Ensuring Educational Excellence (E3)
Western Catholic Educational Association

Self Study Template
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Central Catholic High School

A Self Study for:

S111
Central Catholic High School
200 S. Carpenter Rd
Modesto, CA 95351

Visit Dates:  March 10-13, 2019
# Table of Contents

CHAPTER 1 – Introduction to the School  
A. Introduction  
Nature of the School  
Governance Structure  
B. Student Demographics  
C. School Personnel Demographics  
Administrative Personnel  
Faculty and Staff  
Include a chart indicating the following:  
Board/Council  
Identify any Parent Organization  
Identify any Alumni Organization  
D. Brief History of the School  
E. Most Significant Developments in School Life Since the Last Self Study  
F. E3 Self Study Groups  
G. Explain How the Visiting Committee Will Access Required Information  

CHAPTER II – School Purpose  
Mission Statement  
Philosophy Statement  
Integral Student Outcomes (ISOs)  

CHAPTER III - Findings  
A. Catholic Identity Standards  
Summary  
Key Strengths  
Key Growth Areas  
B. School Organization Standards  
Summary  
Key Strengths  
Key Growth Areas  
C. Teaching and Learning Standards  
Summary  
Key Strengths  
Key Growth Areas  
D. Student Support Standards
Summary
Key Strengths
Key Growth Areas
E. Material Stewardship
Summary
Key Strengths
Key Growth Areas
Discerning Areas for Critical Growth
Areas for Critical Growth
Chapter IV – Educational Improvement Plan
A. Implementation of the Prior Plan from the Last Self Study
B. Current Educational Improvement Plan (EIP)
CHAPTER 1 - Introduction to the School

A. Introduction

Central Catholic High School
Name of School

200 S. Carpenter Rd., Modesto, CA. 95351
Address

S111
WCEA Code [S999]

Nature of the School

<table>
<thead>
<tr>
<th>Ownership</th>
<th>Gender</th>
<th>Educational Thrust</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Diocesan*</td>
<td>☐ All Female</td>
<td>☑ College Preparatory</td>
</tr>
<tr>
<td>☐ Parochial*</td>
<td>☐ All Male</td>
<td>☐ Comprehensive</td>
</tr>
<tr>
<td>☐ Religious*</td>
<td>☑ Coeducational</td>
<td>☐ Other (specify below)</td>
</tr>
</tbody>
</table>

☐ Lay Group (Identification of this owner):

Identify Lay Group here or delete

Governance Structure

☐ Policy Board

☐ Advisory Board/Council

*Please see binder tab “Governance Boards” for information

☐ Board of Limited Jurisdiction*

☐ Consultative Board/Council

☐ Other (specify)

Specify other here or delete

*with reserve powers to the Owner (i.e., diocese, parish, religious congregation, other [canonical, Juridic Person])

INSERT a photo (jpg) of School’s Organizational Flow Chart (1 sheet) after this page
B. Student Demographics

Include a chart indicating a three-year breakdown of the categories below:

TOTAL ENROLLMENT:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic</td>
<td>281</td>
<td>282</td>
<td>276</td>
<td>276</td>
<td>282</td>
<td>276</td>
</tr>
<tr>
<td>Non</td>
<td>63</td>
<td>71</td>
<td>62</td>
<td>62</td>
<td>71</td>
<td>62</td>
</tr>
<tr>
<td>Unknown</td>
<td>38</td>
<td>24</td>
<td>32</td>
<td>32</td>
<td>37</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>382</td>
<td>377</td>
<td>370</td>
<td>370</td>
<td>377</td>
<td>370</td>
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</tbody>
</table>

CATHOLIC/NON-CATHOLIC ENROLLMENT REPORT

<table>
<thead>
<tr>
<th></th>
<th>15/16</th>
<th>16/17</th>
<th>17/18</th>
<th>18/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic</td>
<td>74%</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>Non</td>
<td>16%</td>
<td>19%</td>
<td>17%</td>
<td>24%</td>
</tr>
<tr>
<td>Unknown</td>
<td>10%</td>
<td>6%</td>
<td>8%</td>
<td>1%</td>
</tr>
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</table>

GENDER COMPOSITION

<table>
<thead>
<tr>
<th></th>
<th>15/16</th>
<th>16/17</th>
<th>17/18</th>
<th>18/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>168</td>
<td>180</td>
<td>166</td>
<td>159</td>
</tr>
<tr>
<td>Male</td>
<td>206</td>
<td>186</td>
<td>192</td>
<td>208</td>
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ETHNICITY

<table>
<thead>
<tr>
<th></th>
<th>15/16</th>
<th>16/17</th>
<th>17/18</th>
<th>18/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>9%</td>
<td>6%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>African American</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>45%</td>
<td>41%</td>
<td>38%</td>
<td>36%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>28%</td>
<td>24%</td>
<td>22%</td>
<td>24%</td>
</tr>
<tr>
<td>Native Pacific Islander</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Multi Racial</td>
<td>3%</td>
<td>11%</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2%</td>
<td>10%</td>
<td>9%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Note: The data base system was updated from Education Edge to On Products during the 2016/2017 school year. In doing so the mapping of our data was not a direct match with current options in the new system. It was also discovered as a glitch in the system that families were not required to fill the field hence we have now close to 10% of the population that has not responded to the Ethnic question. This is an area of growth for our data management.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>3</td>
<td>7</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Taiwan</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Italy</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Korea</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Brazil</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Thailand</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Vietnam</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
<td>10</td>
<td>14</td>
<td>9</td>
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</tbody>
</table>
C.  School Personnel Demographics

### Administrative Personnel

<table>
<thead>
<tr>
<th>Administrator</th>
<th>Position</th>
<th>Years in Position</th>
<th>Full Time/Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim Pecchenino</td>
<td>President</td>
<td>1992 – (26 Years)</td>
<td>Full Time</td>
</tr>
<tr>
<td>Bruce Sawyer</td>
<td>Principal</td>
<td>2016 – (3 Years)</td>
<td>Full Time</td>
</tr>
<tr>
<td>Kieran Driver</td>
<td>Dean of Students</td>
<td>2018 – (1 Year)</td>
<td>Part Time</td>
</tr>
<tr>
<td>Kari Paris</td>
<td>Director of Activities</td>
<td>2001 – (17 Years)</td>
<td>Part Time</td>
</tr>
<tr>
<td>Billy Hylla</td>
<td>Director of Athletics</td>
<td>2011 – (8 Years)</td>
<td>Part Time</td>
</tr>
<tr>
<td>Chuck Staley</td>
<td>Director of Technology</td>
<td>2002 – (16 Years)</td>
<td>Full Time</td>
</tr>
<tr>
<td>Jonathan Boulos</td>
<td>Controller</td>
<td>2018 – (1 Year)</td>
<td>Full Time *</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>(72 Years)</td>
<td></td>
</tr>
</tbody>
</table>

- The controller position is split between the school at 75% and the foundation at 25%.
- The Vice Principal position was eliminated in 2015/16 School Year.
- The Instructional Coach position was added in 2018/19 School Year (Non Administrative Position).

### Faculty and Staff Catholic Composition

Admin – 100%    Faculty – 88%    Staff – 79%

### Number of Faculty – 25

<table>
<thead>
<tr>
<th>Name</th>
<th>Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avila</td>
<td>1</td>
</tr>
<tr>
<td>Bravo</td>
<td>N/A</td>
</tr>
<tr>
<td>Brand</td>
<td>1</td>
</tr>
<tr>
<td>Casey</td>
<td>1</td>
</tr>
<tr>
<td>Castello</td>
<td>3</td>
</tr>
<tr>
<td>Castello</td>
<td>4</td>
</tr>
<tr>
<td>Dillon</td>
<td>25</td>
</tr>
<tr>
<td>Driver</td>
<td>2</td>
</tr>
<tr>
<td>Garcia</td>
<td>1</td>
</tr>
<tr>
<td>Guina</td>
<td>13</td>
</tr>
</tbody>
</table>

8

Central Catholic High School  
Page 8 | 50
<table>
<thead>
<tr>
<th>Name</th>
<th>First Name</th>
<th>Status</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guina</td>
<td>Trevor</td>
<td>FT</td>
<td>15</td>
</tr>
<tr>
<td>Hamilton</td>
<td>Lynette</td>
<td>FT</td>
<td>10</td>
</tr>
<tr>
<td>Hubert</td>
<td>Theresa</td>
<td>PT</td>
<td>19</td>
</tr>
<tr>
<td>Hylla</td>
<td>Billy</td>
<td>PT</td>
<td>8</td>
</tr>
<tr>
<td>Lupercio</td>
<td>Stephanie</td>
<td>FT</td>
<td>0</td>
</tr>
<tr>
<td>Maldonado</td>
<td>Liliana</td>
<td>FT</td>
<td>3</td>
</tr>
<tr>
<td>Morris</td>
<td>Nicole</td>
<td>FT</td>
<td>5</td>
</tr>
<tr>
<td>Nichols</td>
<td>Alison</td>
<td>FT</td>
<td>1</td>
</tr>
<tr>
<td>Ramirez</td>
<td>Marcus</td>
<td>PT</td>
<td>1</td>
</tr>
<tr>
<td>Randall</td>
<td>Catherine</td>
<td>FT</td>
<td>2</td>
</tr>
<tr>
<td>Roth</td>
<td>Sara</td>
<td>PT</td>
<td>6</td>
</tr>
<tr>
<td>Sheehy</td>
<td>Tiffany</td>
<td>FT</td>
<td>13</td>
</tr>
<tr>
<td>Swilley</td>
<td>Liz</td>
<td>FT</td>
<td>4</td>
</tr>
<tr>
<td>Velazquez</td>
<td>Tanya</td>
<td>FT</td>
<td>19</td>
</tr>
<tr>
<td>Wilson</td>
<td>Mike</td>
<td>FT</td>
<td>18</td>
</tr>
<tr>
<td>Yonker</td>
<td>Matt</td>
<td>FT</td>
<td>19</td>
</tr>
</tbody>
</table>

**Faculty and Staff total** - 54

**Gender:**
- Male: 22
- Female: 32

**Ethnic Comp:**
- Hispanic: 8
- Caucasian: 15
- Black: 1
- Asian: 1

**Degrees:**
- BA: 8
- MA: 8
- Ph.D.: 0
- Credential: 9

(2 have both a MA & Credential)

**Classified staff** – 21

- Full-time: 19
- Part-time: 2
- Male: 6
- Female: 15
### Board/Council

<table>
<thead>
<tr>
<th>Standing Committees</th>
<th>Frequency of Meetings</th>
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<tbody>
<tr>
<td>Nomination Committee</td>
<td>2 times per year</td>
</tr>
<tr>
<td>Presidents Evaluation Committee</td>
<td>2 times per year</td>
</tr>
<tr>
<td>Finance Committee</td>
<td>10 times per year</td>
</tr>
<tr>
<td>Marketing Committee</td>
<td>7 times per year</td>
</tr>
<tr>
<td>Strategic Planning Committee</td>
<td>4 times per year</td>
</tr>
<tr>
<td>Building and Grounds Committee</td>
<td>7 times per year</td>
</tr>
<tr>
<td>Technology Committee</td>
<td>5 times per year</td>
</tr>
<tr>
<td>Pastoral Care Committee</td>
<td>5 times per year</td>
</tr>
<tr>
<td>Safety Committee (Ad Hoc)</td>
<td></td>
</tr>
</tbody>
</table>

### Identify any Parent Organization

PTG- (Parent/Teacher Group) supports the school by hosting school events and raising money to fund campus activities and scholarships.

