

REPORT OF FINDINGS

CORPUS CHRISTI SCHOOL
ONE ESTATES DRIVE
PIEDMONT, CA 94611
DIOCESE OF OAKLAND



WCEA *Western Catholic
Educational Association*

AND

WESTERN ASSOCIATION OF
SCHOOLS AND COLLEGES

IMPROVING STUDENT LEARNING

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

MARCH 22-24, 2011

REPORT OF FINDINGS

for
Corpus Christi School
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PREFACE

We, the Visiting Committee, wish to commend you, the pastor, administration, faculty, staff, parents, and student body of Corpus Christi 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 Corpus Christi 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 was conducted using the new “Improving Student Learning Protocol”. All shareholders were consulted to produce the study. The principal and the leadership team met with the Diocesan WCEA commissioner three times for training. This group made a timeline and formed committees made up of all faculty that met weekly to produce the Self Study. The initial document was reviewed by the pastor, school board and parents group board; additionally, input was sought from past finance committee chairs.

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

A major challenge for the school was implementing a new protocol, which was still in the revision during the time of the study. The time required to conduct an effective study proved also to be a challenge. The faculty and staff met twice during the summer to continue to work on the study.

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.*

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

The school is highly effective in involving all shareholders in the data review and analysis, dialogue about student progress, school accomplishments and needs. School administration actively seeks expertise and information from a highly skilled parent population. All shareholders review and work to revise the documents to reflect community goals and the spirit of the community accurately and well. The pastor, school board and parent group all consistently offer input in a various modes including test score analysis, periodic surveys and parent dialogue.

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

The school is highly effective in planning to keep shareholders involved in ongoing, systematic analysis of the school's effectiveness. The school administration will continually assess progress toward the Action Plan goals. Shareholders will continue to have a voice in the school's development toward the stated goals through regular survey mechanisms. Communication will continue through *NewsLine*, *Connection*, parent meetings and reports to committees and boards.

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?

The school was highly effective in compiling and analyzing the annual updated data (cultural, demographic, financial, survey, interview) that identifies major changes or trends. Since the last Self Study enrollment has dropped about 5%, which is believed to be due to the downturn in the economy. This downturn has also affected the rate of graduates who apply to Catholic high schools. Prior to last year, 99% of Corpus Christi graduates attended Catholic high schools. Yet, last year 19% of the graduates did not apply to Catholic high schools, however the number is truly higher since seven of those who did apply chose not to attend. Additionally, the need for tuition assistance has doubled in the past three years. During the 2010-2011 school year \$70,000 was distributed to families in need of tuition assistance.

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

The parent/student/staff surveys reveal that there is a high level of satisfaction with the school. 91% of parents who responded indicated that Corpus Christi School has met or exceeded their expectations. In addition, students felt that the principal, faculty and staff cared, encouraged and respected them. The staff survey also reveals a very high level of satisfaction. They believe that the administration is visionary, the environment nurturing, the student programs are vigorous and the parent community is involved and supportive. All surveyed also feel that there is a strong sense of Christian community among faculty, students and parents and the communication between the administration, faculty and parents is either effective or highly effective.

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?

The school has been highly effective in using prior accreditation findings and other pertinent data to support faith formation and high achievement of all students. The administration, faculty and staff used dialogue and collaboration to create an assessment tool to measure the progress of the Student Learning Expectations. Additionally, this dialogue also allowed the administration, faculty and staff to identify areas where achievement and student learning could be improved. The revised Technology Plan has also been adopted which allows for technology to be more fully integrated into the classroom to improve student learning. Corpus Christi School also realized the need to increase their communication to all of their shareholders, which resulted in various forms of communications from the school board, parents group, teachers and student leadership. Finally, the spiritual formation is seen as central to the school and is the driving force in budgetary decisions and school activities.

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?

Corpus Christi School is highly effective in implementing the concept of continuous school improvement, e.g., data analysis and action, focus on high achievement, etc. in non-accreditation years. Through dialogue and collaboration, the administration and faculty are able to implement school improvements. Goal oriented meetings also allow for all shareholders to have a voice in school improvement. This allows for clear goals for achievement to be ascertained and implemented. Open lines of communication by the school board, parents group, classroom teachers and student leadership allow for all shareholders to be aware of the school improvements that have been determined and the means for implementation. The administration is able to ascertain school improvement and highly effective student learning through review of teacher lesson plans, classroom observations and meetings with the faculty.

