

**SELF-STUDY VISITING COMMITTEE REPORT**  
**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES &**  
**WESTERN CATHOLIC EDUCATION ASSOCIATION**

**FOR**

**Cathedral Catholic High School**

**5555 Del Mar Heights Road**

**San Diego, CA, 92130**

**Diocese of San Diego**

**March 16-19, 2014**

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***Thanks to All Who Made This A Growth-Filled Exercise***

The Visiting Committee thanks the entire Cathedral Catholic High School community for their professionalism, hospitality, and for the warm welcome we received this week. We are especially grateful for Cathedral's Leadership Team's clear mission-centered focus on innovations and academics to support student achievement of the ESLRs.

In particular we would like to thank:

- Bishop Cirilo Flores, the Diocese of San Diego, and Mr. Tom Beecher, Director of the Office for Schools for their vision and support for quality Catholic education to the young men and women of the greater San Diego area.
- The President, Stevan Laaperi, Monsignor Lawrence M. Purcell, Chairman of the Advisory Board of Directors, and the CSE Board of Trustees who have worked so effectively in the ongoing transformation of University of San Diego High School beginning in 2005 to the larger Cathedral Catholic High School.
- The administration, especially Mike Deely, Principal, and his staff, who along with the Leadership Team, made this Focus on Learning process a smooth and effective vehicle of growth for the Cathedral Catholic High School community.
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- The students who continually demonstrated their dedication to the student outcomes expressed in the Self-Study through their friendliness, openness, competence, love of their school, and values.
- The parents, for the love they give to their children, demonstrated through the supportive and generous partnership they have formed with the Cathedral Catholic High School community.
- The benefactors of the Cathedral Catholic High School community, whose generosity, goodness, and vision have provided the resources needed to provide the quality education and beautiful facilities we experienced during our visit.

## **Chapter I: Student/Community Profile**

Cathedral Catholic High School (CCHS) is a four-year co-educational high school in the Diocese of San Diego, serving the San Diego metropolitan area and about 30 international students. In 2005, the 1400-student University of San Diego High School closed and reopened in the Carmel Valley as Cathedral Catholic High School. The new campus was built for 2,000 students with expanded arts, athletic, and science facilities. The new campus is located on 54 acres of land in the Carmel Valley neighborhood of San Diego.

The campus currently hosts 1731 students. It has 75 classrooms, 12 biology, chemistry, physics and multiple-use labs, two computer labs, a ceramics studio, a music room, a lecture hall, and several special use classrooms. The campus provides a large gymnasium, weight room, football/multisport use stadium, an aquatics center, soccer, baseball and softball fields, tennis and basketball courts, a library with multiple study areas, a lecture hall, a theater, and a chapel with a garden.

A President, Principal, and Advisory Board of Limited Jurisdiction lead the school. The faculty and staff consist of 170 laypersons, one full time priest/chaplain and three part time priests who preside at weekly Masses, sacraments, and other liturgical celebrations. The school employs many part time coaches and activity moderators. The Advisory Board is comprised of laymen and laywomen and priests from the Diocese of San Diego, which owns the school.

CCHS is located in a newer, quiet upper middle-class residential neighborhood in the Carmel Valley and is readily accessible by freeway from Interstate 5, which is two miles east of the campus. Visiting procedures, a full-time security, locked gates and staff assignments ensure that the campus is safe and secure.

Cathedral Catholic High school students commute from San Ysidro in the south, Coronado to the West and all areas of the City of San Diego and north San Diego communities. Fifty percent of Cathedral students reside within the city limits and the other half are spread throughout the county. The student population self identifies as 80% Catholic. Ethnically, 45% of students identify as white and 31% decline to state. It appears that about 2/3 of Cathedral students are Caucasian. Recently, international students, primarily from China, have enrolled to graduate.

The school has a manageable debt of about \$25 million, which requires yearly debt service payments of about \$3.5 million. The school is actively raising money and has plans to retire this debt by the end of the decade.

The economic downturn beginning in 2007, the rising cost of tuition, and the fact that most of the public schools in the area have excellent facilities, have prevented the school from exceeding the current healthy enrollment of 1731. In 2014, 618 students, or 35% of all students, receive financial assistance. While there are more than enough potential applicants to achieve an enrollment of 2,000, there are not enough qualified applicants who can pay full tuition so the school can keep the percentage of students on aid below 35%. Current budgetary and funding restraints prevent the school from giving more than 35% of students the aid they need to attend. Current admission and marketing efforts are underway to attract more full-paying students.

## **Student Achievement**

Student scores on the SAT, ACT, and PSAT have grown slightly since 2007 even with increased enrollment. The class of 2012 and those in the previous four years performed about 60 points above state and national means on the Verbal and Math sections of the SAT, and 70 points above the mean in Writing. Student ACT scores are 2-4 points above the state mean in each subject area. PSAT scores are in a similar range.

AP enrollment is up 58% since 2009. The number of students taking at least one exam increased by 78%. The pass rate declined from 78% to 70%. In most schools when the number of students taking exams and the number of new AP courses and teachers expands quickly, test scores decline. The willingness of the school leadership to expand AP opportunities to more students and provide more professional development to new AP teachers is an example of mission-focused policies.

For the Class of 2017, mean composite Explore Test scores as 8th graders are 18.2, thus predicting ACT and SAT scores above the mean. The mean weighted grade point averages for all students is 3.34. The mean GPA for girls is 3.45 and 3.23 for boys.

In the last several years, school leadership has worked diligently to improve student learning and engagement through the effective use of technology and continual improvement in curriculum and instruction. This effort began with significant upgrades in digital technology infrastructure, and professional development to support teaching and learning methods that take advantage of digital technology. The school has significantly increased student and parent access to real time online grade reports and students work and assignments. Presently the school is in its second year of a 1:1 iPad program and school leadership continues to support students in taking a much more active role in their own learning through the use of digital technology and more authentic assessments.

Cathedral Catholic High School is clearly fulfilling its mission to provide a quality Catholic college preparatory education for young men and women in this era. Overall student achievement as measured by standardized tests is up and 99% of the students of the classes of 2013 and 2014 are presently attending or plan to attend college. The faculty is qualified. The school's well developed religious-studies curriculum and Campus Ministry programs serve its student population through a variety of prayer opportunities in the school day, as well as regular prayer services, school-wide liturgies, and a four-year retreat program. The Cathedral Catholic community participates in the life of the Catholic Church in San Diego and the nearby communities. The school provides attractive co-curricular programs designed to address the religious, emotional, social, and physical needs of its students.