ABC- (Academic Booster Club) holds fundraisers, student recognition events, and information nights. Monies raised are for academic resources and faculty support.

Athletics Boosters supports athletic programs on campus by staffing the snack bar at games, hosting social events, and selling sports programs.

### Identify any Alumni Organization

The CCHS Alumni Association was founded in 1992; all graduates and former students are members of the Alumni Association. The Alumni Association is made up of volunteer representatives who serve as liaisons between the organization and its alumni. A 12-member Alumni Board of Directors serve on the board, the Alumni Board of Directors meets quarterly with the Alumni Coordinator to plan upcoming events and fundraising opportunities to maintain the connection between the school and the Alumni Association. In addition, the Alumni Association is part of the strategic planning process.

Our Alumni play such a vital role in our school today with their loyalty and commitment. The CCHS Alumni Association has sponsored many events and encourages our alumni to keep in contact with lifelong friends and classmates. These events and opportunities include reunions, Swing for Central Hall of Fame, Homecoming, Raider Family Trap Shoot, Alumni Art Exhibit, and Annual Giving. Career Day, Ethics Day, and Connections Magazine, Senior BBQ, Alumni Class Representative and Alumni Board member.

As an Alumni Association we support educational programs through our Alumni Scholarship program.
D. Brief History of the School

In the early 1960s, Bishop Donohoe, the first Bishop of the Diocese of Stockton, envisioned a Diocesan high school accessible to all Catholic families in the southern part of the Diocese. He engaged the Augustinian Fathers and Holy Cross Sisters to work with dedicated parents and a supportive community to open Central Catholic High School on land donated by St. Stanislaus Parish in 1966. The Augustinians and Holy Cross Sisters left in 1980. The governance model was a traditional principal then it transitioned to the President-Principal model in 1992. In the recent past, the original campus has been augmented with the Hogan Center (a wrestling facility), the Alumni Quad, the Mark Gallo Health and Fitness Center (providing a new gym floor, lobby, locker rooms, nutrition lab – kitchen, classrooms for FFA and Health Education and the John C. Bosio Training Center). In addition we recently added six new tennis courts (Van Nes Tennis Courts) and The Melissa Bengtson- Besseling Garden in memory of our past principal. Today we are closing in on the final stages of the Ladd Field campaign – dedicated to girls’ softball. Central Catholic is now in its 52nd year serving students from 21 different cities, three counties and eight countries including China, Taiwan, Italy, Korea, Brazil, Thailand, Hong Kong and Vietnam.
E. Most Significant Developments in School Life Since the Last Self Study

- Mission Scholarships established in 2013-14 academic year to insure Catholic families had a place at CCHS no matter their income level.
- International Student Program established in 2015.
- FFA program established fall 2015.
- Vice-Principal position eliminated in 2015.
- Our Core Values were launched internally in 2016/17 and publically in 2017/18. They are intended to identify who we are, what we stand for, what we are all about; they are fundamental to the institution and the glue that holds our organization together as we grow. We will use them as a filter for decision making.
- Mark Gallo Health & Fitness Center opened in 2017.
- Controller added to administrative staff in 2018.
- Instructional coach added for 2018/19 academic year.
- Three principals since the last self study: Melissa Bengtson, who was part of the last self-study, retired; Russ Antracoli served as interim principal; Bruce Sawyer is our current principal.
## E3 Self Study Groups

### Catholic Identity
- Joan Hart: Support
- Lynnette Hamilton: Math
- Suzi Guina: English
- Father Brady: Pastoral Care
- Tanya Velazquez: Theology
- Anna Stewart: Support
- Audra Castello: Foreign Language
- Jessica Brand: Agriculture
- Andrea Cambra: School Board
- Jenny Grimes: Parent
- Sarah Grimes: Student

### WCEA Leadership Team
- Susan Dillon: WCEA Facilitator
- Lori Green: Document Prep
- Joan Hart: Chair IA-Catholic Identity
- Bruce Sawyer: Principal
- Trevor Guina: Chair IB-School Organization
- Tiffany Sheehy: Chair IC-Teaching and Learning
- Theresa Hubert: Chair ID-Student Support
- Jim Pecchenino: Chair IE-Material Stewardship

### School Organization
- Trevor Guina: English
- Samantha Schmidt: Support
- Billy Hylia: Admin/Social Studies
- Kieran Driver: Admin/Theology
- Carol Fields: Support
- Susan Garke: Support
- Stephanie Lupercolo*: Science
- Elizabeth Canela: Support
- Dave Avila: Math
- Mary Garrett: Counseling
- Tiffany Schroyer: Support

### Student Support
- Theresa Hubert: Library
- Sinh Diep: Counseling
- Liz Swilley: Fine Arts
- Marlean Bravo: Resource
- Kari Paris: Administrator
- Mike Wilson: PE/Social Studies
- Russ Antracoli: Staff Development
- Susan Dillon: English
- Viola Duran: Registrar
- Marguerite Canela: Support
- Bruce Sawyer: Administrator
- Kyle Casey: Fine Arts
- Cindy Sawicki: Support
- Daniel Menezes: Pastoral Care
- Albert Shamon: Support

### Teaching & Learning
- Tiffany Sheehy: Math
- Sara Roth: Fine Arts
- Lilianna Maldonado: Foreign Language
- Alison Nichols: English
- Manuel Garcia: Social Studies
- Cathy Randall: Theology
- Matt Yonker: Social Studies
- Alberto Castello: Science
- Dane Juarez: Student

*Joined mid-year

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Central Catholic High School

Page 13 | 50
# Home Groups 2018-19

**English Department**
- Trevor Guina
- Susan Dillon
- Suzi Guina
- Alison Nichols *

**Math Department**
- Tiffany Sheehy L
- Lynette Hamilton
- Dave Avila **

**Theology Department**
- Tanya Velazquez L
- Kieran Driver
- Catherine Randall

**Science Department**
- Stephanie Lupercio *
- Alberto Castello L
- Marcus Ramirez **

**Social Studies Department**
- Matt Yonker L
- Manuel Garcia **
- Mike Wilson
- Theresa Hubert

**Librarians**
- Theresa Hubert L
- Susan Garke

**Pastoral Care**
- Fr. Michael Brady L
- Daniel Menezes

**Technology**
- Chuck Staley L
- Theresa Hubert
- Sam Schmidt

**Development**
- Mitzi Lucas L
- Susan Garke
- Joan Hart
- Tiffany Schroyer
- Marie Reilly
- Cindy Sawicki
- Rebekah Nelson *
- Jonathan Boulos
- Sam Schmidt, Anna Stewart

**Fine Arts Department**
- Liz Swilley L
- Trevor Guina
- Sara Roth

**Foreign Language Department**
- Audra Castello L
- Liliana Maldonado

**P.E./Health**
- Mike Wilson L
- Liz Swilley

**Co-Curricular**
- Kari Paris L
- Billy Hylla L

**Agriculture**
- Nicole Morris L
- Jessica Brand **

**Counseling Department**
- Sinh Diep L
- Mary Garrett

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* Joined CCHS January 2019
** Joined CCHS fall 2018
G. Explain How the Visiting Committee Will Access Required Information

The Data Library, can be accessed through a dedicated folder on Google Drive shared with you by Charles Staley, Director of Technology. He will provide instructions on the day of your pre-visit. Anyone not in attendance will receive the information in an email from him.

The Data Library will contain the Self-Study, General Resources, Integrated Group folders, and HomeGroup folders. The Integrated Group folders will contain the E3 process forms, any additional notes, drafts, and the data table which pertains to the questions posed during the self-study process, and the EIPs specific to that principle. General resources will contain handbooks, the surveys helpful to that group, and other materials they chose to include. The Home Group folders for academics will hold an introduction to the department, ISO statements, exams, and student work. There will also be student work available in the classroom. The Home Group folders for other departments will contain an introduction and in some cases, resources or publications appropriate to their work on campus.
CHAPTER II - School Purpose

Mission Statement
Faithful to our Catholic Tradition, our mission is to witness to the Gospel while building an educational community that inspires the spiritual, academic and social development of young adults.

Philosophy Statement
We at Central Catholic High School recognize that the best preparation for life is a challenging, well-rounded, academic education combined with diversified co-curricular activities all grounded in the teachings of Jesus Christ. We believe that students grow and mature best in a faith-based community where they, in union with God, and in partnership with their families and our staff, have a sense of belonging, security and commitment to service. We believe in the dignity and uniqueness of each person as a child of God.

Our Mission and Philosophy dates to the 1990-2000 academic year. We revised some of the language in 2012 to make it succinct. We also capitalized the T in Tradition. Since that time, there have been no changes. The Mission and Philosophy are at the heart of the Central Catholic High School experience. We put an emphasis on our Mission and Philosophy in our orientations, we hire for Mission, and we refer to our Mission when making decisions, as well. We have the Mission and Philosophy in our publications, on our website, and on our Core Value posters found around campus.

Integral Student Outcomes (ISOs)

A Central Catholic graduate will be:

A Spiritually-Developed Person Who:
- Demonstrates acceptance of self, compassion and concern for others based on the teachings of Jesus Christ.
- Engages in personal and communal prayer.
- Recognizes and appreciates the tenets of both the Catholic and non-Catholic faiths.
- Practices active involvement in community through Christian service.
- Fosters and shares talents that have been given as gifts from God.
- Applies Christian values, ethical standards and moral integrity.

An Academically-Prepared Student Who:
- Exhibits the skills and knowledge of a well-rounded, college preparatory education.
- Employs creative and critical thinking to promote independent life-long learning.
- Utilizes technology proficiently as a tool for learning, communicating and skill-building across the curriculum.
- Demonstrates cooperative learning skills.
- Bridges college and career opportunities through curricular and co-curricular experiences.
- Is well-organized, self-disciplined and demonstrates good study skills.
A Socially-Responsible Leader Who:

- Practices a healthy lifestyle in body, mind and spirit. Is moral, compassionate, confident and shows integrity.
- Participates in school and community co-curricular activities.
- Becomes an agent of change for a just society.
- Models team and family values as well as the “WE” philosophy.

A Globally-Conscious Citizen Who:

- Demonstrates an understanding of the cultural, political and economic challenges of the 21st century.
- Responds to world, national and local crises and challenges.
- Promotes stewardship of the environment.
- Understands and respects cultural, ethnic, and socio-economic diversity.

The present ISO’s were formulated in the 1999-2000 self-study. In the past, staff has reviewed the ISO’s at our opening meeting for the academic year, however, during the self-study, they were purposely reviewed in home groups to help with our E3 process. The purpose of the review is to examine their relevance for our students, to voice our commitment to them and to provide evidence for their measurement and reflection.