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?

The school is highly effective in addressing the spiritual formation of the entire school community. The spiritual leadership of the pastor and principal is recognized and respected in their efforts to deepen the experiences of the Catholic faith through prayer, community, service, worship, teaching and inclusivity of all in the mission and growth of the school. The very active role of the pastor in religious instruction and in the relationship he builds with each student and family has enhanced the spiritual formation of students, faculty, staff and parents. Through the leadership of the pastor and principal the school is most certainly a ministry of Corpus Christi parish.

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

The school is highly effective in implementing identified changes to improve and integrate the Catholic identity of the school. They recognize the importance of permeating the school life with Catholic values, morals and spiritual experiences that deepen the faith of the students, faculty, staff and parents.

The development and adoption of the new school brand, *Challenging Minds, Nurturing Spirits, Together*, symbolizes the essence of their school ministry. This brand has effectively integrated their mission, SLEs and standards into the total life of the school.

The importance placed on participation in catechetical in-service and the adoption of the "Discipline With Purpose" program which correlates well with the school SLEs is evidence of their commitment to the integration of faith into the life of the school. Through the use of such instruments as an approved catechetical series, students are introduced to the religion guidelines of the Diocese of Oakland.

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 is highly effective in its analysis of changes that were necessary to strengthen their Catholic identity. Through its adoption of the new school brand, "Discipline With Purpose" program and its ongoing commitment to catechetical training the school has responded to the identified needs. Future goals are to reflect Catholic identity in all electronic and written documents and further express the Catholic identity of the school to the community at large.

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?

The school's mission and philosophy reflect the Catholic nature of the school in a highly effective manner. The mission and philosophy explicitly establish the school as a ministry of the parish. The parents as primary educators, deeply rooted in Catholic tradition and practice, attest to the importance of this Catholic education as described in the mission and philosophy.

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, SLEs, and standards into the total reality of school life through use of these documents in lesson planning, displays, projects and the school website. These documents are emphasized in school publications and reinforced in student learning.

The school has developed an age appropriate rubric, which helps students measure their growth in meeting SLEs. Through the use of a reflective self-assessment tool, students set practical goals for improvement. Students throughout the grades show an understanding of the SLEs and how they relate to their academic, spiritual and social development.

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

The school is highly effective in communicating the mission and purpose to their shareholders, including any governing authority expectations, as evidenced in the Parent-Student Handbook, the annual Back-to-School Night address, the re-designed school website, the weekly *Newsline*, the quarterly *Connection* and the *Parents Press* publications. Opportunities to visit the school through monthly open houses, tours and meetings with parents highlight the core mission of the school: *Challenging Minds, Nurturing Spirits, Together.*

The school is committed to maintaining and updating the newly re-designed school website in order to communicate their mission and purpose to their shareholders and governing authorities.

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?

The organizational structures of Corpus Christi School are highly effective in supporting the school's mission making high achievement of students a priority. The pastor and the principal work effectively together to support the goals of the school. The administrative team in consultation with the faculty and staff organize and guide efficient operation of the school to support high achievement. School administration provides opportunities for collaboration and articulation among faculty and staff. Teachers enthusiastically support the leadership of the administrative team through the many projects and responsibilities they accomplish.

The school board is instrumental in writing and implementing the strategic plan for the school to support high achievement and be responsive to the needs of all students. The Parents Group coordinates the raising of funds and volunteerism throughout the school to enrich the student learning experience.

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

Corpus Christi School is highly effective in communicating student progress to all shareholders. The principal and teachers use a variety of methods in communicating learning outcomes. The principal attends all Parent Group and school board meetings to communicate student progress. Teachers create weekly newsletters, update their teacher websites, conduct annual parent-teacher conferences, send quarterly progress reports and report cards home and communicate regularly with parents as needed. Shareholders are included in volunteering in various ways around Corpus Christi School, whether it is in the classrooms or to serve on various committees. The quarterly *Connection* and weekly *Newsline* publications informs the larger community of student achievement and activities.

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.)