## **Human and Financial Resources and Planning**

The number of full-time faculty has expanded as enrollment at the new campus has grown. Most teachers have a major, minor, or Master's degree in the subject taught. The Principal has reorganized his staff and job descriptions to provide more effective leadership and service in this rapidly changing educational landscape. The President has expanded Advancement staff to raise more funds and has appropriately improved marketing efforts and admissions processes and recruitment to increase applications.

The President and Diocese have undertaken a major transformation of the school's financial operations. This has resulted in a reduction of debt from \$63 million to about \$25 million and significant lowering of the interest rate on current debt. The President is beginning to reorganize the advancement staff and introduce initiatives to improve fundraising and outreach to CCHS alumni, and has redesigned the physical space of the Advancement Office.

The school chose the following four areas for growth in its WCEA-WASC/Strategic Planning process:

1. To provide professional staff and key stakeholders with data, professional development, and methods of disaggregating and using data to assess student achievement of the ESLRs through all school programs.
2. To utilize processes and disaggregated data that align and expand curriculum, instruction, and assessments with student achievement of the ESLRs.
3. To evaluate current co-curricular programs and the need for new ones to assess their effectiveness in supporting student personal and spiritual growth through achievement of the ESLRs.
4. To develop a comprehensive strategic plan, utilizing the WCEA-WASC Action Plan to ensure that human and financial resources are available to support all aspects of school-wide improvement.

In the last nine years, CCHS has grown from 1400 to 1731 students, moved to a new campus, and greatly increased its effective use of technology to improve student learning. School leadership has restructured and reduced debt, maintained and improved the new campus, clarified and reorganized leadership roles, and is developing a strategic plan guided by the WCEA-WASC Action Plan. All of this has been achieved to enhance the school's mission. The energy and vision of the leadership and staff of Cathedral Catholic High School have generated community support for CCHS throughout the San Diego Diocese.

## **Chapter II: Progress**

### **Progress in Fulfilling the Recommendations for the 2008 Visit Visiting Committee Report**

The Cathedral Catholic High School community's response to the recommendations from the 2008 WASC Visiting Committee Report has significantly improved the capacity of the school to support students in achieving the ESLRs. The planning for growth and improvement began with the 2007-08 Strategic Plan and the midterm Progress Report published in 2011. The current WCEA-WASC Focus on Learning Self Study outlines progress in achieving the 2007-08 Strategic Plan and lays the groundwork for completing the new Strategic Plan in 2013-14 and beginning its implementation in 2014-15.

#### **Summary highlights of significant progress include:**

1. The full implementation of the Aeries Student Information System beginning in 2009-10 and *SchoolReach* to improve communication with parents, students, and alumni via the website, email, phone and publications. The use of data from these programs and surveys has been used to guide decision making in all areas of the school.

2. The use of this data and curriculum mapping to plan and implement calendar and schedule changes to align curriculum, instruction, and assessments with student achievement of the ESLRs.
3. The planning and development of the technology infrastructure and professional development needed to support the current 1:1 iPad program for more effective teacher and student use of technology to improve student learning.
4. Further clarification of the roles and responsibilities of the Diocese of San Diego, the Advisory Board, President, Principal, and appropriate leadership reorganization to better serve the CCHS community in student achievement of the ESLRs.
5. Working to secure resources from non-tuition revenue (especially from alumni and the wider community) that will support strategic planning, debt reduction, and faculty/staff salaries.

Cathedral Catholic has solidified its future by its actions to strengthen the school. Each of these planning areas can be summarized in the following ways:

1. *Both the 2008 and the current Self Studies emphasize areas for growth designed to fully modernize communication systems with students and parents and the use and collection of data to improve student learning. The purposes of these ongoing initiatives are to meet parent and student communication needs and to develop the processes and culture to regularly improve student learning through curriculum and instruction.*

These initiatives have resulted in new grading and communication systems and the beginning of new processes for faculty use of student data and assessments to improve student learning. These areas for growth have been addressed at academic committee meetings, faculty, WASC, department meetings, and Advisory Board meetings over the last six years. In response, the school has significantly increased professional development, expanded the Advanced Placement Program, adopted the Aeries Student Information System and *SchoolReach* and improved the website. Administrative, student, parent, and alumni digital and print publications are continually improved. The school has greatly improved communication in the area of athletics by hiring a Sports Information Director to provide timely information to parents and participants for CCHS's 39 sports and 87 athletic teams.

2. *Both the current Self Study and the 2011 Progress Report call for the use of student achievement data, surveys, and curriculum mapping to align curriculum, instruction, and assessments with student achievement of the ESLRs. They also call for a planning process to assess and implement calendar and schedule changes*

Curriculum mapping, senior exit interviews, LIGHT groups, and informal surveys are part of what is currently being done. There has been a significant increase in professional development and allocated additional time for teachers and departments to study and work together to improve student achievement. The school reports that its biggest challenge is the effective use of disaggregated data.

Test score evidence suggests modest improvements in standardized test scores and student achievement in most areas. The maintenance of student enrollment during the *Great Recession* and increased fund raising suggest improved programs, and a positive public image and effective marketing.

Adding another period to the day and offering more courses is currently in the implementation phase for 2014-15. There is need to prioritize changes and present evidence of increased student achievement correlated with specific professional development and program changes.

3. *The 2008 Self-Study called for “future decision making regarding pending implementation of a program requiring all students to use laptops”*

The school is fulfilling this plan through a 1:1 iPad program currently underway for all students. This program has required considerable investment in financial, technological, and professional development resources. This program is part of the wider effort of data gathering and planning to better meet the learning, personal, social, and religious needs of students and families.

4. *Both the 2008 Self-Study and 2011 Progress Report outlined the need for further clarification of the roles and responsibilities of the Diocese of San Diego, the CSE Board of Trustees, the CCHS Advisory Board, and the President and Principal. As with all evolving schools, there was need for appropriate reorganization of leadership roles to better serve the CCHS community in student achievement of the ESLRs and improved admissions, fundraising, and marketing.*

The school community has invested considerable effort in all of these areas and is building the leadership infrastructure to achieve these goals. The role of the Diocese has been formally clarified. The President and Principal have reorganized their offices to enhance fundraising, budgeting, admissions, and student achievement of the ESLRs. This is an ongoing task and it is further emphasized in the current Self-Study.

5. *The 2011 Progress Report called for securing resources from non-tuition revenue (especially from alumni and the wider community) that will support strategic planning, debt reduction, and faculty/staff salaries.*

The school has made significant progress by reorganizing the President’s office to expand outreach to the broader community, improving marketing and communication with alumni, working with the Diocese to reduce debt, and securing a new low interest loan on the remaining debt. There is a great deal of room for growth in this area which is likely to be a major focus of the new strategic plan.