During our last self-study intensive (2012-2013), serious discussion took place in reference to reevaluation of the Globally-Conscious ISO. The discussion was sparked by student survey results, integrated group discussions, and full staff discussions. The leadership team decided to survey the staff in reference to the proposal to drop the ISO. The survey results as well as leadership team discussions resulted in our decision to keep the Globally-Conscious ISO. That was the last time a change was suggested. We still view our ISOs as appropriate to support student learning. Some opening staff meetings we have not only reviewed the ISOs as a list, we have discussed them. We see from our findings that we need to commit to review and conversation at the opening meeting, and we see that we need to commit to that annually.

Our ISO’s are widely communicated. They are promulgated during our open houses and back to-school nights. we publish them on our website under the accreditation tab, in our advertisements, in our newsletters, annual report, staff and student agendas, and use them as a guideline for the annual WE award. Many teachers share that they use the ISOs to shape letters of recommendation. This year we have new ISO posters designed by a sophomore Drake Jimenez. The posters will be found throughout the campus.

In addition to our ISOs, we also have a school motto WE which stems from our We before Me program. This program was established by our athletic program after a coaches in-ser
CHAPTER III - Findings

A. Catholic Identity Standards

The school is Catholic, approved by the Local Ordinary (Canon 803), providing authentic Catholic teaching, opportunities for community worship and participation in the Sacraments, and promoting evangelization and service to the community.

Summary

The Catholic purpose, mission and philosophy of Central Catholic are well-known and widely promulgated through the witness of its staff, the service and commitment of its students, our publications and the campus itself. We also make sure to hire for Mission.

We worship together with prayer before every class, meeting and activity, with monthly school-wide Masses and frequent Friday Sports Mass during the fall and winter. Juniors take a course on the sacraments and the religion department discusses the liturgical seasons during class and a liturgical calendar is sent to all faculty every year. Our three religion teachers are well prepared for their classes with degrees, additional coursework such as catechetical training completed or started, and a varied involvement in their own parishes and in diocesan wide activities and programs (i.e. Diocesan Ministry Day, Walk for Life, etc.). The religion curriculum is fully aligned with the US Conference of Catholic Bishops High School Framework.

Central Catholic welcomes the involvement of parents and considers them the first and primary educators of their children and our partners in all we do. Our school’s online portal, MySchoolapp.com, allows parents to keep up-to-date on their child’s progress through the year and makes for easy access to teachers when necessary. Parents are involved in volunteer work throughout the school (Scrip, Annual Giving, BASH, Library, Boosters, PTG, class retreats). Parents are also welcome to (and often attend) our Masses and PTG members provide our soup and bread lunch on Ash Wednesday. They are also encouraged to participate in their student’s Project Light or Christian Service projects, by guiding them with suggestions, transportation and supplies.

Central Catholic students are required to perform 25 hours of Christian Service a year, including five towards serving the Corporal and Spiritual Works of Mercy. At the end of the year many students are recognized at our annual award ceremony for completing 40 or more hours and many say that among their most memorable experiences at CCHS were the hours spent in service.
We are proud of our beautiful campus; one in which religious signs and symbols are found throughout. Our Stations of the Cross were the first outdoor stations in the Diocese. The tennis courts are in memory of two early students, adorned with a statue of Mary; a former principal has a garden dedicated to her, with a statue of an Angel. In front of the school, there is a large “fallen” cross; another statue to our Blessed Mother stands in front of the Our Lady of Light chapel. Every classroom and office has a crucifix and the hallways have statues ensconced. The school celebrates a wide variety of religious holidays and traditions – special Masses at the beginning and end of the school year, Passion Play on Holy Thursday, commissioning for the Senior Ministry Team. Generally speaking all students and staff participate in these activities and our staff is hired with Mission in mind.

We are cognizant of the religious engagement of all, and we hold religious formation for staff, as well, in our monthly Sharing the Faith sessions. The Catholic Schools Office also offers opportunities at the beginning of the school year. In addition, the Diocese sponsors an annual Ministry Day, and administration provides funding for all interested in attending. The theology department shares prayers, church traditions, and other faith formation and engagement opportunities (the Anaheim Religious Conference).

Students are comfortable praying at the beginning of class and various activities and events – and most of the time lead the prayers themselves. Many students are active in youth groups in their own parishes as are many teachers and staff – whether organizing summer vacation bible retreats, junior high retreats, going with students to serve the poor at the Modesto Union Gospel Mission, glean a field of melons. We have a very good relationship with our Diocese and the Diocesan School Office, as evidenced by their participation on our Boards and our participation in activities sponsored by the Diocese and the other schools of the Diocese.

We try to maintain strong relationships with our local pastors and associate priests. They are invited to special events such as our BASH auction/dinner. Each month a priest from a different parish is invited to have lunch with 6-8 students from their parish, with the President - just to give them an idea of what is going on at Central Catholic and to ask them how our students can be of help to them in their parishes. We reach out to them during Catholic Schools Week, to address their parishioners or attend parish functions during that week. Our students are encouraged to staff Vacation Bible retreats, dinners and festivals in their parishes.

Currently, all our students attend a one-day retreat, locally. The retreats are organized by the Senior Ministry Team and the Campus Minister. The aim of these retreats is to bring our students closer to Christ and to bond them as a class. Many would like to return to an overnight away retreat for upperclassmen.
Key Strengths

- Religion Curriculum - Our curriculum conforms with the USCCB’s Doctrinal Framework. Teachers also extend the curriculum with a variety of resources. (DL 10, 11, 14; Theology Department Home Group Report area of strength)
- Christian Service Program - Students are actively engaged in many community events and programs, many expending more than the 25 hour requirement (DL 7, 23, 24, 25)
- Communal Masses and Prayers - The community joins together on a daily basis, both in class and schoolwide in prayer. All of our events and meetings (social, athletic, professional) start with prayer. Our school community celebrates all Holy Days of Obligation with Mass, as well as joining together most First Fridays (DL 2, 3, 4, 27, 33)
- Visual symbols of the Catholic religion - Our campus has inspirational and reflective signs and symbols throughout the campus (DL 26, Catholic Identity Resource folder-photos)
- Adherence to Mission and Philosophy - Our Catholic purpose is shown in a variety of ways, actions, and settings, starting with hiring for Mission, (DL 6, 15, 16, 17, 19, 23, 25, 29, 35)

Key Growth Areas

- Offer Masses and Confessions more often. Our school and community welcomes more Sacramentals to nourish us. We are Strengthened through Him. (DL 8, 9; meeting notes 3 purple highlight, Theology Department Home Group Report area of growth)
- Strengthen student retreats for a more transformative experience. We changed our retreat program to one-day experiences, but students have informally asked for overnight retreat experiences, and when there is a NET retreat in the community, students respond enthusiastically. We also currently have three alumni on NET teams, we shows how well those programs evangelize. (meeting notes 3 - blue highlight, informal conversations with alumni NET and staff NET)
- Help students to further strengthen their personal relationships with Jesus. Survey results show that we are doing a moderate job in many areas that should be great. We need to evaluate current programs and make sure we provide our students with excellent faith formation experiences. (DL 8, 9, 33, 34, meeting notes purple and blue)
- Provide spiritual formation/information for parents - We have recognized we need to do a better job in this area. Survey results show us this needs, as well. (DL 18, 21, 22; meeting notes 3 orange highlight)
● Improve communication about Catholic activities. Our presence on social media helps in this area, but we can expand our outreach to other publications (Meeting notes 3, red highlights)

B. School Organization Standards

Summary
Central Catholic High School is a nonprofit religious corporation, governed by a corporate board of directors chaired by the Bishop of the Diocese of Stockton with our school president serving as a member of the board. In addition to the corporate board of directors, the School has a school board which acts in an advisory capacity to both our school president and the corporate board, as well as serving on committees dedicated to more specific purposes such as the technology committee. The school and corporate boards are made up of members of different constituent groups of the school, often including current and past parents of Central students as well as former students of Central Catholic. Both boards work closely with the school president to see the school’s mission is achieved.

The school president is responsible for the financial side of operations, while the principal is responsible for the day-to-day educational goals of the school, including chairing the Academic Senate, composed of academic department chairs. The president also delegates responsibility to the cabinet, made up of the president, other school administrators, the controller, and a staff representative nominated and elected by the staff. Administration meets weekly, cabinet meets bi-monthly, and academic senate and the school board (and committees) meet monthly. Pertinent information from these bodies is passed along to staff at monthly meetings and through emails and/or publications. Likewise, the principal shares site information with the Catholic Schools Office at the diocesan principals’ monthly meeting.

School board members view their collaboration and overall effectiveness as moderately effective in their survey. The School Board does excellent work for our school, so an improved effort to communicate as such to all shareholders is in order. Providing more opportunities for the board to be on campus and to have conversation with staff would serve to this end, as well.

Our administration makes decisions firmly rooted in our ISOs, and is responsible for ensuring that our school community works to support the mission and philosophy of Central Catholic. Also, our administration leads by example, engaging in a variety of professional development opportunities ranging from webinars to conferences to graduate programs geared toward making our administrative staff better leaders. Staff is shown directly what administration has learned at such professional development opportunities at meetings. Our administration is responsible for seeing to it that the religious and educational practices of the school are best suited to the development of our students. They do this by evaluating our faculty and staff formally and informally through direct observation and discussion on a regular basis. In addition to offering opportunities for professional development, administration offers opportunities for spiritual development such as sponsoring staff to attend Ministry Day; establishing “Sharing of the Faith” sessions throughout the year; encouraging attendance at monthly meetings of the Catholic Professional Business Club on campus; and participating in morning and lunch prayer services on campus and monthly mass at Saint Stanislaus Church.

Good leadership is in place at Central, however, increased communication among all the shareholders that constitute our school organization (boards, administration, faculty, staff,) will create a sense of stronger community, thus administration should see an increase in its own efficacy.

The instructional personnel at Central Catholic High School are deeply committed to the education, Catholic formation, and future success of Central students. Instructional personnel are highly qualified and hired for Mission. Instructors begin each class with prayer and infuse their lessons with a Catholic worldview. CCHS instructors are dedicated to bettering themselves as professional educators, taking advantage of professional development opportunities and
attending religious formation opportunities, both on and off campus. More than 25% of instructors regularly exceed the required number of professional development units mandated by the diocese in order to bring the most current good teaching practices back to their students and fellow staff members.

Instructional personnel are evaluated by administration formally and informally throughout the year and asked to evaluate themselves, as well. At the end of the year the administrator and instructor meet to go over the year, looking for what was done well and what could be improved to assure that the educational and religious needs of the students are being met. Administration encourages most of the points of improvement to come from instructional personnel rather than prescribing changes, fostering an atmosphere of collaboration between instructors and administration.