Corpus Christi School is highly effective in using and participating in standardized testing, using formative and summative assessments to support student learning. Administration and teachers are successful in using the Interactive Results Manager (IRM) to disaggregate ITBS data, examine longitudinal trends and formulate instructional goals. Additionally, administration and teachers discuss class and individual student progress, individual needs, and compare results to the national percentile ranking.

Teachers confer at the end of each school year using data collected from a variety of sources to inform instructional differentiation, accommodations and modifications for all students in particular addressing students with special needs.

The resource specialist and school psychologist frequently discuss student achievement and individual progress with teachers and parents. Specific goals and strategies are determined to create an action plan for student success.

How effectively has the school assessed SLEs and academic standards?

Staff and faculty at Corpus Christi School are highly effective assessing SLEs and academic standards. Teachers meet regularly to discuss achievements and the needs of the students. A rubric has been created to assess SLE progress. The teaching staff has participated in professional development in reviewing academic standards to improve student learning. Teachers measure student achievement and then determine how to meet the needs of their students by providing differentiated instruction accommodating a wide variety of learning styles.

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.?

Corpus Christi School is highly effective in using data and trends as a basis for improving student learning. Data analysis indicated a need for improvement in the area of computation. Corpus Christi School introduced the Mathletics program to improve computation across the grades. Subsequent improvement in this area has been noted.

Data analysis from a variety of sources such as teacher observation, resource specialist, school psychologist and enrichment staff has contributed to modification of instructional delivery to

address the needs of students. Homework assignments are frequently modified, individual and small group instruction is provided in a variety of settings. Creative staff resource management and scheduling have allowed for consistent small group instruction.

The school consistently updates curriculum resources to meet the challenge of rigorous and relevant curriculum. Two teachers were selected to be vertical team trainers. All teachers and instructional aides participated through inservices to write new Diocesan math and language arts guidelines, which gave teachers an opportunity to become more effective managers of data directly improving student instruction and planning.

Data is not only used to inform curricular decisions but examination of trends and demographics. This led to the formation of the Enrollment Task Force to work on increasing enrollment. Data findings led shareholders to support the full day kindergarten program that will begin in the 2011-2012 school year.

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?

Corpus Christi School is highly effective in developing a curriculum that is based on SLEs and curriculum standards. Together, the administration and teaching staff discuss and review their curriculum and continue to build student learning outcomes and improvements in areas of identified need. Every year, the faculty and staff have an in-depth study in one content area to improve student learning. Students create and are involved in service projects that are directly tied to their SLEs and the school's mission statement. Students live out their SLEs everyday and this can be measured with projects and classroom observations.

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

Corpus Christi School is highly effective in measuring the student achievement of the SLEs. Teachers use standard based rubrics, classroom observations, and peer reviews. Faculty and staff assessment of students is driven by the SLEs. Benchmarks and rubrics were developed to measure progress of the SLEs with student-designed projects, in which correlate to the SLEs.

In the choice of adoption of the “Discipline With Purpose” program the school recognized the correlation to the SLEs. This program promotes positive behavior, respect, self-discipline skills and provides a structure that aligns with the school’s mission, philosophy and SLEs. This helps to create a school environment of high achievement across the school community through a shared vocabulary.

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

Corpus Christi School is highly effective in using assessment tools to measure student learning and curriculum standards. ITBS scores, standards based rubrics, self-assessments, peer reviews, general observations, and performance evaluations continuously measure student progress. The principal makes frequent classroom visits to observe teacher performance and student engagement in learning. Teachers and staff create lesson plans according to SLEs, relevant and rigorous curriculum standards and accommodate different learning styles through differentiated instruction. Administration and staff frequently discuss student progress and the implementation of new techniques to improve student learning.

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

Corpus Christi School is highly effective in ensuring students are making acceptable progress toward the achievement of SLEs and curriculum standards. The students are engaged in learning and achievement. Parents remain involved through teacher communications and the ability to volunteer in the classrooms. The school has a highly effective Student Success Team (SST) to build and continue to provide successful learning opportunities for all students. Teachers work with instructional aides, a full time technology coordinator and a resource specialist to differentiate instruction, learning and to modify assignments with the individual progress of students. Corpus Christi School engages the 21st century student learner with a variety of technology resources such as three mobile labs, mounted digital projectors in every classroom, overhead projectors, and personal laptops for students with special educational needs.