## **Chapter III: SELF STUDY PROCESS**

### **Cathedral Catholic High School Expected School-wide Learning Results**

**ESLRs: CATHEDRAL CATHOLIC STUDENTS ARE:**

#### **1. People of faith who**

- 1.1 Identify and explain Church teachings and practices
- 1.2 Practice and reflect upon the Catholic values of charity, service, and social justice
- 1.3 Participate in the sacramental life of the Church
- 1.4 Contribute to a school environment that fosters love, compassion, and peace

#### **2. Skilled lifelong learners who**

- 2.1 Acquire knowledge and skills that lead to intellectual inquiry
- 2.2 Communicate effectively and responsibly through a variety of media
- 2.3 Innovate and use 21st Century tools
- 2.4 Solve problems individually and collaboratively

#### **3. People of character who**

- 3.1 Respect themselves and others
- 3.2 Value diverse people and cultures
- 3.3 Practice ethical citizenship and leadership
- 3.4 *Build The Kingdom* by making moral choices to improve themselves and their community

#### **4. Responsible individuals who**

- 4.1 Demonstrate independence and initiative as learners
- 4.2 Engage in the global community
- 4.3 Develop a healthy lifestyle and nurturing relationships
- 4.4 Apply their *gifts to change the world*

### **Summary of Self Study Process Meeting the Five Parameters**

The Self Study began unofficially at the end of CCHS's last visit in 2008 when the school leadership looked ahead at how to combine progress on the action plan with the implementation of school wide strategic planning. The action plan templates were updated annually in academic departments and cited in the Third Year Progress Report. The official start of the 2013-14 Self-Study began in spring 2012 with new focus groups for categories A-D and a new Self Study leadership team. The Preface on page 10 of the Self Study outlines the cycle of meetings and findings.

This Action Plan and the Strategic Plan that will be developed from it will carry the school through the rest of this decade. The visiting team fully supports the CCHS Action Plan goal to



develop a new Strategic Plan within the next year.

- 1. Involvement and collaboration of all stakeholders in the Self-Study.**
- 2. The clarification of the school's purpose and the Expected School-wide Learning Results.**

Focus groups were reestablished in the spring of 2012 and began meeting in August, of 2012 to review and update the Mission, Philosophy and ESLRs. Those drafts were presented to all stakeholders and the Advisory Board in a series of meetings and consensus was reached on November 19, 2012. At the same time the profile committee finished its work on the Student and Community Profile. Focus groups and home groups used this data over the next year in numerous meetings to complete their work. The FOL report was then written collaboratively with input from all members of the Leadership Team.

- 3. The assessment of the actual student program and its impact on student learning in relations with the criteria and the ESLRs.**

The current ESLRs reflect the traditions and richness of the former University of San Diego High School and the innovations and energy of CCHS. Catholic tradition and the blending of these two schools inform the culture of this new school. The ESLRs have been publicized and are available to parents, students, and faculty and staff through the website and are displayed throughout the campus. The Action Plan focuses on assessing student achievement of the ESLRs in every area of school life.

- 4. The development of a School-wide Action Plan that integrates subject areas and support programs and that supports plans to address identified growth needs.**

The Visiting Committee believes that the School-wide Action Plan is strong. A major action plan item is the development of a dynamic and evolving Strategic Plan that will significantly strengthen both student achievement of the ESLRs and an inclusive Catholic identity. The plan will also address debt, a major improvement in fundraising and alumni relations, and financial needs to ensure that CCCHS remains a dynamic and student centered college preparatory school.

- 5. The development and implementation of an accountability system for monitoring the accomplishment of the plan.**

The CCHS Leadership Team has developed an accountability system for the Action Plan that should be incorporated into the Strategic Planning process and the growth areas identified by the focus groups. The accountability systems in the four-goal Action Plan are specific. The Action Plan fully meets the WASC/WCEA criteria by including specific data regarding the action steps, persons responsible, timelines, and assessment as seen in the Appendix E of the Self Study.

Cathedral Catholic High School (CCHS) has accomplished parameters one, two, four, and five. Parameter three (*The assessment of the actual student program and its impact on student learning in relations with the criteria and the ESLRs*) is ongoing and is part of action statements one, two, and three of the 2013-14 Action Plan. CCHS reexamined its mission, philosophy and

ESLRs in 2012-13 and made some changes to conform to the current goals and situations. There are sufficient accountability processes to ensure that the Advisory Board and the Administrative Team will monitor the accomplishment of the Action Plan. The fourth action statement, developing a strategic plan to provide the human and financial resources to support all aspects of the action plan, greatly strengthens both the Self Study and accountability.

## Chapter IV: QUALITY OF SCHOOL'S PROGRAMS

### A. ORGANIZATION FOR STUDENT LEARNING

**A1. School Purpose:** *To what extent does the school a) have a clear statement of purpose that reflects the beliefs and philosophy of the institution and b) define the purpose further by adopted school-wide learner outcomes that form the basis of the educational program for every student.*

Cathedral Catholic High School has a clearly defined mission statement. The mission drives the character and content of the curricular, co-curricular and extra-curricular offerings of the school. The school recognizes its responsibility to educate the whole student academically, socially, physically and spiritually. Educational programs are available to students of all ability levels.

Cathedral Catholic offers parents the tools and access they need in their role as primary educators of their children. The school has developed new programs and electronic resources to actively involve parents in the education of their children and the life of the school community.

The Expected School-wide Learning Results (ESLRs) flow from the Mission Statement and are also based on the school's Philosophy and Core Values: Faith, Character, Lifelong, and Responsibility. The Mission Statement and ESLRs are displayed throughout the campus, the ESLRs are included in the Atlas mapping program as standards for unit design and assessment, and each course description includes a list of ESLRs. The ESLRs are rooted in the traditions and history of Cathedral Catholic, but they have been revised to meet the developing needs of their students and to reflect CCHS's commitment to its mission.

**A2. Governance:** *To what extent does the governing authority a) adopt policies which are consistent with the school's vision and mission (purpose) and support the achievement of the school-wide learner outcomes for the school; b) delegate implementation of these policies to the professional staff, and c) monitor the results?*

The Leadership at Cathedral Catholic is responsible for guiding and meeting the Mission, Vision, Philosophy, and ESLRs. It sets expectations of developing Catholic Identity, ensuring that all programs, classes, teams, and clubs see themselves as part of the faith community.