Part of an instructor’s goals is in building relationships with students, and CC teachers excel in this area. Our family school with our WE motto, reinforces the importance of making connections with them where they are through attending sports events and performances, moderating clubs, and spending time outside of regular classroom hours helping students. While time spent in these ways is a great boon to our teachers, it is in addition to their workloads. In recent years, class sizes, the number of classes per teacher, the number of course preparations, and turnover have all increased. In an effort to both make the educational experience for our students better and retain our experienced teachers, steps should be taken to examine class scheduling, class sizes, and preps per teacher to benefit student learning and teacher efficacy.

Organizing all of the goings-on at Central Catholic, where 94% of our student body is involved in one or more extra-curricular activity is a huge task—one that our support staff helps to facilitate on a daily basis. Our support staff is integral to the efficient and successful running of the school and are hired with an eye for qualifications and Mission. From our school chaplain and campus minister, who act as moral and religious guideposts to our students, to the groundskeepers who care for our beautiful campus, our support staff strengthens the academic and religious growth of the student body of Central Catholic. The support staff has experienced significant turnover and consolidation of job duties since the last self study. This has led to some confusion, especially in the front office, which is the first point of contact for many members of our community. Therefore, it is important to stabilize our turnover rate and to clarify job descriptions of support staff positions so that in times of change no job goes undone, and no staff member is unable to perform, or is unaware of the need to perform, all of the tasks that need doing, and all of our staff knows who to approach with individual needs and questions.

The general structure of the organization is clear at Central Catholic High School, but the specifics of some job descriptions—who does what, when and where—have changed in the past few years. The lines of authority are, as always, clear, but who is accountable for performing some of the tasks that need performing around the school have become less clear. To remedy this, we suggest clarifying these job descriptions, making all job descriptions easily available for reference, and directly informing, through orientation or re-orientation, the staff of Central Catholic High School about any changes in duties performed by various positions. Improved communication between all parts of our organization would improve our ability to work together and help our students more effectively.

That said, we are able to get quite a lot accomplished for each other and our students, despite sometimes not having all of the answers. We work together well, pick up slack when it is needed, and forgive each other for conflicts in scheduling. This allows for our students to benefit from a wider range of experiences and activities than they otherwise would enjoy. One of our strengths is meeting students where they are. The system is sound, even if it needs a bit of tinkering to make it better. We do so many things so well. We just need to make sure that we are able to communicate that to all shareholders.
Key Strengths

- Teacher-Student contact. Teachers go beyond the classroom – making connections and meeting students where they are. We find joy spending time with our students, especially community-building events like Family Day and Club Faire. (E3 Process Form 10-23 and 10-28; informal conversations with alumni and parents; Co-Curricular Home Group Survey on ISOs p 5)

- Great number of activities and athletics for students. We, in support of our ISOs, offer a great number of activities/opportunities for our students which wouldn’t be possible without good organization and cooperation. We are glad our students like to be active and of service to the community. (E3 Process Form 10-23 Co-Curricular Home Group Survey on ISOs, pp 7-8)

- Administrative support of professional development. Our surveys show that 26% of staff go beyond the minimum requirement of PD hours. (DL 27, E3 Process form 10-18; 10-23)

Key Growth Areas

- Clarify job descriptions and orient staff about personnel roles and responsibilities. Clear job descriptions, reviewed and revised in a collaborative spirit, will help reduce frustration, improve job efficiency, and, perhaps, help reduce the high turnover of staff recently experienced at Central Catholic. (DL 31, 35, 37, 41: E3 Process form 10-18; 10-23;)

- Take a pro-active approach to change in all areas of the school community life. We want to work together to improve day-to-day operations. We can improve communication among shareholders to work towards this goal. (DL 37, 40; 41. E3 Process forms 10-18; 10-23)

- Address staff turnover. We need to examine why we experience these rates of turnover in a formal manner (i.e., exit interviews) and determine what we can do to support staff in order to retain them. (DL 29, 30, 31 E3 Process Form 10-23)
C. Teaching and Learning Standards

Summary
Central Catholic adheres to the UC A-G requirements for high school graduation. Course offerings are based on classes necessary for graduation and advancement to a four-year institution. Teachers in core disciplines present comprehensive course curriculum based on pertinent California frameworks. Additionally, teachers follow their syllabi and quarter-at-a-glance pacing calendars for each of their subjects taught. Electives and supplementary or advanced level courses are introduced to the curriculum based on student interests and the educational needs of our learning community. While we strive to meet the interests and needs of our students, we need to do a better job of appropriately placing them in classes in which they will be most successful. Moreover, class sizes have increased and teachers have been asked to teach multiple preps over the past several years causing stress on teachers and low faculty morale.

Counselors and teachers do a good job of articulating school policies to students. There are clearly delineated graduation requirements, school-wide policies, and departmental success requirements (resource guide, curriculum guide, teacher syllabi). Teachers value and respect the administration for the trust placed in the faculty to relay information in ways that best reflect teachers’ gifts and talents. We believe that we do a good job monitoring ourselves within each department but would benefit from more administrative oversight. 

Academic rigor is dependent on the instructor and varies by department.

In terms of instruction and student learning, our faculty does a good job at informally communicating instructional methodologies and practices taking place in the classroom. At the departmental level, curriculum is aligned both vertically and horizontally (homegroup reports; curriculum guide; department binders). Professional development is promoted and supported. Teachers work with administration or seek outside funding to attend these professional development opportunities. Advanced placement teachers attend AP conferences, our principal is participating in the Mary Ann Remick program at Notre Dame, and teachers are required to attend professional and spiritual development courses as prescribed by the diocese. In order to protect student learning time, Central can do a better job of making class time a priority. Students must be held accountable for being to class on time, prepared (no locker runs or trips to the parking lot, etc.), and present during classroom discussion. Teachers, office staff, clubs, and administrators need to work together to limit excused absences for school business and classroom interruptions. A focus on learning and class time sacredness will help refocus the students on their studies and make class time more valuable to all.

Technology continues to be upgraded. Teachers have laptops, desktop computers, and expanded bandwidth at their disposal. This past school year, the school implemented a one-to-one device policy starting with the class of 2018-19. However, much of the faculty feels ill-prepared to integrate a one-to-one program into the classroom environment and has requested and would benefit from clarification and guidelines for its use and desired outcomes (dl disc notes). In order to best serve our students, the faculty needs guidelines and support to effectively integrate technology across all disciplines.

Assessments are used for a variety of reasons at Central Catholic. As part of the admittance process, students take the Otis-Lennon aptitude test, submit their STAR test results, and complete a writing sample for placement into core academic classes (dl). Current students take the PSAT as 9th through 11th graders.
Counselors also receive data on our juniors and seniors that take the SAT and ACT tests. In terms of school-wide assessment and data collected, it is available but not disseminated to the staff. This information would be valuable for the teachers to evaluate, and subsequently incorporate into their curriculum (dl notes). Within the classroom, formative and summative assessments are used to gauge understanding, reteach, engage, and ultimately hold students accountable to the curriculum being taught. Teachers recognize that they need to self-assess and self-reflect using this data, thus incorporating any necessary changes into their curriculum. While we feel that this is done organically, we are unable to discern whether or not it is done universally.

The school utilizes a multitude of student achievement reports. Teachers maintain online gradebooks, counselors send home weekly grade reports for select students, and progress reports and report cards are electronically available each quarter. In addition to grades, student achievement in academic, athletic, and/or spiritual endeavors is publicized on CCTV, social media, the school website, and school publications. The integral student outcomes are modeled in the values projected through these media and the students’ accomplishments but we could do a better job of identifying the ISOs in our kudos.

With regard to growth areas, two Educational Improvement Plans surfaced for our school. The first is a school-wide need for academic support and program improvement. There was much discussion about rigor, poor student placement, disproportionate class sizes, teacher workloads, the lack of resource classes and/or an instructor for struggling students, ineffective new teacher training sessions, and the lack of training on moving our site to a one-to-one-technology format. These issues surfaced through our conversations on curriculum and student learning. We believe that if we can refocus on the ISOs and how they drive our school, academics will take center stage and academic programs will improve.

The second Educational Improvement Plan to surface was the need for an academic administrator. Our vice principal resigned in 2015 and was not replaced. The vice principal’s job duties were absorbed by the principal, activities director and some support staff. We need someone who can support the current administrators, counselors, and teachers. Ideally, this person would evaluate class outlines, help teachers meet their curricular goals, guide new teachers, help counselors place students in appropriate classes, and be a bridge between the classroom and the administration for both the teachers and the students.

Overall, Central Catholic is a community of caring educators, kind staff, and well-rounded students. What we provide for our students is a safe environment in which each person is cared for and respected. Central Catholic really exudes a family-like setting where students are appreciated and acknowledged for their successes. But, in order to continue to support our students, the teaching staff needs to be informed, supported, and apprised of changes around campus. We need to refocus our priorities with the students in the classroom as the starting point for all decisions that impact the school. If we can give the students a solid, rigorous, education while simultaneously growing them as faith-filled young adults through the modeling and implementation of the indicators in our ISOs, then both the students and staff will flourish.
Key Strengths

- Autonomy in curriculum - Teachers enjoy discovering sources, selecting texts, and writing curriculum (DL Q26; 27; E3 Process Form 9-18-18: highs and lows; all discussions on strengths)

- Recognizing student achievement- We do this through a modality of media and through events: our announcements, college/athletic signing days, student of the quarter, freshman and senior Mass processions. Our social media posts also promote our students’ achievements. There is something to celebrate every day. (WE award - see glossary; Social Media Posts - see Development library document Social Media; E3 Process form 9-18-18: highs and lows)

- Availability and flexibility of faculty to meet the needs of students and each other. Students and parents tell us how much they appreciate our availability, and we regularly celebrate our collegiality (helping each other, covering classes, Xeroxing) through monthly birthday pot-lucks, Secret Pal program, and other social events (E3 Process form 9-18-18: highs and lows)

Key Growth Areas

- Address Staff/Students unawareness of ISOs – The majority of the staff are aware of the ISOs, but turnover and content changes in new teacher orientation may have contributed to the lack of awareness. Out students, therefore, may not all have as much understanding of the ISOs as in prior years. A renewed awareness, along with discussion and measurements in place, will help us make decisions with ISOs at the center (DL 13, 14, 15, 16, 43 E3 Process Form 9-18-18: highs and lows)

- Communication: insure classroom as a priority; while enhancing new teacher training and protecting class time as sacred (DL Q21; T&L Resource File: Teacher Survey Question 59: Open Comments document; E3 Process Form 9-18-18; B. DL Q 43)

- Reinstate an academic administrator - Administration and staff, as well as students, will benefit from having an administrator whose emphasis will be to support student learning (E3 Process Forms9-18-18; T&L Resource File: Teacher Survey Question 59: Open Comments document)

- Accountability that will impact student learning: We want to offer the best education we can to our students. An renewed emphasis on accountability is a step toward that goal. (curricular accountability; scheduling; student placement) (DL 17; T&L Resource File: Teacher Survey Question 59: Open
D. Student Support Standards

Summary

The school environment is considered by all shareholders to be safe, welcoming and supportive. School safety policies and plans are detailed and widely disseminated. Safety drills with students, faculty and staff are planned quarterly, but are not always carried out due to scheduling issues. The physical premises are secure with full perimeter fencing and locked gates during the school day. A need has been identified for improved fencing around the football field exterior in order to deter theft and/or property damage. Security cameras are also recommended, for better monitoring of campus both day and night. Nighttime campus lighting has been improved since the last accreditation cycle especially in the parking lots. Currently, a security officer has been hired to patrol the campus during the school day. There is required checkin and checkout of daytime visitors through the Main Office. Students arriving late or leaving early must also report through the Main Office. Students are supervised at all times during the school day by teachers and/or staff, including at after-school or off-campus sports, retreats, field trips and activities by staff and/or coaches. Students also feel safe personally, spiritually and academically, as evidenced by their comfortable interactions with campus ministry, faculty and staff, participation in class and easy discussion of personal and academic issues. Other shareholders including staff and parents share those feeling of a safe campus.

