is highly effective in integrating Catholic values throughout the instructional process. Through the modeling by the staff and the St. Anthony's School community, Catholic faith and values permeate all aspects of the school program, both academic and extracurricular. Catholic values are at the forefront of the educational experience. They are integrated into the grade level curriculum and the SLEs. They are practiced in the sacramental life of the school through daily school-wide and classroom prayer, community service and charity drives. These are also evidenced as well through participation in the Parochial Athletic League and other Diocesan sponsored contests. The Catholic values of service and community are highlighted by activities sponsored by the Student Government, the Parent Teacher Organization and exemplified in the classroom settings as well.

*How effectively has the school used research-based instructional techniques to improve student learning?*

St. Anthony's School has focused instructional methodology on student attainment of Diocesan curriculum guidelines, state and national standards with an emphasis on transition to the Common Core Standards. All teachers follow the prescribed curriculum and measure acceptable progress for high student achievement in every grade. To more effectively accomplish this, the school is in the process of departmentalizing instruction in the lower grades, as has been the current practice in the upper grades. Administration and staff are engaged in ongoing professional development focusing on continuous improvement. There is progress by staff to implement best practices they have learned in these frequent in-services and workshops.

The staff of St. Anthony's School has used assessments such as the ITBS and ACRE. They also use assessments created by the teachers to direct their instruction. The goal of this activity is to help students achieve mastery of the SLEs and curriculum standards. Teachers attend workshops

to improve their instruction to benefit their students. Examples of these workshops include training in the recently adopted math curriculum and the language arts curriculum; a Diocesan workshop on differentiated learning; and a workshop on creative thinking and gifted learners. Other opportunities were mentioned to ensure student mastery of curriculum standards. Title II funding supports the professional development of teachers. Teachers meet in grade level teams to ensure continuity and consistency of instruction. They also engage in professional collaboration with the goal being success for all students.

### *How effectively has the school integrated technology into the teaching/learning process?*

St. Anthony's School is effective at integrating technology into the teaching/learning process in a variety of ways. Classrooms are equipped with high-speed Internet access for student and staff use. Students in the seventh and eighth grade participate in the Laptop Program. Students from kindergarten through sixth grade are assigned weekly use of a fully operational computer lab. A full time teacher provides instruction in Computer Literacy. The teacher also provides supplemental support for class research and projects.

Many classrooms are also equipped with Interactive Boards, as well as document cameras to enhance classroom learning. Staff does a regular review of the technological tools and their best use of integration into the classroom setting. Based on interviews, it is evident that all shareholders are very interested in a systemic plan that utilizes technological tools, resources, research and professional development to assist students in meeting Diocesan Standards based upon the Common Core and 21<sup>st</sup> Century Learning Skills. Title IIA funding has been used for staff development, which has included iPad training focused on integration into the classroom.

### *How effectively has the school used assessment to modify instruction/curriculum to help all students achieve the SLEs and curriculum standards?*

The staff of St. Anthony's School has determined that refining the alignment of the language arts curriculum with the Common Core Standards, planning additional time for staff development in analyzing data to improve instruction and applying a variety of tools to support students in the achievement of SLEs and curriculum standards are goals in the area of instructional methodology. During interviews with the faculty and administration it became clear that modification of instruction and curriculum to meet the needs of all students is a high priority for the school and many efforts have already been made to accommodate those who need additional support.

## **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, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

***How effectively has the school provided services, resources, and activities to help all students achieve at high levels?***

St. Anthony's School has been highly effective in providing services, resources, and activities to help students achieve at high levels. St. Anthony School environment is student centered. It is the mission of the administration, staff, and parents, in the formation of the whole child, to bring them closer to Christ. There are a wide variety of extra-curricular opportunities such as athletics, music, enrichment programs, and others to enhance students' experience beyond the classroom. There is a Buddy system that pairs older and younger students for the development of mentoring experiences. Another form of assistance is an on-site after school tutoring program in math to help struggling students. In addition, the school employs a reading/learning program teacher as well as a reading/writing teacher.