The Bishop is the titular and legal head of the school and delegates oversight to the Director of Schools and the Catholic Secondary Education (CSE) Board of Trustees, who, in turn, delegates management of the school to the President and Principal. The school leadership reports and clarifies school policies to the diocesan leadership; it also supports the faculty and staff in carrying out the Mission and achieving the ESLRs.

The governing authority monitors results through committee reports, meeting minutes, written reports, and through the annual audit. Regularly scheduled meetings within leadership and faculty committees allow for all groups to report, discuss, and evaluate results.

**A3. School Leadership:** *To what extent does the school leadership a) make decisions to facilitate actions that focus the energies of the school on student achievement of the school-wide learner outcomes, b) empower the staff, and c) encourage commitment, participation and shared accountability for student learning?*

School leadership encourages the Catholic mission, which permeates academics, athletics, co-curricular, and instructional programs. Monthly LIGHT Group meetings (Living in God's House Together) also connect all faculty and students in prayer and service. All students and faculty attend monthly Mass, and are encouraged to attend daily morning Mass and prayer. Students are able to foster leadership skills in many groups and through participation in Campus Ministry.

The school leadership focuses its energy on student achievement of the ESLRs by regularly scheduled meetings with Campus Ministry leaders, Department Chairs and program directors, and through Wellness meetings. The Principal and President hold regularly scheduled meetings with the leaders of various groups on campus. The outcomes of these meetings assist in monitoring the progress of initiatives and guiding decision-making.

The team recognizes that the school leadership is striving to conduct regular formal and informal observations of faculty to ensure the implementation of school goals, which will improve student learning.

**A4. Staff:** *To what extent are the school leadership and staff a) qualified for their assigned responsibilities, b) committed to the school's purpose, and engaged in ongoing professional development that promotes student learning?*

Cathedral Catholic maintains a highly dedicated administration, faculty, and supporting staff. The school administration and staff are committed to the school's Philosophy and Mission. Hiring policies and practices attempt to match employee qualifications with school needs, and professional development funds support departments' and individuals' ongoing need for growth to enhance student learning. Although the school leadership has committed time and resources to professional development opportunities, there is a need for a more systematic approach to identifying staff needs and ensuring participation.

Administrators, teachers, and staff model the values of the Catholic faith community and they try to live out the Gospel values as part of their ministry. Faculty/staff retreats and service days are designed to allow every employee to participate as a member of the faith community. Social events, fundraisers, and end of year celebrations include prayer and/or liturgy.

**A5. School Environment:** *To what extent a) does the school have a safe, healthy, nurturing environment that reflects the school's purpose and b) is the school environment characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?*

School leadership guides numerous programs and practices to keep students safe and offer them guidance and support. Among the programs established by the school are: the Center for Innovation's iPad training for students and parents concerning internet safety and security; CC Wellness encourages parents to sign honor codes and to promote safe, healthy lifestyle choices; and the Student Wellness Programs (*Aevium*, Families in Transition and Sturdy Wings) and the Student Evaluation Team (SET) to respond to student needs.

CCHS's curriculum, programs, faculty and staff foster both a close faith community and a stimulating educational environment.

Cathedral Catholic is committed to build a stronger sense of community that respects differences, and emulates trust, caring, professionalism, support, and high expectations for each

student. The SET program, the new Options (Inclusion) Program, and the AVID program support high expectations for each student.

**A6. Reporting Student Progress:** *To what extent does the school leadership regularly a) assess student progress toward accomplishing the school-wide learner outcomes and b) report students' progress to the rest of the school community?*

The administration requires the updating of grades every three weeks. Quarterly grades are reviewed and students who need support are identified. A list of ineligible students is disseminated to the staff. Administrators, faculty and support staff make every effort to meet with those students and address their needs. Student who earn Honor Roll status are recognized through special luncheons and website announcements.

The committee recommends that the school continue to develop a more effective means of communicating student achievement in all aspects of student life to the parents, school and greater communities.

**A7. School Improvement Process:** *To what extent does the school leadership a) facilitate school improvement which is driven by plans of action that will enhance quality learning for all students, b) have school community support and involvement, c) effectively guide the work of the school, and d) provide for accountability through monitoring of the school-wide action plan?*

While collaboration takes place among stakeholders regarding future plans, there is no formal strategic plan in place that delineates the administrative plans for the future. A template for defining the process of communicating elements of a strategic plan would facilitate the implementation and mentoring of change and growth for student learning and the community.

#### **Areas of Strength**

- Clear Mission, Vision, and Philosophy Statements, and ESLRs reflect the beliefs of the school
- Catholic Identity permeates every aspect of the school
- The Center for Innovation (CFI), which utilizes technology to augment instruction, improve access to information, and support academic faculty and achievement
- Highly dedicated administration and faculty
- Opportunities for Professional Development
- The Learning Center, ASAP, AVID, SSP, and Options support students in their learning success
- Naviance, SET, and CC Wellness to support at-risk students

#### **Areas for Growth**

- To investigate methods to support parents' needs to be educated in emerging technologies and evolving college preparatory course requirements so students and parents may make better-informed course selections over four years
- To develop regular methods of mapping, monitoring and measuring progress of student achievement of the ESLRs
- To disaggregate data to various departments and programs to assist in decision-making

- To develop a strategic plan and template that delineates the process for program and curricular changes and innovations
- To continue to develop a more effective means of communicating student achievement in all aspects of student life, including: academic, campus ministry, athletics, fine arts and clubs to the parents, school and greater communities
- To ensure that faculty receive regular formal observations to guarantee the implementation of school goals

## **Category B. CURRICULUM AND INSTRUCTION**

**B1. What Students Learn:** *To what extent does the school provide a challenging, comprehensive and relevant curriculum for each student that fulfills the school's philosophy and mission, strengthens Catholic identity and results in student achievement of the expected school-wide learning results through successful completion of any course of study offered?*

CCHS and its leadership team are committed to providing its students an education that is broad in scope, innovative, relevant, and challenging. CCHS has taken a leadership role in the local and state Catholic education community by adopting forward-thinking, innovative initiatives to help educate a diverse student body in the 21<sup>st</sup> century. This is true to their stated mission of being an “innovative academic community of lifelong learners grounded in the Catholic faith that prepares graduates to live God’s call and build the Kingdom.”

