REPORT OF FINDINGS

ST. STANISLAUS CATHOLIC SCHOOL
1416 MAZE BLVD
MODESTO, CA 95351
DIOCESE OF STOCKTON

Western Catholic Educational Association

AND

WASC-WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

IMPROVING STUDENT LEARNING

A SELF STUDY PROCESS FOR CATHOLIC ELEMENTARY SCHOOLS

FEBRUARY 11-13, 2014
REPORT OF FINDINGS

For

St. Stanislaus Catholic School
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PREFACE

We, the Visiting Committee, wish to commend you, the pastor, administration, faculty, staff, parents, and student body of St. Stanislaus Catholic 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. Stanislaus Catholic 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 process of the self study began in August 2012 during a school retreat when the staff inquired into St. Stanislaus Catholic School Catholic identity. In September the superintendent presented the ISL processes and procedures with the school. In October the staff began to learn the process, leadership was assigned tasks and the PAC was given monthly reports on accreditation. In January an online survey was done. Staff, PTG, PAC, parish leadership and student surveys were done. Results of the surveys were used to complete the Self-Study. Starting in January 2013, meetings for leadership and staff began to discuss the Self-Study. PAC meetings were held to gain understanding as well as to review work completed. Town hall meetings were held to hear feedback of SLEs from the parents’ perspective and share accomplishments, goals, and Action Plan. In the summer of 2013, the Self-Study rough draft was completed. In the fall of 2013, shareholder meetings were held to narrow goals down for the Action Plan. In November 2013, a final draft of the Self-Study was completed and submitted.

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

None noted in Self-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.?

All of the St. Stanislaus staff was involved in the school’s Self-Study process. Major efforts were made to involve all shareholders. Members of the Leadership team were assigned to draft initial strategies for each of the critical goals. Key shareholder groups were asked to provide input. The staff reviewed the input from shareholders and finalized the Action Plan in October 2013. The final Self-Study and Action Plan were provided to staff, PAC, the pastor, and the Finance Council for review. Parents were provided final copies of the goals and those that were critical goals being addressed in the Action Plan for school improvement.

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

St. Stanislaus Catholic School has an effective plan for keeping shareholders involved in ongoing systematic analysis of the school effectiveness and of the progress of the Action Plan over the next six years. There is a solid working relationship and communication structure between principal, pastor, PAC, the Marking Committee, the Father Silva Foundation, and the Finance Council. Communication between St. Stanislaus and their shareholders is positive and highlighted by a strong commitment to remain open and available to one another.

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?

In 2008, enrollment in grades Pk-8 was approximately 240 students, currently enrollment is 285 students. In 2013, a Pre-Kindergarten program was added to the existing preschool program. Through a strong marketing campaign, the availability of tuition assistance through private donations and the Diocese of Stockton’s SEEDS program, enrollment has increased significantly.

Since the last Self-Study, additional faculty includes the Spanish teacher, Resource teacher, and SRA mastery teachers that serve as yard duty aides as well. The budget allowed for replacement of parent volunteers with para-professional staff. Two credentialed junior high teachers were added to the faculty in an effort to improve student learning.
A strong majority of St. Stanislaus students are performing at or above grade level, national levels, and Diocesan scores as measured by the ITBS in Reading and Language while slightly over 50% of the students scored above grade level in Math ITBS, though these scores were above national averages, they were slightly below Diocesan scores with computation being an area of concern.

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

Parents overwhelmingly indicated that a caring faculty/staff and Catholic values/religious instruction are the two most important reasons for choosing St. Stanislaus Catholic School. Parents cited a desire for more instruction in physical education, art, foreign languages, computer class and music. Students indicated they felt very strongly that they were respected by teachers and supported by the staff and school leadership. Teachers indicated a desire for more teacher-centered religious development.

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. Stanislaus Catholic School has used the Report of Findings from 2007-08 as a primary vehicle for continuous growth. Midway between the previous accreditation and the drafting of the current Self-Study, the principal became ill and was not able to return to school or help with the report. Accreditation findings from 2007-08 took place using the PSI protocol which did not directly link the Action Plan goals to their impact on high student achievement, but they have contributed to continual growth of the school and increased student achievement. SSCS strives to educate students to be Faith Filled People, Life-Long Learners, Responsible Citizens and Effective Communicators (SLEs) seeking and working towards continual improvement.