Academic support services at Central Catholic are sufficient to meet the learning needs of most students, but improvement is needed in the support of struggling learners and ELL students. The need for a full-time resource specialist has surfaced as part of our overall Educational Improvement Plan (EIP). Teachers are regularly available beyond classroom hours to assist students, including before school, lunch times and after school. Two specific times are identified in the weekly schedule as teacher availability times: Wednesday from 7:30 to 8:30am and Thursday from 1:40 to 2:30pm. Academically struggling students regularly meet with their counselors, complete a ‘staffing’ review of learning needs and accommodations with teachers and parents. Those students are encouraged to seek out their teachers for assistance and to attend after school tutoring sessions with the part-time resource teacher. Some English language learners (international students) are also offered after school tutoring with an instructor from Cambridge International Program. Higher achieving students are offered honors classes and AP classes at all class levels, as well as a Modesto Junior College course conducted on our campus. Students respond well to the counseling services offered and the open-door policy of the counselors, teachers and administrators. The counselors also achieve a good degree of success regarding academic advising, giving personal assistance, and connecting families with support services.
Central Catholic offers ample co-curricular offerings in all areas, including arts, athletics, student government and clubs that are heavily participated in by students at all levels as evidenced by a 94% participation rate. The ISO’s impact decisions of the school to offer a wide variety of sports, and clubs, and a full complement of fine arts activities (dance, drama, art and music) in order to help students achieve their ISO as “socially responsible leaders who participate in school and community co-curricular activities”. The school responds to students needs and desires by reviewing, adding or eliminating activities as needed. The co-curricular programs complement the academic program in a variety of subjects with academic clubs such as Math Bowl Team, Science Olympiad team, Sea Perch Team, and Academic Decathlon as well as STEM Club, Art Club, Drama Club, Valley Voices Writing Club and Broadcast Filmmaking Club. The School’s athletic program promotes character development with participation in the Play Like a Champion program, a Christian Athletes Association, and spiritual retreats for sports teams. The “We before Me” philosophy is a pervasive attitude throughout the co-curricular programs and has been specifically adopted by many of the sports teams. Through all these efforts, the school’s co-curricular offerings do a creditable job of educating ‘the whole person’ of our students and following our mission to “inspire the spiritual, academic and social development of young adults.”

The school provides extensive college support services to students at Central Catholic and the students respond well to those services. The counseling department is diligent in providing college-related services, including annual sessions with each student, starting in 9th grade, regarding their four-year plan and graduation/college admission requirements. The counselors also offer annual college information nights, application help sessions with University of California and California State University admissions officers and coordination of visits to Central Catholic by personnel from numerous public and private colleges and universities throughout the year. The school also sponsors a number of in-house scholarships for graduating seniors to support their college success. That success is certainly indicated by the 97% of graduates who go on to a two-year or four-year college. Alumni surveys have indicated that students leaving Central Catholic have felt well-prepared for their college experience.
Key Strengths

- Well kept, attractive campus - Although we have evidence from the data library, most of our evidence comes from the comments of visitors to our campus. We have a very relaxing, somewhat meditative campus. Our grounds crew is devoted to keeping it attractive as they want the students to have a pleasant place to go to school. (DL 4,5,6; Grounds and Custodial Homegroup Report; Faculty Survey Q 15))

- Teachers availability beyond classroom hours - The school hallways are busy with students in classrooms working with their teachers before and after the bell rings.. Our teachers come early, host students to have lunch in their classrooms, and stay beyond contracted time, to the best of their ability, to help with student learning. (DL 21,22,23; also IG B E3 Process Form 10-23 and 10-28)

- Closed campus/locked gate policy - this is a recent policy that has helped to keep our students safe. (E3 Process Form 9-10-18)

- Detailed written safety policy. - this policy has been written and revised to reflect the best practices in school safety. It is easy to read and comprehend. (DL 1)

- Ample college-related support services with strong response from students - guidance counselors continually update their knowledge in this field, and they share news about admissions, scholarships, and more through the Remind messaging service as well as in written communication, homeroom presentations, and counseling sessions. (DL 34, 36)

- Counseling department is pro-active and successful in all areas of student advisement - Counselors write and phone parents with a range of information to share in terms of grades and updates to the four-year plan. They have campus supervision duty at lunch, which helps them visit with students who they haven’t seen in a while. They also make it a point to visit homerooms to share information (DL 30; Faculty survey Q31)

Key Growth Areas

- Addition of security cameras in parking lots - We have improved and initiated many safety measures for the campus since the last self-study, and we want to continue our pro-active stance with the installment of cameras that could assist in deterring crime and providing visual information. (E3 Process Form 9-18-18).

- Increase support for struggling students and international students by increasing time of a resource specialist to help with student evaluation, teaching/tutoring, ELL students, and special testing. - We have an obligation to serve all learners, and we know that when we had a resource on campus during the school day, struggling, ELL, and ESL students found that the resource specialist helped them with study skills, different literacy challenges, and was an advocate for their needs. (DL 18, 20; E3 Process Form 9-18-18)

- Improve perimeter fencing to help deter unauthorized campus visitors - We want to be sure our school community is safe. When our fencing is damaged, we fix it immediately, as grounds checks the perimeter daily. However, improved fencing would not only add to campus security, but free our grounds crew to maintain other areas of our campus (E3 Process Form 9-18-18)
E. Material Stewardship

Summary

In reviewing our enrollment operations we found that our strengths lie in our strong relationships with our partner schools and our scholarship program. We also have enhanced our International student population where today we have eight different countries represented on the campus. With this success, however, we recognize that our greatest competition is from local public schools. This mandates we identify ways to compete and then market to families outside our partner schools. We also plan to further build relationships with our Diocesan parishes. This includes avenues of outreach including bilingual marketing material and programs that bring students on to our campus who would not normally be here.

In reviewing classroom and instructional resources we found that there are a variety of learning and instructional resources available to teachers and students, and that the overall classroom physical appearances are well maintained and offer a good learning environment. Our bandwidth technological infrastructure will require updating in light of the fact the current infrastructure inhibits teachers and students from completing daily objectives.

The majority of faculty, staff, students and parents believe that the school’s plant resources are well maintained across all facilities including building and grounds. The school premises are considered well maintained, attractive and aesthetically pleasing to the eye. The maintenance, aesthetic value and cleanliness of the school is more than adequate even during times of staff adjustments and budget constraints. The staff continues to strive for maximum availability of service so that we can provide our facilities for a wide variety of curricular and co-curricular programs. We have a building and grounds committee to oversee and plan for upcoming maintenance and future building requirements. We have a great foundation fundraising department that can build campaigns and raise the funding to support and build new areas for our campus. Our custodial housekeeping and maintenance team currently maintains 89,636 square feet of facilities with 2 full-time and 1 part-time employee. The restrooms and classrooms will need additional updates to better serve student and faculty needs. This includes updated fixtures for the restrooms and items such as HVAC upgrades, flooring, painting and storage for the classroom. Security of the Campus needs to be improved with automated gates, security lighting, and Closed Circuit security cameras. Our 20 year plan challenges us to address and fund projects such as The Patton Field Stadium Project, Ladd Field Project, FFA Agriculture Area Project, as well as increasing our campus Internet bandwidth upgrade to a minimum of 600Mbps.

The strengths evident in funding resources is our ability to collect over 99.8% of tuition on average each year. We have also been successful in our event - based fundraising including Boots and Blue Jeans, BASH, Swing for Central, Academic Booster Club and Rockin with the Raiders. Each event draws a volunteer team that helps secure thousands of dollars for school programs. We have enjoyed success in raising funds for the construction of the Mark Gallo Health and Fitness Center and Ladd Field. Recent fundraising initiatives include ABC which started as a result of parent interest to support our academic needs. We continue to attract interest in scholarship donations, including a two-year matching grant opportunity which has yielded over $450,000 in the past two years. A recent donation of 15 acres of land demonstrates our continuing ability to raise well over $15 million in recent years. We recognize the need to further coordinate our efforts in our advancement department including the possible consolidation of our separately incorporated foundation. This idea will need further investigation prior to implementation. In addition we plan to continue efforts to fully fund the MGHFC and Ladd Field. Lastly, we will need to increase scholarship support in light of the fact that approximately 47% of our families qualify.
Both the Central Catholic High School Corporation and the Central Catholic High School Foundation were given an unqualified audit opinion in 2016, which speaks to the strength of our business operations. The school has also adopted policies to retain an independent accounting firm for routine audits and reviews. This newly adopted policy also contributes to the integrity of our business practices. An area of growth is the adoption of best accounting and finance practices in the business department and day-to-day operations of the school to include: implementing a collaborative budget process, continuing education and edification of accounting and finance skills for individuals in the business department, and a modernization of operations for the fundraising operations of the school.

We enjoy a strong relationship with parents, alumni and benefactors. Our effective communication has enabled us to build a strong brand that reaches out to our constituents. Efforts here include two open houses per year, an 8th grade day, multiple shadow days, school board advertisements, home association nights, scholarship workshops, community service and social media. While we have made great strides in our communication efforts there is room for improvement, and it would serve us well to do an internal and external communication audit. Specifically an area of growth includes building stronger relationships with parishes and creating materials that will reach more audiences including our bilingual community.

The schools strategic plan was formalized at our last accreditation and updated annually through a committee structure including staff and school board members. Components of the strategic plan included our alumni organization, student learning, marketing, facilities, finance, technology, pastoral care and our FFA/Agriculture department. This approach has enabled us to actively address enrollment, instructional and classroom resources, promotional operations, funding and maintenance. Some examples of our strengths include enrollment stability, technology and physical updates to classrooms, social media growth and exposure, a successful audit for both the school and foundation, a deferred maintenance game plan, and efforts to embrace our student learning outcomes in our material stewardship planning.
Key Strengths

- Well maintained, attractive and aesthetically pleasing campus. We are proud to have such a welcoming and beautiful campus. Our grounds crew works hard every day to make sure the students have a beautiful place to go to school (DL 11, 13; Ground and Custodian Home Group Report).