CCHS has mapped its curriculum, providing a deliberate and coherent curriculum to all students in order to successfully meet its ESLRs. At all levels, it is rigorous enough to prepare students to pursue a four-year university program. It has been mapped through Atlas and meets or exceeds UC standards. SAT, PSAT, ACT and AP scores are all above state and national means. AP course offerings and participation have also been expanded. In 2011, 38% of students in grades 10-12 took at least one AP class. In 2013, that number increased to 45%. Over that same period, the percentage of students passing AP exams only dropped slightly, from 72.9% to 69.7%, still well above the state and national means.

The curriculum has expanded within the limitations of a 6-block schedule. Recently, a zero period has been utilized extensively, and a 7-block rotation is due for implementation in 2014-15. The 7-block rotation plans to improve CCHS’s ability to offer all students a more comprehensive curriculum with options that meet each student’s learning potential and ambitions. The augmented schedule will help meet mission goals, both in terms of college preparation and the development of Catholic identity. Course offerings have been expanded to include new VAPA classes, online offerings, Campus Ministry classes, summer school advancement offerings, AVID, and dual enrollment college credit classes.

**B2. How Students Learn:** *To what extent does the professional staff use research-based knowledge about teaching and learning?*

CCHS has worked to map and evolve its curriculum design to be comprehensive both in terms of their students’ religious studies instruction and their college-bound preparation. There are three levels of programs: The Learning Center for students with a current IEP or a current psycho-educational evaluation, College Prep, and AP/Honors. In the 2013-2014 school year,

Advancement Via Individual Determination (AVID) was instituted to serve students who might not otherwise receive support. The typical CCHS AVID student might demonstrate inequitable academic success, yet have the capacity to enroll in an Honors or AP course after receiving support.

With the launch of their iPad 1:1 Program in 2012, CCHS ushered in a new era of “how” students learn. The faculty completed 1,093 hours of iPad professional development during the 2012-13 school year. The iPad program has encouraged more student inquiry, broader use of resources, engagement in a greater variety of projects, collaborative activities, experiments, speeches, performances, simulations, production applications, and other learning experiences. These innovations have been developed as a faculty, in teams, and individually to achieve and evidence the ESLRs. Student surveys show strong student support of the iPad integration as an effective learning tool. Many CCHS faculty members are leaders in innovating methodologies in teaching and learning in a 1:1 environment. The new Assistant Principal of Academics will oversee the development of an ongoing faculty professional growth and evaluation system for the purpose of improved student learning. The AP for Academics will also oversee the integration of emerging academic programs, initiatives, and curriculum designed to serve the needs of a growing and diverse study body within the paradigm of 1:1 iPad. An action plan is in place to guide and measure growth in this area. In addition, online courses, iTunesU-managed courses, teacher Moodle pages, and use of Turnitin.com’s Writing Cycle in various disciplines all contain evidence of engaging 1:1 activities. Surveys are used at the completion of each course to garner student input from all classes.

The CCHS staff believes in tapping into their own professional capital for the purpose of improving instruction and learning. To this end, Monday collaboration time has been built into the school calendar for ongoing professional growth and support for student learning. These scheduled hours include a general rotation of topics ranging from department meetings, curriculum mapping, technology training / instructional best practice sharing, and accreditation preparation. During the day/week, collaboration also takes the form of curriculum mapping and alignment of instruction. Teacher-created course surveys allow for assessment of student learning. Professional growth opportunities are offered annually on-site and off-site to certificated staff. Allocated monies for PD can be utilized by each teacher for continued coursework, materials, and professional conferences/conventions.

In order to best use the iPads in the classroom, CCHS developed a Center for Innovation (CFI) in 2012, allowing faculty members to be leaders in innovating methodologies in teaching and learning in a 1:1 environment. The CFI investigates emerging technology, social media issues, and 21<sup>st</sup> century tools for the support of student learning and the advancement of instructional practices. The CFI advises the administration of its findings, plans schedules, and implements the faculty professional growth program.

**C. How Assessment is Used:** *To what extent is teacher and student use of assessment frequent and integrated into the teaching/learning process?*

Within the framework of department curriculum mapping, there is evidence of shared benchmark assessments. These assessments are aligned with state and national standards, or USCCB standards as appropriate. Rubrics for shared assessments have been generated and used in multiple departments (e.g., Social Studies, Language, English, Religious Studies). Moreover,

these assessments show that students are assessed across a variety of modes requiring a high degree of reading, writing, and critical thinking skill in line with the school's mission and ESLRs. In some courses, collaborative course maps connect each unit and its assessments to key ESLRs, and teachers review key benchmark assessments for consistency across shared courses. Course and school-wide student surveys have recently been added to CCHS's methods of measuring their students' achievement of ESLRs.

Parity between courses is established at the start of the year by course teams. Final exam evidence is also reviewed for consistency. Since the last accreditation visit, CCHS has made progress toward developing a collaborative culture across all departments. CCHS's challenge is to continue finding meaningful ways of gathering, sharing and analyzing data to better inform their curriculum goals, particularly in the areas of mapping, instruction and assessment.

### **Areas of Strength**

- Growth in CCHS's AP Program is allowing more students access to accelerated courses and content. Total enrollment in Honors and AP courses has grown. The expansion of course offerings in varied platforms (e.g., on-site, online, and hybrid) allow students greater breadth of options and opportunities for acceleration, while also integrating necessary technology skills.
- The 1:1 iPad Program encourages greater student inquiry and a variety of learning experiences through collaborative learning.
- CCHS's priority of reaching all students (via Learning Center, AVID, Options [to be launched in 2014-15], college prep, and AP/Honors) has led to achievement results showing success of students with learning differences over a 4-year program.
- CCHS's Center for Innovation allows CCHS teachers to lead both in-house and outside educators in technology-driven best practices.
- Collaboration in the creation of curriculum maps provide greater consistency, objectivity and fairness in the assessment of student learning. Further, departments review assessment and survey results to inform curriculum design and mapping.
- CCHS's implementation of a 7-period schedule in 2014-15 better serves student needs and mission goals.
- Monetary and material supports for teaching and learning are clearly evidenced in classroom and department budget reports.

### **Areas for Growth**

- Develop school-wide consistency in curriculum mapping practices, alignment, and monitoring. The maps have been constructed to maximize their usefulness at the team level, but have not been fully aligned vertically in departments or horizontally across departments in order to generate school-wide reports about the effectiveness of curriculum initiatives and/or to expose gaps and overlaps in assessments.
- In the realm of professional development, establish and articulate clearer priorities of department goals and teacher expectations in meeting new initiatives/needs and subject area competencies.
- CCHS needs to continue to pursue meaningful ways of disaggregating student data to measure student achievement and progress for the following ends: to evaluate and



- improve curriculum; to offer some measurement for instructional changes; and to meet the school's overall targeted goals for learning, including standardized test performance.
- Continue to collect and share data from individual departments to better guide school-wide curriculum initiatives (including iPad 1:1 Program).