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?

St. Stanislaus Catholic School has been highly effective in implementing the concept of continuous school improvement. This was achieved by evaluating existing programs and adopting new programs that would enhance and enrich student learning: Math program to include textbooks, focus on common core writing assessment tools, vocabulary program in grades 4-8, significant additions in technology, which allowed Accelerated Reader to be implemented, the hiring of a credentialed Resource teacher as well as a Spanish language teacher in grades 5-8. In order to provide a safe and secure school environment, both physically and emotionally, for students and families: fencing of the entire school, parking lot resurfacing, locking of all gates, installing a new access gate between Central Catholic High School and
SSCS, purchasing and using an anti-bullying (leadership) program for junior high use, and installing two surveillance cameras.

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 administration, faculty, staff, parish leadership and community at SSCS are committed to providing a Catholic education to all who desire it. Catholic identity is strong at SSCS. The school has outward signs of their Catholic identity evidenced by visible sacramentals, prayer corners on display in the classroom, multiple opportunities for school-wide prayer, student planners that include a liturgical calendar, access to an on-site chapel, evidence of service projects, 8th graders serving as Eucharistic Ministers and highly visible clergy.

The school is faith-filled and welcoming. The principal and faculty/staff are deeply committed to spiritual formation. All classroom teachers of religion have or are in the process of renewing or obtaining current catechetical certification in accordance with Diocesan standards. Faculty/Staff participate in yearly retreat days and other activities that help build a strong faith community. Parish priests lead these annual retreats for the entire staff. Faculty/staff pray in the chapel to support colleagues in need of prayer. Faculty serve as Eucharistic Ministers and attend diocesan in-services to grow in their faith.

Parents are encouraged to attend and bring their children to school Masses, Sunday Masses, and other school-led liturgical events, programs and services. There is a desire for the opportunity for parent catechesis. Families of other faiths have a desire to learn more about the Catholic faith. This aspiration for parent catechetical formation has been identified as a school goal.

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

St. Stanislaus Catholic School’s Catholic identity as evidenced by its mission, philosophy, and SLEs ensures a program based on gospel values, service projects, and spiritual experiences that develop the faith of the students, faculty, and parents. Students participate in a wide range of service projects and activities: Project Global Outreach, Coats-for-Kids, Christmas Adopt-a-Family, and many other service opportunities.

Father Sam West created a new tradition for students and staff in September 2013. Remembering that Jesus is present in the tabernacle of the school chapel, he brought in a new Eucharist to replace the old, as a way of inviting Jesus into the school for the new school year. He reminded the students about Jesus’ presence on campus and invited them to visit Him. After Mass, all
students and staff silently processed from the church to the school chapel with the Blessed Eucharist.

Starting with the 2013-14 school year a crucifix and St. Benedict medal were placed over each classroom door and the school motto, *Tradition, Excellence, Faith* was painted above the front entrance to the school, along with the crest of 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?*

St. Stanislaus Catholic School has analyzed changes to strengthen their Catholic community. Following the review of the SLEs, changes were made. A decision to add a bullet under *Faith Filled Persons* was agreed upon by parents at a Town hall meeting and *A commitment to attend weekly Sunday Mass* was added. The staff and leadership team discussed and enthusiastically agreed on this change. This change has been made and is reflected in the current SLEs.

A review of Religion textbooks is being done, with the *We Believe* materials noted as effective but outdated. SSCS is considering adoption of a new K-5 Religion program that will align with the New Translation of the Mass. SSCS has also identified the need for a more structured and formal catechist certification program in which all teachers and staff members would participate in annually.

**B. Defining the School’s Purpose**

*Accreditation Factor #44: 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 Visiting Committee observed that St. Stanislaus Catholic School’s Mission statement, Philosophy and Schoolwide Learning Expectations are the guiding message of the school. The faculty/staff at SSCS strive to teach and reach all students as they follow Christ’s example.

Student’s participate in daily prayer, monthly masses, sacramental preparation, stations of the cross, the crowning of Mary, the Blessing of the animals, Children’s Sunday Masses, and many more. Students are encouraged to be life-long learners outside of the classroom. Participation in annual countywide Spelling Bees and Science Olympiad competitions are encouraged by the school. Students are challenged regularly by classroom teachers to reach beyond curriculum standards. They are taught in many different ways in order to reach individual learning styles.