Safety is also a top priority at the school. All teachers are certified in CPR and First Aid. Safety education is offered to the staff and students as well as the *Keeping the Promise* Safety Curriculum from K to 8<sup>th</sup> grade. The school has also made changes to its campus to ensure the safety of all students.

Student Government is offered at St. Anthony's School. Many activities are developed that promote student leadership, community awareness, school spirit, and diversity. Evidence of these activities includes Academic/Sports Awards Assemblies, Spirit Rallies, the California Junior Scholarship Federation for Junior High Students, participation in various clubs, and elective classes. Students are also expected to complete 15 service hours each year in a variety of service learning opportunities.

Even though the school offers an abundant amount of support services, staff analysis of data led to three suggestions being offered to improve student services. These are, to offer hearing and vision screening on campus, to contract with an outside source for assisting with the grading and tracking of student growth in the "All School Writes" program, and to begin Family Faith Formation classes for school families.

***How effectively has the school used parents and community resources, including Federal Program funding, to assist students?***

St. Anthony's School has been highly effective in the use of outside resources to support student learning. Parents are an irreplaceable resource for the school and the student body. All school families are required to fulfill 30 service hours per year and participate in fundraising efforts. Many parents contribute many more hours than are required.

Communication between school and the parent community is strong at St. Anthony School. All pertinent information is posted on the school's website. A weekly newsletter is written by the principal to enrich the spiritual and personal growth of parents and students.

Title IIA funds have been utilized for professional development for staff, especially in the area of technology integration.

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

References:

**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, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

*How effectively has the school developed, implemented, and monitored a financial management system, to support high achievement of all students?*

St. Anthony's School has been highly effective in supplementing tuition, fees, and fundraising using external resources. The school has a \$1,600,000 endowment fund that is overseen by the Parish Finance Council. The financial administrator has worked hard to increase donations to the portfolio which are placed in safe investments. The projected future interest rate is 3.75%, resulting in annual income of \$60,000. Fifty percent of the interest income is used for financial aid and capital improvements.

The parish provides an annual subsidy of \$72,000 to the school. Of this amount, \$40,000 goes directly to financial aid for families. Funds raised by the Scrip Program average \$39,000. Currently, 97% of the income generated by the Scrip Program is allocated to financial aid. The other 3% of the money is used by the purchasing families as a credit to their tuition.

Since the last WCEA/WASC accreditation, the school has raised over \$6,100,000 in donations for a new Community Center. The completed center includes a gymnasium, additional classrooms, staff room, offices, student activities room, snack bar, and a childcare facility for the parish. The Social Hall and cafeteria have also been renovated during this time.

St. Anthony's School has a strong income base from tuition, fees, and fundraising which provides enough money for the day-to-day expenses of running the school. They have done a highly effective job of supplementing income from external sources, which is used primarily for capital improvements and financial aid to families. Together, these income sources provide opportunities for high achievement for all students.

*How effectively has the school used external resources to supplement tuition, fees, and fundraising?*

St. Anthony's School receives a parish subsidy of \$72,000. St. Anthony's school has been blessed for many years with a strong resource base that makes it possible for the school to accomplish its mission. The school has no deficit and it maintains a contingency fund according to parish guidelines. With continued vigilance, stewardship, and planning St. Anthony's will continue to provide its students with a quality education and a faith-centered environment grounded in the Catholic faith.



St. Anthony's School has a strong income base from tuition, fees, and fundraising which provides enough money for the day-to-day expenses of running the school. They have been highly effective in supplementing income from external sources, which is used primarily for capital improvements and financial aid to families. Together, these income sources provide opportunities for high achievement for all students.