- We enjoy a strong relationship with our partner schools, parents, alumni and benefactors. We have made hosting others part of the fabric of our school-community. We also appreciate the invitation to visit them whether in their schools, offices, or homes. (Document Library Campus Walk-Through and Partner Schools; DL Q3; Q41; Board Survey Q 4, Q6)

- Our collections results are excellent, event-based fundraising is engaging and our scholarship program has grown significantly. All these areas take a tremendous amount of effort by staff to secure, and we are grateful to all those who give. We also collaborate with staff and volunteers to make all this successful (DL Q18, 19, 22,23,25,26,41).

- Success of Capital Campaigns. We have raised well over $15 Million in the past six years. The success of these campaigns, especially the MGHFC, supports our ISOs and determination that all we do impacts student learning. (DL Q41, 42)

- We have expanded capacity for hosting events and activities with the both the addition of MGHFC and 15 acres of land donated for future growth. We are proud to share our facility with many interested groups, and we are excited to grow out programs that will use the land judiciously. (DL Q 22, 23; Strategic Plan)

Key Growth Areas

- We need to update our technology infrastructure to match current demands. Increasing campus bandwidth will allow more flexibility and opportunities for classroom programs, students’ needs, and staff operations. All of these updates will positively impact student learning (DL Q9,10; Board survey Q10; C. E3 Process Form 9-18-18 - highs and low; Strategic Plan).

- We need to motorize and remotely control our entrance gates to include cameras at all entrances while upgrading our lighting to LED. We want to make sure we are always upgrading and maintaining our security efforts for the safety of our school community, and LED lights will help us maintain recommended lighting standards. (D. E3 Process From 9-18-18; Document Library Campus Walk Through DL 51, 52).

- We plan to increase enrollment: develop parish partnerships, produce bilingual marketing material, and hold additional on-campus events to build our brand and enrollment. We want to make sure we continue our relationships with those who serve our parishes, tell our story in another language as we want to be inclusive to our neighbors; and we want to be good stewards of the MGHFC. (Development Home Group Report; Document Library #2, Charter High Schools, Private High Schools; Strategic Plan)

- We need to provide additional administrative support and professional development for syllabi, curriculum, instruction pacing. All of these efforts will show support for our teachers and impact student learning. (DL 4, 7; C. T&L Resource File: Teacher Survey Question 59: Open Comments document; Strategic Plan).

- We plan to construct Ladd Field while also developing plans to complete Patton Stadium Project and our FFA Facility Project. Our students deserve the best facilities and programs (Strategic Plan; Agriculture Home Group Report).

- We plan to adopt best practices in budgeting while offering continuing education, for the tracking and recording of fundraising activities. We want to make sure all our practices meet current standards (DL 38,39,50,51; E3 Process Form 12-4-18, growths and strengths discussed).
Discerning Areas for Critical Growth

Areas for Critical Growth

Catholic Identity:
Help students to further strengthen their personal relationships with Jesus.

School Organization:
Clarify job descriptions and orient staff about personnel roles and responsibilities.

Teaching and Learning:
Reinstate the position of Academic Administrator
Accountability: rigor (curricular accountability; scheduling; student placement)

Student Support:
Expand the resource specialist position to increase support for struggling students and international students and to help with student evaluation, teaching/tutoring, ELL students, and special testing.

Material Stewardship:
Increase Educational Technology PD and instructional materials/bandwith
Enhance security by adding motorize gates, cameras, and security lighting (also a growth area for Student Support)

Increase Enrollment
CHAPTER IV - Educational Improvement Plan

A. Implementation of the Prior Plan from the Last Self Study

Summary/Review of Last Accreditation Educational Improvement Plan

- **A-1 Catholic Identity:** Engage all shareholders in furthering the Mission of the School.
  
  o The first measuring point speaks about the goal of researching ways to promulgate the Mission while inviting members of the community to assist in these efforts. While we have definitely ramped up our efforts to promulgate our Mission through annual orientations, school media and retreats we did not pursue a formal committee to assist in this area. One could argue that our Core Values were developed as an outcome of this idea coupled with the desire to further brand our school.

  o The second measuring point talks about enacting a Mission based program including keynote speakers. Our “program” took a different look such as “play like a champion” and core values. I would also suggest that keynote speakers while not exactly aligning to the initial goal are evidenced in the speakers we have brought in for our coaches WE meetings, staff orientations etc. Recent speakers who addressed some, if not all of the following: mission, philosophy, ISOs, and, in particularly, our Catholic Identity are Matt Emerson and Tom Spencer.

- **B-1 School Organization:** Clarify, discuss and communicate allocation of school resources and school personnel.
  
  o The first measuring point identifies an objective to redesign the budget process to include school personnel. In an effort the business office started to forward budget templates to department heads for input to the process. We also started our “Winter Budget” presentation whereby President Jim Pecchenino would invite staff to a meeting with “goodies” to entice them to come to hear what our budget would look like in the following year. The business office also regularly started sending out budget statement to department heads to monitor their budget categories. In addition to that Administration started to invite department heads into some of the discussions on teacher assignments for scheduling purposes.

  o The second measuring point talks about communicating staff positions and employment. In an attempt to address this measuring point the President launched the “personnel update” program. This is where he would forward emails to inform staff of personnel moving on or joining us. Job descriptions were updated as staff positions changed and our staffing/teacher spreadsheets were published and updated annually. This being said, we still have work to do in updating and orienting our staff on who does what around here.

- **C-1 Teaching and Learning:** Strengthen the AP department
  
  o Significant steps were taken out of the shoot in addressing this goal. We created an AP department, made adjustments to our “gate system” communicated these adjustments to our parents and students, limited the number of AP courses a student can take and established a relationship with St. Patrick-St.Vincent in Vallejo which enjoys a strong AP program. This has positively impacted student learning – the class of 2017 was the first to have pre-AP classes that were aligned to AP. We have also witnessed an increase in AP scores during this transition.

  o The second measuring point in this area talks about developing the AP faculty into a professional learning community. The PLC met for four years.

  o The third measuring point speaks to creating an AP booster club. This was never really addressed. but the Academic Booster Club – now formally established in 2018 -indirectly has been established to support all academic endeavors including AP. They meet quarterly and have already raised over $160,000 to support academics at CCHS.
The fourth measuring point speaks to orienting students to the AP program. This has been addressed through our counseling program especially when students re-up for the next year. It is also addressed in literature we provide for inbound families. The curriculum guides addresses AP pre-requisites and conditions for remaining in good standing in the program.

**C-1 Student Learning:** Tablets in the hands of every student

Our measuring point and action plan indicated we would have a game plan in place by the fall of 2014. The actual policy indicated a “TBA” date of implementation. This year is the first year we mandated a device in the hands of our freshmen with the intent of adding the requirement to all inbound students going forward until everyone has a device. We now know the value of this policy yet also know the importance of providing meaningful professional development for our teachers.

**C-1 Student Learning:** Common core standard implementation

The measuring point here talks about doing research and aligning our curriculum to national and state common core standards. A CCSS committee was formed almost immediately after the last visitation. Their work was presented in a tri-fold brochure that was mailed to every family and distributed in the front office. Our Principal’s Culture of Learning plan will be addressing the CCSS.

**D-1 School Environment:** Adding camera system to monitor our campus.

The action item indicated we needed to research this area then decide what direction to go forward. At the time we brought in a security expert and the advice given is that cameras will do us no good in identifying/prosecuting people that violate our campus/security. Hence we decided at the building and grounds level not to purchase a camera system. Since then, issues that have surface nationally and locally has required us to revisit this idea. In doing so, we now find cameras back in the new EIP aligned to our gates/entrance areas.

The second measuring point addresses lighting. In fact additional lighting has been added to the campus. This is especially true with the addition of the Mark Gallo Health and Fitness area. It is also true in light of the fact we are moving to LED lighting. You will also find this area in our current EIP.

The third measuring point discusses window coverings. At this point we have worked our way through the 300, 400 and 500 buildings and replaced the slatted window coverings with a drop down system. The funds for this effort mostly came from our Mark Gallo Trust fund.

The fourth area is window door coverings. This was addressed quickly with the magnet window coverings for all classrooms. Today we are actually starting to replace these coverings due to age/use.

The fifth area is door locks. The goal here was to replace all of our door locks/handles. We have researched this area and find the cost to be prohibitive at this time. That being said, our new facility has new hardware and locking devices. We also have upgraded our security system throughout the campus.

**E-1 Material Stewardship:** Enrollment

The first goal was to establish a discount scholarship program. This in fact was launched in 2014. This coupled with our Mission Scholarship allows us to more fully fund scholarships for families that have significant financial need.

The second measuring point discusses the need to increase our endowment fund for scholarships. Here again we have made tremendous strides. Just in the past three years we have raised over $600,000 for endowment funds thanks in large part to three challenge grants ranging from $75,000 to $100,000. We have also reached out to current endowment families to increase their funds.

The third areas in enrollment addresses the game plan to migrate merit scholarships to need based. Though we have experienced some success in this area, we definitely still have merit based scholarships.

Financial Aid for staff was our fourth area to address. The goal was to migrate staff discounts to need based rather than as a benefit for full time employment. After much discussion and staff reaction it was decided to abandon this goal.
Tuition Loan System was our fifth area under enrollment. In pursuing this goal we realized that the ability to create a partnership with a loan company based on our population and need was a challenge. We also found that at the time current need based families were not interested in going into debt through the school to address their financial need. Based on this we decided to abandon this area and focus our efforts on increasing our scholarship base.

The sixth area was designed to secure outside resources for funding our marketing efforts. Though we enjoy a strong relationship with our parents, alumni and community we did not develop a direct support mechanism tied to marketing. Rather we further developed the opportunities to underwrite and or take out advertisements in publications, events and programs. Examples of this include the Connections Magazine, sponsorships for areas like BASH and Boots and Blue Jeans and signage in Glynn Hall and Patton field.

The seventh area was to train our partner schools in marketing. In fact in 2014 we held a series of marketing sessions for our partner schools here on the CC campus. We have also shared resources and some costs of marketing with our partner schools. In addition we have hosted summer school activities like robotics, sports clinics and dance camps for younger children interested in CCHS.

The eighth area under enrollment was to launch Facebook, Twitter and Instagram accounts. We have successfully completed this goal and look to ways to further use this media to market our core values and Mission. In doing so we identified a staff member to oversee and update these social media areas regularly.

The ninth area was to develop parish relationships. Though we have tried different approaches here we still recognize this as a priority. Some of the things we have things we have done include: Hosting lunches on campus for area pastors so that they can meet their students on our campus, invited area priest to our annual President’s Breakfast, recognized area priests during Catholic Schools Week, sent CC students to area parishes to speak at Masses, worked with area priests to consider funding students from their parishes and invited area priests to our annual BASH.

E-1 Material Stewardship – Fitness Center

We launched a campaign back in 2013 and opened the doors of the MGHFC in the fall of 2016. This $7.5 million project was successful in large part thanks to the support of the Gallo family and other community minded donors. Today we enjoy a state of the art facility that provides a lobby for meetings, floor space for athletic events such as basketball, volleyball and wrestling, office space for our coaches, classroom for the FFA Agriculture program, a fully equipped fitness center, a nutrition lab (kitchen), six tennis courts and new parking. We also now have 15 acres that have been donated to the school.