St. Stanislaus students are responsible citizens. The school participates in a wide variety of Christian service activities and gives selflessly to children and families in need. Students at SSCS are effective communicators. Students regularly exhibit multiple ways of communication, showing their mastery of content.
How effectively has the school integrated their mission, SLEs, and standards into the total reality of the school?

The mission, SLEs, and curriculum standards are integrated into the total reality of the school. The SLEs are guides in the education of the students and are clearly posted in each classroom and integrated in daily activities and reflections.

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

St. Stanislaus Catholic School effectively communicates information to shareholders. The Mission Statement, Philosophy, and Schoolwide Learning Expectations are posted in every classroom, the office, and on the school website. The mission and philosophy are discussed regularly at staff meetings, retreats, and leadership meetings. Parents are introduced to and reminded of the mission and philosophy at information meetings, town hall meetings, and in the school handbook.

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?

Organizational structures are in place, clearly defined and understood by shareholders. The governing authority includes input from shareholders. Leadership is active and supportive of the faith formation and academic achievement of all students.

The teaching, administrative, and support staff work in collaboration to assess and serve the individual needs of each student including data teams. The development of teaching teams who work in collaboration to provide services to the students, and analyze student work samples and data, has been a priority for the school.

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

Student achievement is consistently communicated in a variety of ways to parents and other shareholders. Teachers regularly communicate with one another, with parents, and with administration to discuss student achievement and discipline issues. Student progress reports are e-mailed home at the midway point of each trimester with grades accessible through an online system (Ren-Web). Teachers and administration are available to parents and students via e-mail. Weekly reminders of school events are e-mailed home to families and many teachers are also send e-mails to keep parents informed of class events, assignments, or tests.
The PAC and PTG support St. Stanislaus Catholic School. Both groups consist of shareholders who have a vested interest in the forward movement of the school and individual success of each student. The groups welcome new families to the school community, lead tours, and speak on behalf of the school to prospective parents and families. There is strong leadership from the principal and pastor. The solid working relationship and communication structure between shareholders is evident.

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. Stanislaus Catholic School uses educationally sound assessment processes to collect, disaggregate and analyze student performance data. SSCS’s faculty disaggregates and analyzes standardized ITBS, TerraNova Assessment data, trimester writing assessments, theme assessments from adopted California standards aligned materials and other assessment data, such as teacher made tests, SRA Reading Mastery data and Accelerated Reader assessments. The creation of a school wide writing assessment system has improved student learning. St. Stanislaus Catholic School uses the data from assessments to measure student progress and make instructional decisions that require mediation to programs and intervention for students.

How effectively has the school assessed SLEs and academic standards?

The Visiting Committee observed measurement of student achievement in writing. It is clear that the time spent throughout the year to evaluate student writing samples with the intent to improve both instruction and student writing, was time well spent.

SLEs are assessed by teachers using information from classroom behavior patterns and observation. The school has identified a need to develop clear and concise SLE rubrics to measure student SLE progress.

Math remains an area of concern, mostly in the area of computational skills. The move to the Common Core State Standards and benchmark assessments and a summative assessment will provide data that will be used more effectively to analyze student progress and the instructional program.
As effectively has the school used data analysis, trends, etc. as a basis for improving student learning? Have you modified instruction, challenging students to achieve, implementing new curricular materials, etc.? 

St. Stanislaus Catholic School faculty/staff use the data analysis information from assessment results to plan strategies and actions for all students to be high achievers. Teacher training and re-training or providing more challenging is needed. Efforts are made to support students scoring in both the top and bottom quartiles.

Referrals for intervention are based on summative and formative assessments. Students receiving intervention are ascertained by ITBS and TerraNova scores, teacher observation, and classroom performance. The school uses analysis of assessment data to drive curricular change. Teachers attend professional development training that is centered on topics that affect student learning at St. Stanislaus Catholic School.

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. Stanislaus Catholic School’s SLEs are used as the foundation for learning and are clearly articulated throughout the school community. Curriculum standards, integrated with Catholic identity, are rigorous and are used as the foundation and benchmark for student learning. The school uses its SLEs, the California Content Standards, and is moving towards the use of the Common Core State Standards to ensure high achievement for all students.