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?

Corpus Christi School has been highly effective integrating Catholic values throughout the curriculum. The Corporal Works of Mercy have been taught to all students and many stewardship opportunities have resulted. Daily prayer in various forms allows students to have time to reflect and recognize the importance and presence of God in their lives.

The faculty works to offer a challenging, research-based curriculum, in which Catholic values are expressed through cross-curricular lessons in art, music and literature. Students at the school are given the opportunity to participate in student council. Student leaders model Catholic values as they lead their student body in opportunities that reach out to help their community and the world around them.

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

Corpus Christi School has been highly effective in using research-based instructional techniques to improve student learning. With an understanding of the learning skills students will need in the 21st century, teachers are using a variety of methodologies and experiences to support and strengthen student achievement. Teachers also understand that not all students learn in the same way. Through the use of differentiated instruction, student rubrics and technology, teachers at Corpus Christi School are there to offer a variety of approaches to learning. Teachers also incorporate hands on activities, journal writing, and small group instruction into their daily lessons. As organized by the Department of Catholic Schools of the Oakland Diocese, the teachers at Corpus Christi School are also working to develop curriculum maps that will ultimately be used as a tool to review or modify their curriculum to ensure essential standards are met.

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

Corpus Christi School has been highly effective in integrating technology into the teaching and learning process. As a product of their previous WCEA/WASC action plan, teachers have worked to integrate technology into the daily instruction in each classroom. Using the ISTE standards teachers were able to meet their goals, and feel that they are now better prepared to support their students. Students at Corpus Christi School have access to a computer lab and mobile laptop carts. Teachers have LCD projectors and amplification systems in their classroom to support not only the learning of the student, but to enhance the lessons they teach. The full time technology coordinator meets with teachers weekly to integrate innovations in technology into the curriculum. Students at Corpus Christi School are well prepared for the technology skills needed in the 21st century.

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

Corpus Christi School is highly effective in using assessment to modify instruction and curriculum to help all students achieve the SLEs and curriculum standards. Teachers analyze the results found in the ITBS assessment as a way to identify areas of strengths and areas for growth within their class. They use both formative and summative methods of assessment. This offers the teacher ways to assess the whole child so they can then, modify or adapt their curriculum as needed. Junior high teachers at Corpus Christi School also meet frequently so they can share assessment information and student progress to better coordinate and modify the curriculum among common students. Corpus Christi School also has a full time resource specialist to consult

with teachers about students and through assessment, modify instruction to better support the academic growth of the student.

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?

Corpus Christi School is highly effective at providing services, resources and activities to help all students achieve at high levels. The spiritual growth of the students at Corpus Christi School is the highest priority for the faculty and staff. The school provides numerous opportunities for participation in liturgical services and prayer experiences. All of the classroom teachers are certified catechists and lead through modeling, retreats and program such as *Faith First* and *Growing in Love*. The pastor of Corpus Christi School leads by example. He is present in the classrooms and provides religious instruction for students.

Corpus Christi School has an extensive special needs program that includes a resource specialist and educational psychologist. Students and teachers receive support from the resource specialist through small-group and one-on-one instruction. The educational psychologist is also available to complete full assessments as needed. As a team, the parents, teachers, specialists and administration ensure intervention that supports the learning of all students.

Students have access to an extensive library program with a librarian. Students visit the library weekly to learn library and research skills. The visual and performing arts are supported and encouraged at Corpus Christi School. Music is contracted through Rhythm and Moves. The arts curriculum is supported by the parent-led *Meet the Masters* art program, field trips to plays, the symphony and museums. The school has a physical education program, which is also contracted through Rhythm and Moves. The kindergarten through grade two, participate in the Capon, perceptual and motor skills program.

Students at Corpus Christi School have a wealth of extra-curricular activity options. The students in grades 5-8 become altar servers and are trained by the pastor. Corpus Christi School also works to enrich the student experience through the school newspaper and yearbook. The Berkeley Chess Club and MUSE band program are also offered.

The Extended Care program offers a variety of enriching activities after school to students who wish to participate. Corpus Christi Students in grades 3 through 8 have the opportunity to be part of the East Bay Parochial League and Catholic Youth Organization (CYO). Faith, sportsmanship as well as skills and fitness are part of this very important program.