### *How effective is the school at planning for its long-term viability?*

St. Anthony's School is highly effective at planning for its long-term viability. It has a well maintained facility, with major new additions in the form of a gymnasium and meeting rooms. \$6,000,000 in funding was raised since the last WCEA/WASC visit that was spent on capital improvements.

The school has a 5 year strategic plan in place that is monitored by the Advisory School Board. The school has met the annual goals set in place for the past five years. St. Anthony's employs sound financial practices, and the current income sources cover all their annual costs. The financial system and endowment fund investments are carefully monitored by trained staff at the school and parish.

The school attracts qualified staff and offers professional development opportunities to provide for the ongoing learning needs of all the students. The curriculum is well-researched before it is purchased and it is kept up-to-date with current research and resources. The technology program provides for regular updating and maintenance of hardware, software, and licensing.

Parents and the parish provide support through finance, expertise, and volunteer hours. These shareholders, along with the school administration and staff believe in the mission of the school and stand behind it. Along with community involvement and the local reputation of the school, St. Anthony's will be a source of successful members of the community for many years to come.

The resources available to the school are sufficient to sustain the school program, reflect sound financial practices, stewardship, and are used to carry out the school's mission statement, philosophy and SLE's.

## **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)

1. A vibrant and comprehensive Catholic Identity that is evident in all aspects of the school.
2. A dedicated and compassionate staff, including the pastor and administration that are recognized by parents and students as the cornerstone of the school.
3. Students who have taken to heart the SLEs and Catholic formation by their words and actions.
4. Excellent involvement of parents in the overall mission of the school.
5. Demonstration of academic excellence by a variety of assessments.
6. An emphasis on writing across the curriculum.
7. Financial resources, fiscally sound practices, and well-maintained facilities that contribute to a positive learning environment.
8. A wide range of curricular and co-curricular programs that provide students and their families with ample opportunities to grow spiritually, physically, and academically.

Critical Goals (identified by school)

1. Complete the ELA curriculum mapping process to reflect alignment with Diocesan and California Common Core Standards.
2. Increase differentiated instruction for high achieving students.
3. Track the writing progress of individual students across the grade levels by using standardized assessments allowing for the disaggregating and analyzing data in order to increase the proficiency of all students.
4. Improve student achievement in science.
5. Provide more professional development in the area of technology.

*How effectively did the school identify critical goals that are focused on improving student learning?*

St. Anthony School has been highly effective in identifying critical goals that are focused on high achievement for all students and improving student learning.

*How effectively does the Action Plan align with and address the school's critical goals in order to support high achievement of all students?*

The Action Plan developed by St. Anthony's School has been highly effective in aligning and addressing the critical goals identified in the self-study. Many activities were already in progress that were not explicitly stated. The Visiting Committee encourages St. Anthony School to re-evaluate the timelines they have established for implementation of the Action Plan to more accurately express the start and end dates that they are confident they can meet.

### **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, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

*How effective are the monitoring processes (assessment/evaluation, communication to shareholders, involvement of shareholders in implementing and monitoring the Action Plan, etc.) that are incorporated into the Action Plan?*

St. Anthony School has been highly effective in establishing monitoring processes for on-going assessment and evaluation of progress of the Action plan. The Action plan notes that the responsibility for implementation and monitoring of the Action Plan has been distributed over a broad range of individuals. Monitoring of the Action Plan from the last Accreditation Visit was thorough and timely.

*How effective is the school plan to evaluate the goals in the Action Plan on the basis of their impact on student achievement?*

The administration and faculty have been highly effective in demonstrating their willingness to address these target goals to ensure success for all students. Our on-site visit has assured the Visiting Committee that the Action Plan will become an integral part of St. Anthony's School.

*What impediments, if any, must the school address in order to accomplish the Action Plan?*

The Visiting Committee saw no impediments that would affect the implementation and accomplishment of the Schoolwide Action Plan. The committee is confident, based on our on-site visit, perusal of evidence, classroom observations, and review of the Action Plan that St. Anthony's School is on a road to continued success.