In order to meet the needs of students not making Acceptable Progress, a Resource Teacher was hired to help students work towards high achievement. This teacher and the Student Success Team also support classroom teachers in making appropriate interventions.

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

SLEs are used as the foundation for learning and are clearly articulated throughout the school community. While teacher made tests, quizzes, and projects are currently used to measure acceptable progress toward student achievement of SLEs, there is a need to develop and draft rubrics to clearly identify student progress toward meeting all SLE areas.
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. Stanislaus Catholic School measures student achievement of the curriculum standards in a variety of ways. SSCS has used the IIS, TerraNova assessment and teacher made assessments to assess student performance. In addition, teachers employ various formative and summative assessments. Formal grade level tests, projects, presentations, and written work are examples of assessing student achievement.

One advantage St. Stanislaus Catholic School has is a small school setting. Faculty/staff members have numerous opportunities to meet at recess, lunch, before and after school to share lesson ideas, effective assessment styles to address individual student performance.

The staff is highly dedicated, collaborative and credentialed. Professional Learning Communities meet to discuss instructional strategies, curriculum standards, assessment data, and examine student work samples.

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

St. Stanislaus Catholic School ensures that each student is making acceptable progress toward achievement of SLEs and curriculum standards. Teachers instruct, monitor student progress, and re-teach as needed. Teachers review standards regularly, modifying teaching methods and materials to accommodate a variety of learning styles. In addition, student progress is evaluated using a variety of methods including test data, classroom performance, and goals set by teachers. A small school setting allows teachers to dialog more often about students' progress.

In order to assist students at SSCS who are not making acceptable progress in a timely manner, a Student Success Team was established. Teachers, parents and the principal meet to identify strengths/weaknesses and develop a plan to improve student achievement. Using iPads and such devices for instruction, student learning, and easier access to instructional materials will be a focus for the future. The school and its various organizations must begin to address these needs in the immediate future to provide access for students and teachers to the latest technological advancements in instruction.

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?

St. Stanislaus Catholic School faculty/staff teaches, lives, and models Catholic values. Catholic faith and values are incorporated into the curriculum as well as all aspects of school activity. Students have multiple opportunities for prayer during the school day as well as daily religious instruction. Catholic values are emphasized in core subject areas and service projects.
How effectively has the school used research-based instructional techniques to improve student learning?

St. Stanislaus Catholic School teaching staff utilizes a variety of teaching methodologies focusing on a high degree of faith formation and academic achievement. Learning expectations for students are high but realistic. Teachers are dedicated to meeting the needs of all students. Teachers work with Resource Teachers to help all students reach their full potential.

Teachers differentiate instruction in a variety of ways: assignment modifications, partner work, manipulatives, re-teaching, small group instruction, and specially designed student improvement plans developed with the Student Success Team. After school tutoring occurs through the use of Title I funds and many teachers work with students, before, during, and after school. The staff is clearly student-centered and focused on improving student learning.

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

St. Stanislaus Catholic School recognizes that one of the vital elements in good instruction and student learning is access to technology. A technology plan has been developed and as funding is available, improvements have and will continue to be made. Teachers are using laptops, projectors, and document cameras as instructional tools. Improved access to technology for students and staff, with the installation of wireless internet, networked printers, a student based server, a remodeled computer lab, and a mobile laptop cart have allowed teachers to integrate technology into the teaching/learning process more effectively and enhance instruction. While the improvements have greatly enhanced learning, a SSCS goal is to continue to improve technology for both instruction and learning that possibly includes the addition of SMART boards and iPads as well the professional development to effectively utilize the tools in the classroom.

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

St. Stanislaus Catholic School uses frequent and varied formative and summative assessments to monitor student growth and modify instruction. Teachers disaggregate and analyze the results of standardized and informal assessments to identify areas of strength/weakness in order to improve and maximize students’ time at school.

Teachers use a variety of formative and summative assessments to measure student achievement of the SLEs and curriculum standards. Projects, class discussions, rubrics are some ways teachers monitor student progress and mastery of a concept. The results of all assessments enable teachers to redirect the learning process, modify, and validate instruction, and provide challenging activities.