## **Category C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

**C1. Campus Ministry/Community Service Learning Criterion:** *To what extent do students grow as persons of faith through appropriate and meaningful experiences of prayer, liturgy, and community based learning?*

Based on observation and discussions with representative stakeholders, the Visiting Committee recognizes that Cathedral Catholic encourages and supports students in their faith journey so each has the opportunity to grow as a person of faith and contribute to a school environment that fosters love, compassion, and peace. Since the last Self Study, significant progress has been made to support student spiritual growth. Students take eight semesters of religious studies classes and may apply to serve as a Campus Minister or Ambassadors for Christ. They pray at the start of each class, and they may participate in the sacraments and attend Mass every morning. Seniors participate in springtime theological reflections. Junior and Senior students may attend an optional retreat each year; Freshmen and Sophomores attend a mandatory day retreat during the year. Students participate in Christian service, and they may communicate with any of the four priests for sacramental support, spiritual direction, or pastoral counseling.

Cathedral Catholic calls all adults to be role models and ministers. Parents attend Masses, hold the Parents in Prayer groups, and support Campus Ministry through the Parent Associations' Parent Liaison team. They also act as sacristans and assist with LIGHT Group service trips. Teachers, staff, and administrators lead prayer before class, practice, games, or shows; participate with students in liturgy, Christian service, and retreats; and lead LIGHT Groups.

Members of this Focus Group and the Religion Department faculty stated that the Campus Ministry Program would be augmented by a more careful assessment of the experiences that are offered to the students, such as identifying measurement methods to gather evidence of faith development through service and LIGHT Groups, identifying measurement methods to gather evidence of improved citizenship, expanding opportunities for service, and investigating service immersion opportunities for seniors.

**C2. Student Connectedness:** *To what extent are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the school-wide learner outcomes?*

Numerous support structures are in place to aid students in academic, spiritual, personal, and emotional development. Students participate in Safe Environment training. The Dean's Office includes two nurses, a security team, support staff, the Disciplinary Review Board (DRB), and the Student Evaluation Team (SET). The Dean's Office also directs the CC Wellness programs, which discusses student issues and selects speakers and programs. Speakers educate students, parents, coaches, faculty, and administration about issues facing teenagers today. Programs include *Families in Transition*, a program designed for students that are experiencing some form

of transition, *Aevidum*, a depression and suicide education awareness initiative for high school students and *Sturdy Wings*, a program that addresses the needs of students who have experienced a death in the family.

The academic support program at Cathedral Catholic consists of a wide variety of services, which are overseen by the Assistant Principal of Academics. These services include Counseling, The Learning Center, The Options (Inclusion) Program, ASAP, SSP, AVID, The Academic Review Board, and CFI.

The Campus Ministry Program and priests provide spiritual support for students. Students also have the opportunity to participate in a multitude of extra-curricular opportunities. Cathedral Catholic offers 39 sports and fields 87 teams; other programs include El Cid, the online newspaper, Yearbook, El Sol Magazine, CCTV Television production, Drama productions, academic competition teams, and 52 clubs. Competitive opportunities for scholarships are available, and students gain leadership experience through Ambassadors for Christ Corps, Campus Ministry, President's Committee, and ASB.

In support of student connectedness, Cathedral Catholic has augmented its means of communicating with students, families, and the community by hiring a Director of Sports Information and Communications and a Director of Communications.

To improve student connectedness and support Cathedral Catholic seeks to provide safety and drug/alcohol prevention information to students, faculty, and families, and it seeks to create a more user-friendly website that can become the primary resource for new families.

Students at Cathedral Catholic state that there are opportunities geared to the interest of all students, and students feel supported and welcomed as they participate in school activities and programs.

**C3. Parent/Community Involvement:** *To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?*

The school leadership communicates, collaborates, and engages with parents, community resources, and alumni to provide a positive support system for students. The Advisory Board, the Parent Association, the Principal's Advisory Board, the Dons' Athletic Club, and the newly founded Parent Liaisons work with school leaders to support ministry. The Assistant Principal for Athletics develops and implements fundraising opportunities to support athletics. Parent Liaisons and team parents serve as volunteers and assist with fundraising. The CCHS Parent Association, Principal's Advisory Board, Dons' Athletic Club, CC Wellness, Parent Volunteer Network, Parents in Prayer, and the Alumni Association are key parent organizations available for community involvement. The Director of Communications communicates all school-wide programs, events, and news announcements for families and the community, and the school website displays a link for parents to volunteer.

Cathedral Catholic partners with parents and communicates with them through e-Matters, Cathedral Matters, Aeries, Naviance, Back-to-School Night, School Reach, and through various parent groups. On-campus events include Grandparents' Day, the Junior Unity Mass, College Night, and the Senior Parent Meeting. Fundraising events include Red and Gold, the Golf Tournament, and the CCHS Gala. The Counseling Department provides a "Coffee with Parents"

and invites parents of Seniors to meet with the counselors. The Counseling Department also coordinates a College Fair and College Counseling Night for families of Juniors and Seniors. Members of the community may also attend these college counseling events.

Strategies to encourage parent and community involvement would be augmented by improved outreach to support parents who are new to the school, parent education programs, parental involvement with technology learning, and parental support in fundraising and seeking resources.

### **Areas of Strength**

- Four priests are available for sacramental support, spiritual direction, and pastoral counseling
- Support structure includes Safe Environment training, DRB, SET, the *Wellness Committee*, *Families in Transition*, *Sturdy Wings* and *Aevidum*
- Multiple academic support programs including: Counseling, The Learning Center, Options, ASAP, SSP, AVID, The Academic Review Board, and CFI
- Thirty-nine sports (87 teams) in which students participate
- Multiple co-curricular opportunities including: El Cid newspaper, Yearbook, El Sol Magazine, CCTV Television production, Drama productions, academic competition teams and 52 clubs
- Many opportunities for leadership development and practice through Ambassadors for Christ Corps, Campus Ministry, President's Committee, ASB and other organizations
- Enhanced communication to parents through e-Matters, Cathedral Matters, Aeries, Naviance, Back-to-School Night and School Reach
- Key parent organizations include: the Parent Association, Dons' Athletic Club, CC Wellness, Parent Volunteer Network, Parents in Prayer, and the Alumni Association
- On-campus events include: Grandparents' Day, the Junior Unity Mass, College Night, the Senior Parent Meeting and College Counseling events