E-1 Material Stewardship – Phone System

The goal here was to update our phone system and in fact we did in the summer of 2013. We purchased the system from CCC Ramirez communications.

E-1 Material Stewardship – Tech Life Cycle

Here the goal was to narrow the tech life cycle to enable us to more frequently update classroom technology. I would want Chuck to weigh in on this one – but we have updated the classroom technology and office technology as we have updated the computer lab. In addition, thanks to grant funding through the Mark Gallo Trust we have placed a new laptop in the hands of all teachers the fall of 2017.

E-1 Material Stewardship – Wireless Internet System

In 2013 we selected the internet infrastructure and vendor to provide for our wireless needs. This was mostly funded by the MGT, BASH Fund a Need and the school budget. The system was installed in 2014 and has been update to support the growing demand. Today we realize the need to expand our bandwidth to a minimum of 600 Mbps. This will be addressed in this cycle’s EIP.

E-1 Material Stewardship – Classroom Storage

We have not been successful in adding new storage to the classrooms as planned. This is mostly due to financial constraints.
B. Current Educational Improvement Plan (EIP)

1. Area for Critical Growth
2. Goal of the Action Plan
3. Rationale for the Action Plan (Based on findings in Chapter III with appropriate references to data from the Data Library)
4. Action Steps
5. Acting Agents
6. Necessary Resources
7. Ways of Assessing Progress
8. Ways of Reporting Progress
9. Timeline for Completion
Focus Area: **Catholic Identity**  
Goal: Provide spiritual formation/information for parents to help them build their relationship with Jesus.  
Rational: To more completely involve all in the community in the Catholic Identity of the school.  
Measuring Point One

<table>
<thead>
<tr>
<th>Action</th>
<th>Steps</th>
<th>Completion Date</th>
<th>Acting Agents</th>
<th>Necessary Resources</th>
<th>Assessing Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Work with Campus Minister/Chaplain and PTG to ascertain what parents might be interested in</td>
<td>Spring 2020</td>
<td>Campus Minister/Chaplain/PTG/</td>
<td>Time/information/survey</td>
<td>Analyze survey responses.</td>
</tr>
<tr>
<td>2.</td>
<td>Research speakers/contact and put on calendar</td>
<td>Fall 2020</td>
<td>Campus Minister/Chaplain/PTG/</td>
<td>Funding for stipend</td>
<td>Calendar shows events</td>
</tr>
<tr>
<td>3.</td>
<td>Promote and advertise, organize event</td>
<td>Spring 2021</td>
<td>Campus Minister/Chaplain/PTG/Marketing Director</td>
<td>Facility arrangements/social media time; parish bulletin access</td>
<td>Advertised in our media; event reflections</td>
</tr>
</tbody>
</table>
WCEA Educational Improvement Plan (EIP)

Focus Area: **Catholic Identity**
Goal: Increase Campus Minister to a full time position to support the development of the department in order to help students build their relationship with Jesus.
Rationale: To more completely serve all in the community
Measuring Point Two

<table>
<thead>
<tr>
<th>Action</th>
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<th>Necessary Resources</th>
<th>Assessing Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Revise job description to include full-time position.</td>
<td>Spring 2020</td>
<td>Principal/President/Chaplain</td>
<td>Time/information/survey</td>
<td>Job description updated and published.</td>
</tr>
<tr>
<td>2.</td>
<td>Budget for position</td>
<td>In time for Fall 2021 hire</td>
<td>President/Controller</td>
<td>Funding</td>
<td>Position entered into budget.</td>
</tr>
<tr>
<td>3.</td>
<td>Promote and advertise and interview for position</td>
<td>Winter 2021</td>
<td>President/Chaplain Marketing Director</td>
<td>Funding/Collaboration time to prepare and conduct interview</td>
<td>Ad placed in media. Schedule of interviews published.</td>
</tr>
<tr>
<td>4.</td>
<td>Hire the best applicant</td>
<td>In time to start Fall 2021</td>
<td>President/Principal/Chaplain</td>
<td>Interview and orientation time and materials</td>
<td>Employee contract; new hire introduced to school community</td>
</tr>
</tbody>
</table>
WCEA Educational Improvement Plan (EIP)

Focus Area: **Catholic Identity**

Goal: Help students further strengthen their personal relationship with Jesus

Rationale: To more fully accomplish our Mission and provide students with more opportunities to see Jesus fully alive in them.

Measuring Point Three

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<thead>
<tr>
<th>Action</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Investigate Kairos or NET retreats to strengthen student retreats for a more transformative experience (i.e. bring back overnight retreats for upperclassmen; give Campus Minister more time to organize)</td>
<td>Fall 2020</td>
<td>Principal/ Chaplain/ Campus minister; NET faculty members and alumni;</td>
<td>Collaboration Time; Funding</td>
<td>Pastoral care meeting minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Determine rollout of strengthened retreat format.</td>
<td>Spring 2021</td>
<td>Principal/ Chaplain/ Campus minister; School calendar coordinator.</td>
<td>Collaboration Time</td>
<td>Pastoral care meeting minutes; correspondenc e with confirmation of retreat dates; calendar showing retreat dates.</td>
</tr>
<tr>
<td>3.</td>
<td>Students and staff attend retreats, based on calendar.</td>
<td>Spring 2022</td>
<td>Principal/ Chaplain/ Campus Minister/Retreat Staff/Students</td>
<td>Collaboration Time</td>
<td>Report from Pastoral Care staff to shareholders via Raiders Arrow, Annual Report. Examination of reflections on retreat experience</td>
</tr>
</tbody>
</table>
Focus Area: **B. School Organization**

Goal: Clarify job descriptions and orient staff about personnel roles and responsibilities to eliminate confusion and improve efficiency.

Rationale: Job descriptions should be revised to properly capture expected duties and eliminate those no longer applicable as well as to clearly delineate and foster lines of authority and responsibility.

<table>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Audit current job positions across the board to make sure that each position’s description is current and well-defined.</td>
<td>Fall 2019</td>
<td>Cabinet /Current Employees</td>
<td>Collaboration Time</td>
<td>Audit results discussed and disseminated.</td>
</tr>
<tr>
<td>2.</td>
<td>Make all changes needed to the employee handbook to ensure correctness of job descriptions.</td>
<td>Spring 2020</td>
<td>Catholic Schools Office /Administration</td>
<td>Collaboration Time</td>
<td>Edited Employee Handbook</td>
</tr>
<tr>
<td>3.</td>
<td>Make the updated employee handbook available to all.</td>
<td>Fall 2020</td>
<td>Administration /Marketing Director</td>
<td>Collaboration Time</td>
<td>Handbook available online for print or download</td>
</tr>
<tr>
<td>4.</td>
<td>Orient new staff and re-orient returning staff at the beginning of each new school year to ensure all know what each employee’s responsibilities entail.</td>
<td>Fall 2020</td>
<td>Administration</td>
<td>Time during start-of-year meeting lineup</td>
<td>Start of year full-staff and new teacher meeting agenda</td>
</tr>
</tbody>
</table>
Focus Area: **C. Teaching and Learning**  
Goal: Hire an Academic Administrator  
Rationale: Central Catholic would benefit from the added support of another administrator. Four years ago our Vice Principal resigned and since that time teachers have felt the impact of that loss. Teachers need an advocate in administration, the principal needs a sounding board, and academics endeavors need support.

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<tbody>
<tr>
<td>1.</td>
<td>Write job description for an academic administrator</td>
<td>Spring 2019</td>
<td>President/Principal</td>
<td>None</td>
<td>Written description</td>
</tr>
<tr>
<td>2.</td>
<td>Determine if the job is full time or part time</td>
<td>Spring 2019</td>
<td>President/Board(s)</td>
<td>Salary</td>
<td>Budget/Hire</td>
</tr>
<tr>
<td>3.</td>
<td>Secure funding for this position</td>
<td>Spring 2019</td>
<td>President/Board(s)</td>
<td>Annual Salary</td>
<td>Budget 2019-20</td>
</tr>
<tr>
<td>4.</td>
<td>Advertise and Hire</td>
<td>Spring 2019</td>
<td>President/Principal Hiring committee</td>
<td>Ad Fees; Time</td>
<td>Published job position</td>
</tr>
<tr>
<td>5.</td>
<td>Support the new hire</td>
<td>Ongoing</td>
<td>Administration</td>
<td>Time</td>
<td>Informal and formal reviews</td>
</tr>
</tbody>
</table>
WCEA Educational Improvement Plan (EIP)

Focus Area: **C. Teaching and Learning**
Goal: Academic Support and Program Improvement
Rationale: Academic rigor has suffered over the last couple of years due to poorly planned master schedules, open enrollment in AP classes, large class sizes and diminished support and accountability for faculty and staff. School policies are not consistently practiced, or are unknown to some staff. There has been a large turn-over and new teachers feel ill-trained and poorly educated on the practices of our school.

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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Revise New Teacher Training Program to best meet the needs of new teachers.</td>
<td>Summer 2019</td>
<td>Principal/Administration/Support Staff</td>
<td>Collaboration Time</td>
<td>Program outline/ Survey of new teachers</td>
</tr>
<tr>
<td>2.</td>
<td>Construct a viable master schedule</td>
<td>Summer 2019 and Ongoing</td>
<td>Principal for delegation/</td>
<td>Stipends for scheduling team</td>
<td>Master schedule</td>
</tr>
<tr>
<td>3.</td>
<td>Informal and Formal Observations</td>
<td>Ongoing</td>
<td>Principal/ Admin</td>
<td>Collaboration Time</td>
<td>Observation notes</td>
</tr>
<tr>
<td>4.</td>
<td>School Policy on AP/Honors classes created and adhered to</td>
<td>Summer 2019</td>
<td>Principal for delegation</td>
<td>Collaboration Time</td>
<td>Policies implemented and followed</td>
</tr>
<tr>
<td>5.</td>
<td>Establish class size caps</td>
<td>Summer 2019</td>
<td>Counseling/ Principal/ Registrar</td>
<td>Staffing to support optimal class sizes for student learning</td>
<td>Class sizes in August 2019</td>
</tr>
<tr>
<td>6.</td>
<td>Provide technology 1:1 Professional Development and create guidelines</td>
<td>2019-2020</td>
<td>Technology director/ Principal for delegation</td>
<td>Funds for PD</td>
<td>Published tech guidelines and PD completed</td>
</tr>
<tr>
<td>7.</td>
<td>Disseminate standardized test results to faculty</td>
<td>Spring 2020</td>
<td>Principal/ Counselors</td>
<td>Collaboration Time</td>
<td>Use of testing results in core subject areas</td>
</tr>
<tr>
<td>8.</td>
<td>Educate stakeholders on the ISOS</td>
<td>2019-2020</td>
<td>Marketing Director/ Principal/ Faculty/staff</td>
<td>Collaboration Time</td>
<td>Survey of stakeholders and their understanding of the ISOS</td>
</tr>
<tr>
<td>9.</td>
<td>Student Placement in proper classes</td>
<td>Summer 2019</td>
<td>Counselors/ Principal/ Scheduling team/ Registrar</td>
<td>Stipends for math and English chairs</td>
<td>Class schedules 2019-2020</td>
</tr>
</tbody>
</table>
Focus Area: **D Student Support Services**

Goal: Provide increased academic assistance to struggling learners and international students by hiring a full-time on-site resource specialist.