Teachers have initiated a process to look at Common Core State Standards and develop assessments through extended responses, constructed responses, projects, and multiple-step problems for students to demonstrate understanding of a Common Core State Standard.
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. Stanislaus Catholic School provides services, resources, and activities to help all students achieve at high levels. SSCS offers opportunities to participate in activities that develop skills, build character and instill confidence. This is evident in the variety of extra-curricular activities made available to all students through both athletic and non-athletic enrichment experiences.

The school works diligently to provide academic, spiritual, and personal growth opportunities for its students and staff. The strongest component of SSCS’s growth is the regular presence of the parish priests on campus, in the classroom, and at school events. This has allowed the creation of a variety of spiritual experiences for all students to grow in their faith and Catholic identity.

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

St. Stanislaus Catholic School utilizes parent and community resources, including Federal Program Funding, to assist students. The school utilizes a wide variety of resources to assist students in their spiritual, personal, and academic growth. Parents serve as classroom volunteers, athletic coaches and as volunteers at fundraisers.

Students participate in the Stanislaus County Science Olympiad and have participated in Future City competitions and in the Stanislaus County Spelling Bee. Many SCSS students have competed and have been successful at writing competitions locally and at the state level such as the prestigious CFAITC Imagine This competition.

The school values its support by parents, families, and community members. The parents are actively involved and highly visible in many aspects of the school community. Parents support the school by volunteering their time on PTG, PAC, and other fundraising efforts.

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?

Due to careful planning and budgeting that takes into account conservative revenue estimates and expenditures, there have been budget surpluses at St. Stanislaus Catholic School, for the last three years. Much credit is given to the Parish Finance Council, the leadership of the Chief Business Officer, and the unwavering support and direction from the Pastor. St. Stanislaus Catholic School is fortunate to have a pastor that supports Catholic education and exercises financial stewardship realistically and responsibly. A strong collaborative environment is in place between the school, the parish office, the pastor, and the Finance Council. Resources are sufficient to sustain the school’s program.

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

In an effort to keep tuition affordable, using sound financial practices and responsible stewardship, St. Stanislaus Catholic School considers figures from the diocese, their local economy and student economic base to determine tuition rates. Efforts to increase Tuition assistance to support increased student enrollment has been a major focus. Tuition assistance has increased significantly in the last three years from $22,000 to almost $88,500. This includes the addition of two foundations: The Silva Foundation and an anonymous foundation, as well as a record number of SEEDS scholarships.

SSCS families put much effort into school fundraisers, with most revenues coming from SSCS family and friends who support the school. Fundraisers include a jog-a-thon, spell-a-thon, Crab Feed, Art Faire, Fall Festival, and an American Girl Fashion Show.

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

The school principal meets regularly with the Chief Business Officer to discuss fiscal issues and make recommendations to the Pastor and Finance Council. A procedure is in place to oversee all expenditures.

Though there is no SSCS deficit, the Parish has a debt and a clear plan to reduce and eliminate the debt in the next twenty seven months. The elimination of this debt will provide all parish ministries, including the school, with additional resources to carry out their mission.

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. **Chapter 3F:** Improved teacher and student access to technology with the installation of wireless internet throughout the school, a student based server, networked printers, the remodeling of the computer lab, a mobile cart to bring laptops into the classroom, teacher laptops, LCD projectors, and document cameras for instructional purposes.

2. **Chapter 3H:** A strong collaborative environment is in place between the school, the Parish office, the Pastor, and the Finance Council. **Chapter 3C:** Solid working relationship and communication structure between the principal, pastor, Principal’s Advisory Committee, Marketing Committee, Father Silva Foundation, and Finance Council.

3. **Chapter 3B:** Integration of Schoolwide Learning Expectations in daily activities and reflections.

4. **Chapter 3G:** The implementation and creation of a variety of spiritual experiences for all students to grow in their faith and Catholic identity.

5. **Chapter 3C:** Development of teaching teams who work in collaboration to provide services to students, and analyze student work samples and data.

6. **Chapter 3E:** The establishment of a Student Success Team using performance data to identify and support students not making Acceptable Progress, and the hiring of a Resource teacher to provide interventions for students.

7. **Chapter 3D:** Creation of a schoolwide writing assessment system.

8. **Chapter 3A:** Ren-Web provides increased communication with parents (primary educators).

Critical Goals (identified by school)

1. **Chapter 3 EF** Provide access for students and teachers to the latest technological advances in instruction to include updating infrastructure as needed, selection and purchase of personal devices for instructional applications, software, producing performance based projects, access to the internet for research and instruction, and teacher instructional purposes and equipment.