### **Areas for Growth**

- To develop a more careful assessment of the Campus Ministry experiences that are offered to the students, such as identifying measurement methods to gather evidence of faith development through service and LIGHT Groups
- To improve student connectedness and support, through further safety and drug/alcohol prevention information to students, faculty, and families, and to create a more user-friendly website that can become the primary resource for new families
- To develop strategies to encourage parent and community involvement by improving outreach to support parents who are new to the school, through parent education programs, parental involvement with technology learning, and parental support in fundraising and seeking resources

## **Category D. RESOURCE DEVELOPMENT AND MANAGEMENT**

**D1. Resources:** *To what extent does the school demonstrate responsible stewardship? To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's philosophy and mission and student achievement of the expected school-wide learning results?*

CCHS's administration, under the supervision of the Diocese of San Diego and the Catholic Secondary Education (CSE) Board of Trustees, collaborates with the Chief Financial Officer of the Diocese of San Diego, CCHS Advisory Board, and Finance Council to demonstrate responsible stewardship. The President, Business Manager, and officials from financial institutions holding loan and bond debt meet regularly to monitor and evaluate the school's financial situation. Catholic Mutual Insurance performs a yearly physical plant inspection to ensure the safety of the school community and to identify areas to limit financial liabilities related to the campus operation. There is also an annual independent audit by West, Rhode, and Roberts to ensure the institution's financial resources are used in legal, ethical ways.

Projected revenues for the 2013-2014 school year are \$28 million and the projected expenses are \$27.5 million, indicating the school maintains sufficient revenues and a reasonable budget to fulfill its Mission and Philosophy. In July, 2011, CCHS received a donation of \$21 million from the Diocese of San Diego to reduce debt. Currently, CCHS owes just over \$25 million.

The President and Business Manager prepare and deliver an annual report and present it to faculty and staff. They share the financial situation of the school, particularly the amount of debt and annual debt service, with the faculty, staff and parents, in order to enlist broad based support for financial initiatives which will secure Cathedral Catholic High School's future goals.

**D2. Resource Planning Criterion:** *To what extent do the governing authority and the school execute responsible resource planning for the future?*

Discussion with leadership, board members, veteran faculty, parents and alumni makes evident that there are significant untapped financial resources available if effective fundraising techniques are employed. In addition, conversation with leadership indicates that the planned cultivation of the 17,000 alumni would bring greater human and financial resources to the school. We applaud CCHS' plans to hire professional consultants to help guide fundraising and alumni support.

**D3. School Finance Resources:** *To what extent are the school's financial resources adequate to fulfill its mission and programs?*

All evidence indicates the school's financial resources remain more than adequate to continue its Mission and programs. The salary scale has been maintained with cost of living adjustments over the last several years, but are 10% - 15% lower than the local public school districts. All teachers are provided laptops and iPads, and have fully equipped classrooms. Students all have iPads. Class sizes remain "low," with a student:teacher ratio of 18:1 and the mean of class size of 27:1. In addition, there are over 87 athletic teams for 39 sports.

**D4. Enrollment Resources:** *To what extent are the school's admissions policies and procedures consistent with its philosophy? To what extent are the school's marketing, recruitment, and*

*public relations efforts effective in attracting qualified students? To what extent is enrollment targeted to maintain effective and meaningful curricular and co-curricular programs that meet the philosophy and goal expectations of the school?*

Cathedral Catholic's admission policy is to consider any applicant who is consistent with the school's philosophy and core values. As evidence of a diverse student body, last year, CCHS granted \$4,000,000 in financial aid to 35% of its students, enrolled 9% of its student body in the Learning Center.

New staff members were hired in 2012 and 2013 to increase marketing and help CCHS reach its goal of 2000 students. Enrollment has been stable over the past three years.

**D5. Development Resources:** *To what extent has the school an effective development / fundraising program that is consistent with school philosophy? To what extent is there evidence of development planning?*

CCHS is commended for aligning its personnel to its mission. Since 2008, they have made major progress in the clarification and effectiveness of the President-Principal leadership model. The President's role to provide the funding and resources necessary to accomplish the mission is understood by all stakeholders, and the Principal's role to lead all operational aspects of achieving the mission is likewise clear. A Director of Institutional Advancement began work in July, 2012, who also shares duties as the Co-Director of Alumni. Along with courting new donors and identifying new revenue streams, he has also helped to increase the presence of alumni on campus. A part-time Director of Planned and Major Gifts was hired in July 2013 to help position the school as a possible recipient of new or increased planned giving gifts.

#### **Areas of Strength**

- CCHS demonstrates responsible financial stewardship, evidenced by its stable budget and significantly reduced debt
- The school's financial situation is strong enough to sustain its current program, and expand its institutional programs and initiatives where needed
- The President and Business Manager prepare three-year to five-year long-range financial plans to guide the school's obligations, including current and future operating activities
- The school has been able to consistently maintain its salary scale with COLA adjustments despite the economic downturn
- The Advancement Office was restructured to take better advantage of newly recognized fundraising opportunities

#### **Areas for Growth**

- Hiring professional consultants to guide efforts to capture the wealth of untapped financial resources
- Better communication of short and long-term financial goals and initiative planning to all stakeholders
- Finding alternative financing strategies to establish an endowment
- Continuing efforts to reach enrollment capacity of 2000 students

- Prioritizing school-wide initiatives and their corresponding financial and professional developmental support

## **Part B: School-wide Strengths and Critical Areas for Growth**

### **General Comments**

The Visiting Committee commends Cathedral Catholic High School and the Diocese of San Diego for all they have done to successfully reestablish a solid base for CCHS to achieve its mission by moving to their present site. Evidence points to the involvement of the entire school community in the process of school improvement. The process leading up to this WASC/WCEA visit and the 2013-14 Self Study and setting the stage for a vital Strategic Planning process in 2014 is part of the evidence and reinforces the pattern of honest self-evaluation and growth. The Self Study Report and the Strategic Planning process, as well as on-campus interviews with representatives from every sector of the school community, support our findings that the school leadership and staff has a clear understanding of its mission, Catholic identity, goals, purpose, and effect on the lives of students and the greater San Diego community.

Evidence that supports both the School-wide areas of strength and the critical areas for follow-up includes the school's Self Study, the Strategic Planning process, meetings with the Leadership Team, School-wide focus groups, home groups, students, the school administrators, and individual stakeholders. In addition, the visiting team's observations of students and staff interacting and learning in classrooms and all school areas support the school's choice of its School-wide areas of strength and the critical areas for growth. As the school community completes its first complete six-year stint at its new site and in its new buildings, its abilities to fulfill its mission, priorities, and plans for the future have been enhanced.