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

Corpus Christi School is highly effective at using parents and the community resources, including Federal Program funding, to assist students. Parent support is evident at Corpus Christi School. Parents volunteer in many ways. The Parent Educator Program (PEP) allows parents to share, teach and offer their leadership expertise to students. Additionally, parents speak in classrooms, judge the science fair and participate in the 8th grade Mock Trial. Corpus Christi School reaches out to the community to support their curriculum through outside programs. Federal funding has been used to allow for professional development, which in turn, assists the students. The funding helped pay for professional development for teachers, including Safe Environment Training and to implement the “Discipline With Purpose” program.

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?

Resource management supports high achievement of all students in several ways. The investment in human resources has allowed for split classes to enable a smaller teacher to student ratio in many core classes. There have been significant resources given to providing instructional aides throughout the school. A full time resource teacher is a great help in assisting all students gain academic success. Recently, in line with the school's Technology Plan, they have added to the number of mobile lap top carts for students to have more access to technology.

There is clear indication that the school is highly effective in the use of accounting practices and bookkeeping procedures that are in line with best practice. Each month the pastor, principal, bookkeeper, and school board finance chair reviews the accounts before submission for review by the school board and the Diocesan Fiscal Controller. The school office staff provides necessary and important support for this activity and other management systems of the school.

How effectively has the school used external resources to supplement tuition, fees, and fund-raising?

The bookkeeper now assists in managing the database for development fund raising. A Case Statement for use by third party funding organizations was written and is updated every three years. A process for collaboration with outside businesses has been effective in building a positive relationship to support fund raising initiatives.

The school has been highly effective in increasing funding. This has supported the tuition assistance program, which has been a critical factor in stabilizing falling enrollment trends. There is financial support from the parish with special collections. The pastor encourages giving to the Annual Fund and the Corpus Christi Parish Men's Club regularly makes donations to the school. There are multiple ways for parents and alumni to participate in supplementing income beyond tuition.

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

An Endowment Fund was established and provides additional income to the school. The school has met the goal of two million dollars during this school year. There is a five-year strategic plan in hand to further ensure the long-term financial viability of Corpus Christi School as it moves forward.

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

1. Whole-child learning with community collaboration
2. Strong faith life with presence of prayer
3. Revised SLE's with 21st Century vocabulary
4. Pastor's active involvement
5. Expanded staff to serve student needs
6. An active development program with large volunteer base
7. Variety of data provides effective broad view, not just scores driven
8. Technology throughout curriculum supporting differentiated instruction

Critical Goals (identified by school)

1. Curriculum planning
2. Increase enrollment levels
3. Increase use of data to improve instruction and curriculum
4. Continue to review impact of staff development on student learning
5. Broaden third party funding base

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

The school identified critical goals in a highly effective manner. A high level of correlation between the goals identified and an improvement in student learning was obvious. Action Plan goal one is to ensure academic success for all students through effective best practices in curriculum mapping. Goal two of the critical goals is focused on the use of disaggregating the data collected from ITBS, SLE benchmarks, surveys and enrollment trends to improve student learning and to challenge students to become academically responsible individuals. In goal three the Action Plan will work to further develop their assessment rubric that measures achievement and communication of the SLE's.

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

A high level of correlation exists between the school's critical goals and the Action Plan. It is clear that these goals will lead to an improvement in student learning at Corpus Christi School. The school's action plan is highly effective in addressing the critical goals to support student learning.

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?

The monitoring processes are clearly ongoing and can effectively monitor the progress to accomplish the action plan goals. The school has previously shown the capacity to implement action plans from previous accreditation visits. The school regularly examines and evaluates its programs to meet the needs of the students. The proposed restructuring of the kindergarten will assist families and encourage enrollment. Development activity has ensured funds can be

allocated to support the process of implementation. Progress reports will be made regularly to the school board, faculty and the Department of Catholic Schools of the Oakland Diocese each year.

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

The school plan is effective in the way it will measure impact on student learning through test and survey results, increased enrollment, high level of shareholder support and activity in the school.

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

Potential impediments to accomplish the action plan include ongoing professional development in 21st century learning skills, collaboration time for teacher articulation and the financial costs associated with these improvements.