2. **Chapter 3D** Staff and students will successfully transition from the California State Content Standards to the Common Core State Standards in Math with an emphasis on Math Computation and will develop and or use Common Core State Standard Benchmarks and Summative assessments to measure students Acceptable Progress, and use data to improve instruction.

3. **In-Depth Study RELA:** Staff and students will successfully transition from the California State Content Standards to the Common Core State Standards in Reading, Language, and Writing and will develop and or use Common Core State Standard Benchmarks and Summative assessments to measure students Acceptable Progress, and use data to improve instruction.

4. **Chapter 3A** Staff will re-examine grade level religious curriculum and align the curriculum with a new textbook adoption for religious instruction.

5. **Chapter 3D** Develop clear and concise SLE rubrics to measure student progress towards the Student Learning Expectations.
Schoolwide Lists of Significant Accomplishments and Critical Goals

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1. Chapter 3F: Improved teacher and student access to technology with the installation of wireless internet throughout the school, a student-based server, networked printers, the remodeling of the computer lab, a mobile cart to bring laptops into the classroom, teacher laptops, LCD projectors, and document cameras for instructional purposes.
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6. Chapter 3E: The establishment of a Student Success Team using performance data to identify and support students not making: Acceptable Progress, and the hiring of a Resource teacher to provide interventions for students.
7. Chapter 3D: Creation of a schoolwide writing assessment system.
8. Chapter 3A: Ren-Web provides increased communication with parents (primary educators).

Critical Goals (identified by school)
1. Chapter 3 EF Provide access for students and teachers to the latest technological advances in instruction to include updating infrastructure as needed, selection and purchase of personal devices for instructional applications, software, producing performance based projects, access to the internet for research and instruction, and teacher instructional purposes and equipment.
2. Chapter 3D Staff and students will successfully transition from the California State Content Standards to the Common Core State Standards in Math with an emphasis on Math Computation and will develop and or use Common Core State Standard Benchmarks and Summative assessments to measure students Acceptable Progress, and use data to improve instruction.
3. In-Depth Study RELA: Staff and students will successfully transition from the California State Content Standards to the Common Core State Standards in Reading, Language, and Writing and will develop and or use Common Core State Standard Benchmarks and Summative assessments to measure students Acceptable Progress, and use data to improve instruction.
4. Chapter 3A Staff will re-examine grade level religious curriculum and align the curriculum with a new textbook adoption for religious instruction.
5. Chapter 3D Develop clear and concise SLE rubrics to measure student progress towards the Student Learning Expectations.
If the finding of the Visiting Committee is to replace a school’s critical goal in the school’s Action Plan, the Visiting Committee should identify which goal is to be replaced, and write a brief rationale for the school to use in incorporating this new critical goal identified by the Visiting Committee into the school’s Action Plan. NOTE: Because there can be no more than two critical goals from the Self Study incorporated into the School’s Action Plan, the Visiting Committee recommendation will replace one of the school’s two critical goals.

If the opinion of the Visiting Committee is to add a critical goal for incorporation into the school’s Action Plan in the future, the Visiting Committee should identify which goal is to be added, and write a brief rationale for the school to use in incorporating this new critical goal identified by the Visiting Committee into the school’s Action Plan. NOTE: The school’s Action Plan evolves over time and new critical goals are incorporated as critical goals are accomplished.

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?

There is a well-documented and concerted effort by the entire school community to fully integrate the Action Plan into the culture of the school thus ensuring high achievement of all students in relation to faith and academic development. The St. Stanislaus Catholic School principal has an open door policy and welcomes questions and comments from shareholders. The Leadership Team and the instructional staff regularly collaborate, analyze, and discuss improvement of student learning. As a result, monitoring processes are incorporated into the Action Plan.

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

The Visiting Committee feels confident that St. Stanislaus Catholic School is able to evaluate the goals in the Action Plan on the basis of their impact on student achievement. Their previous work confirms this based on progress since their last accreditation visit.

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

- Lack of published assessment materials for Common Core State Standards
- Professional Development time and opportunity needed
- Time to collaborate on development of SLE rubric
- Funding needed for correctly aligned Religion curriculum and continued technology improvements