### **School-wide Areas of Strength**

1. The commitment of the entire Cathedral Catholic community to Catholic education and to its Catholic identity, mission, values, and the integration of prayer and faith experiences and service into students' academic, athletic, and general school lives, especially through participation in the LIGHT Groups
2. The professional, caring, involved, and generous faculty and administration who have worked hard to make the 1:1 iPad Program a success that enhances student achievement of the ESLRs
3. The commitment of the entire Cathedral Catholic community, its Advisory Board and core leadership to the Self Study and the upcoming Strategic Planning process
4. A caring, hard-working, and generous faculty and staff who continue to utilize professional development and a strong teacher hiring program to provide excellent teaching and an increasingly innovative college-preparatory curriculum that have resulted in rising test scores and student achievement of the ESLRs

5. The Diocese of San Diego for its support for the mission of CCHS as manifested by debt forgiveness and the presence of priests available on campus as chaplains for spiritual direction and for the Sacraments
6. The school leadership for improving fiscal management and debt reduction and for its recent focus on planning to significantly improve fundraising and alumni relations to secure the fiscal future of the school

**School-wide Critical Issues for Growth:**

The Visiting Committee concurs with the school's identified growth areas outlined in the School-wide Action Plan. In order for Cathedral Catholic to achieve its stated vision, the school will need to achieve the goals below:

1. That the school leadership with professional consultants immediately develop and implement a comprehensive advancement program to more than double human and financial support from the school's 17,000 alumni and current and past parents
2. That between June 1, 2014 and April 1, 2015, the school leadership and the Advisory Board complete its major goal to develop a strategic plan that incorporates the 2014 WCEA/WASC Action Plan into a unified strategic plan
3. That the President and Advisory Board leadership develop a plan with professional consultants to significantly strengthen the Advisory Board so that it can obtain the financial and human resources the school needs to achieve its mission through 2025 and beyond
4. That the President and Principal develop an effective administrative structure to lead the gathering and use of data and the cultural changes needed to further enhance CCHS's mission and student achievement of the ESLRs
5. That the academic leadership develop a collaborative and clearly communicated administrative structure to support professional development and innovations. We further recommend that school leadership prioritize future programs based on their ability to increase student achievement of the ESLRs and attract additional new students
6. That the school leadership and Advisory Board develop and implement a plan to support its stated intentions to enhance its performing arts programs and assure the continual integration of high quality visual and performing arts into the life of the school.

## **Chapter V: ONGOING STUDENT IMPROVEMENT**

The CCHS school-wide Action Plan was developed from the areas for growth identified in the focus group reports and the Self Study process. It identified four goals: Provide all stakeholders with data and effective ways to disaggregate and use data to assess student achievement of the ESLRs, align data with identified needs to specifically change or expand curriculum, instruction, and assessments with student achievement of the ESLRs, evaluate co-curricular programs to assess their effectiveness in supporting student personal and spiritual growth through achievement of the ESLRs, and develop a comprehensive strategic plan using these action goals to ensure that CCHS has the human and financial resources for all aspects of school-wide improvement. Each goal is followed by a series of objectives and a timeline and accountability structure.

### ***Do the action plan sections address the critical areas for follow-up?***

The Visiting Committee has verified that the Action Plan does target the most *critical areas for follow-up* identified in their Self Study. After meeting with all the major school leaders, the Visiting Committee recommends a much greater emphasis on advancement and fundraising programs. The areas for growth of the School-wide Action Plan were chosen by the Leadership Team to address the growth areas identified in the focus group reports and the Strategic Planning Process. Curriculum and instruction would be strengthened by a greater emphasis on specific administrative and leadership methods and support for innovations in curriculum and instruction and professional development. The Visiting Committee believes that this Action Plan will fully address the critical areas for follow-up when it is revised as outlined above.

### ***Will the action plan steps enhance student learning?***

The Visiting Committee believes that the action plan for data gathering and that data's use will enhance student learning in the identified areas of student achievement of the ESLRS. The Visiting Committee notes that a stronger emphasis on data to support research-based instruction and professional development, and the growing emphasis on the regular use of technology by students are foundational to the increase in student welfare and learning sought by this overall plan.

### ***Is the action plan a "user friendly" school-wide action plan that has integrated all major school initiatives?***

The Visiting Committee believes that this plan will be more user-friendly after the school develops a comprehensive Strategic Plan utilizing the Action Plan. The committee believes that the Action Plan is well within the human and financial resources of the CCHS community to implement and fund.

### ***Is there sufficient commitment to the action plan, school-wide and system wide?***

We commend the CCHS community for its support for quickly developing their comprehensive Strategic Plan by integrating the Action Plan. Our visit and CCHS's past performance suggests



that the school leadership and community are committed to the WASC self-monitoring process of the Action Plan. The school's leadership team has expressed a high degree of commitment to its Action Plan as evidenced by the Visiting Committee's conversations with them. The Leadership Team recognizes that it needs to set in motion the specific steps outlined in the Action Plan as well as the Visiting Committee's recommendations for improvements in the plan.

Significant resources that support school improvement include:

- A strong leadership team and its commitment to excellence as defined through its Catholic identity, mission, and philosophy
- A strong and professional faculty and staff
- A school community that will support this plan
- Governance by the Diocese and the Advisory Board, which is committed to school improvement

***Impediments to school improvement that the school will need to overcome in order to accomplish any of the action plan sections:***

The school will need to include the Action Plan in a comprehensive Strategic Plan and ensure there are specific action steps, persons responsible, and timelines to accomplish them. The Visiting Committee believes that CCHS's Action Plan will be highly effective in accomplishing the critical areas of growth they have identified. We wish to emphasize the following:

1. That the school leadership employ professional consultants to strengthen the process and the plan
2. That the school leadership prioritizes specific items that must be accomplished to provide the funds and human resources needed to achieve the entire plan

***Existing factors that support school improvement:***

Cathedral Catholic has a history of effective accomplishments including the successful move to the new site in 2006 and significant improvements since that date. Both this Self Study process and interviews with the Leadership Team suggest that the school will move effectively to achieve its Action Plan. The integration of the *Focus on Learning* Action Plan with the Strategic Plan will provide strength and direction for the school's future growth as well as assuring careful monitoring of the process.

In summary, the entire Cathedral Catholic High School community is committed to the rigorous and collaborative processes needed to carry out this ambitious and comprehensive plan for ongoing improvement.