Rationale: The numbers of struggling learners and international students have increased dramatically over the past five years. At the same time the hours allotted to the school’s resource specialist have dwindled. In order to give our struggling learners the proper assessments regarding appropriate individual accommodations, and to give them increased academic assistance both with daily work and special testing arrangements, we strongly believe that it is important to increase the school day hours of the on-site resource specialist.

<table>
<thead>
<tr>
<th>Action</th>
<th>Steps</th>
<th>Completion Date</th>
<th>Acting Agents</th>
<th>Necessary Resources</th>
<th>Assessing Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identify optimum number of hours for resource specialist to give appropriate assistance based on current and projected needs</td>
<td>Spring 2019</td>
<td>Principal, Counselors, Resource Specialist</td>
<td>Current student academic records</td>
<td>CalwnReport to Principal</td>
</tr>
<tr>
<td>2.</td>
<td>Create daily/weekly schedule for resource specialist that best addresses needs of the students and teachers. Revise Job Description to reflect optimum hours for student contact.</td>
<td>Fall 2019</td>
<td>Principal, Academic Senate, Counselors, Resource Specialist</td>
<td>Master Schedule Job descriptions from other schools</td>
<td>Completed Master Schedule including Resource Spec.</td>
</tr>
<tr>
<td>3.</td>
<td>Identify and secure funding for resource specialist additional hours</td>
<td>Fall 2019</td>
<td>President, School Board Finance Committee</td>
<td>ABC/ Annual budget</td>
<td>Added to budget</td>
</tr>
<tr>
<td>4.</td>
<td>Open and list position, interview candidates</td>
<td>Spring 2020</td>
<td>Principal, Counselors, Interview Comm.</td>
<td>edjoin/other media/interview comm.</td>
<td>responses to add/interview recommenda-tion</td>
</tr>
<tr>
<td>5.</td>
<td>Hire resource specialist for identified additional hours</td>
<td>2020-21</td>
<td>Principal, President</td>
<td>In budget line</td>
<td>Staff Records/ annual review</td>
</tr>
<tr>
<td>6.</td>
<td>Regularly reassess numbers of struggling learners and international students needing academic assistance</td>
<td>Ongoing</td>
<td>Counselors, Teachers, Resource Specialist Principal</td>
<td>Student academic records</td>
<td>Reports from Counselors, Resource Specialist</td>
</tr>
</tbody>
</table>
WCEA Educational Improvement Plan (EIP)

**Focus Area: Material Stewardship/Technology Enhancement**

**Goal:** To increase educational technology professional development and instructional materials/band-with.

**Rational:** Teachers and staff at Central Catholic High School yearn for additional professional development opportunities throughout the year to be able to utilize and access all technological resources. Training needs to be provided from the software source or a trained educator to better serve teachers so they can help students. It would also be beneficial to build in more collaboration time among all teachers to share and support each other in their teaching practices. Secondly, with more students using 1-1 devices coupled with the expansion of our school with the Mark Gallo Health and Fitness Center, we are experiencing a slower connectivity to the WiFi. Because of this we have identified a need to increase our band-with to better serve our increasing digital and internet use.

<table>
<thead>
<tr>
<th>Action</th>
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<th>Assessing Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The academic senate will arrange for the creation of a sub-committee that will work directly with the technology committee focusing on professional development for educational technology.</td>
<td>Spring 2019</td>
<td>Academic Senate, Principal</td>
<td>Meeting Time</td>
<td>Minutes of Academic Senate and Academic Depts.</td>
</tr>
<tr>
<td>2.</td>
<td>The technology committee will reach out to each academic department to gauge the interest level and needs for professional development through Blackbaud OnProducts portal and Google for Education.</td>
<td>Fall 2019</td>
<td>Academic Depts.</td>
<td>Meeting Time</td>
<td>Minutes of Academic Depts.</td>
</tr>
<tr>
<td>3.</td>
<td>The administration will provide a professional development day (August) to introduce the Google Education suite, especially Google Classroom to teachers.</td>
<td>Fall 2019</td>
<td>Principal, Academic Senate</td>
<td>Funding for Professional Consultant</td>
<td>Staff Surveys, Quality of Teacher presentations</td>
</tr>
<tr>
<td>4.</td>
<td>To provide quarterly opportunities at regularly scheduled faculty meetings for faculty members to present best practices.</td>
<td>2019/2020 School Year</td>
<td>Principal, Academic Depts, Teachers</td>
<td>Meeting Time</td>
<td>Staff Surveys, Quality of Teacher Presentations</td>
</tr>
<tr>
<td>5.</td>
<td>Utilize the home group format to discuss annual goals at each academic department with a focus on availability of technology in the classroom as well as research and discussions on best implementation of 1-1 devices.</td>
<td>2019/2020 School Year</td>
<td>Principal, Academic Depts.</td>
<td>Meeting Time</td>
<td>Annual Academic Dept. Goals, Teacher Presentations</td>
</tr>
<tr>
<td></td>
<td>Identify the necessary steps and resources to increase the band-with for the campus.</td>
<td>Spring 2019</td>
<td>Director of Technology, Principal, Facilities Manager</td>
<td>Professional Assessment of Needs, Estimate of Needs and Funding, Funding for increased band-with</td>
<td>Projected Needs List, Application for Funding, Staff and Student Survey</td>
</tr>
<tr>
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</tr>
<tr>
<td>7.</td>
<td>Determine funding for the increased band-width through vehicles such as Mark Gallo Trust and Academic Booster Club.</td>
<td>Spring 2019</td>
<td>Director of Technology</td>
<td>Estimate of Needs and Funding</td>
<td>Application for Funding</td>
</tr>
<tr>
<td>8.</td>
<td>Increase Band-width for campus</td>
<td>Fall 2019</td>
<td>Director of Technology</td>
<td>Funding for increased band-with</td>
<td>Staff and Student Survey</td>
</tr>
</tbody>
</table>
WCEA Educational Improvement Plan (EIP)

**Focus Area: Material Stewardship/Safety and Security**

**Goal:** To increase safety around campus by providing motorized and remotely controlled gates, cameras, and lighting to LED for the campus.

**Rational:** According to our surveys, students, parents and staff state that our campus is a safe environment. That being said, we also recognize that in today’s times we must continue efforts to further insure the safety of our community. In saying this we recommend we further secure the campus by installing motorized gates, cameras and lighting to the campus.

<table>
<thead>
<tr>
<th>Action</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Complete the work of the School Board Safety ad-hoc committee to determine the best steps to further insure the safety of our campus</td>
</tr>
<tr>
<td>2.</td>
<td>Secure estimates for a motorized gate system for the south and north driveways</td>
</tr>
<tr>
<td>3.</td>
<td>Purchase and install a motorized gate with a wireless camera system at the north entrance to the campus</td>
</tr>
<tr>
<td>4.</td>
<td>Purchase and install a motorized gate with a wireless camera system at the south entrance to the campus</td>
</tr>
<tr>
<td>5.</td>
<td>Purchase and install camera system for motorized gate at the east entrance to the campus.</td>
</tr>
<tr>
<td>6.</td>
<td>Secure estimates to install a camera system to further insure the safety of our Gallery front office area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completion Date</th>
<th>Acting Agents</th>
<th>Necessary Resources</th>
<th>Assessing Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2019</td>
<td>School Board, Principal, Facilities Manager, President</td>
<td>Safety Committee Report</td>
<td>Safety Committee Minutes,</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>Facility Manager, Building and Grounds Co., President</td>
<td>Funding for Gate and Cameras</td>
<td>Facility Mgr., Building and Grounds Minutes</td>
</tr>
<tr>
<td>Summer 2020</td>
<td>Facility Manager, Building and Grounds Co., President</td>
<td>Funding for Gate and Cameras</td>
<td>Facility Mgr. Building and Grounds Minutes</td>
</tr>
<tr>
<td>Summer 2020</td>
<td>Facility Manager, Building and Grounds Co.</td>
<td>Funding for Gate and Cameras</td>
<td>Facility Mgr. Building and Grounds Minutes</td>
</tr>
<tr>
<td></td>
<td>Purchase and install Camera System for front office area including Mag Locks for the front doors to the Gallery Building</td>
<td>Summer 2019</td>
<td>Facility Mgr., Building and Grounds Co.</td>
</tr>
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</tr>
<tr>
<td>8.</td>
<td>Purchase and install Camera System as determined by a security audit for the remainder of the campus</td>
<td>Summer 2020</td>
<td>Facility Mgr., Building and Grounds Co.</td>
</tr>
<tr>
<td>9.</td>
<td>Audit campus to determine the need to replace and update lighting to LED.</td>
<td>Summer 2020</td>
<td>Facility Mgr., Building and Grounds Co.</td>
</tr>
</tbody>
</table>

Facility Mgr., Building and Grounds Co.
WCEA Educational Improvement Plan (EIP)

Focus Area: Material Stewardship/Enrollment

Goal: Strengthen the schools marketing efforts in accordance with our Mission and Core Values to positively affect student’s experiences while increasing enrollment.

Rational: Though we enjoy a strong relationship with our parents, alumni, friends and partner schools while also building a strong scholarship program that positively has impacted enrollment, we still have to find ways to compete with our local public schools and build a stronger relationship with our Diocesan parishes. This includes creating materials and opportunities that will reach more audiences including our Hispanic population.

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Timeline</th>
<th>Responsible Party</th>
<th>Funding Details</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Create marketing material including a brochure that helps build our brand platform and effectively communicate our brand to parishes, public schools and the Hispanic Community.</td>
<td>Fall 2019</td>
<td>Director of Marketing, Marketing Co. President</td>
<td>Funding for Brochures and Communication</td>
<td>Surveys</td>
</tr>
<tr>
<td>2</td>
<td>Conduct surveys and analyze the data from our main constituents to better understand their needs and interests in a Catholic education at CCHS.</td>
<td>Winter 2020</td>
<td>Director of Marketing, Marketing Co. President</td>
<td>Funding for Surveys</td>
<td>Surveys</td>
</tr>
<tr>
<td>3</td>
<td>Develop a stronger presence in and relationship with local Parishes to include such things as making announcements after mass, setting up CCHS info tables, inviting priests onto our campus and engaging with students in CCD</td>
<td>Spring 2019, Ongoing</td>
<td>Director of Marketing, Marketing Co. President, Chaplain</td>
<td>Mass Agenda and Calendar, Priest Meeting Schedule, CCD Meetings</td>
<td>Enrollment Data from Parish Schools, Priest Surveys, CCD Feedback</td>
</tr>
<tr>
<td>4</td>
<td>Develop a comprehensive advertising strategy focused on our Mission and Core Values and use all media – both hard and soft – for executing it.</td>
<td>Fall 2019</td>
<td>Director of Marketing, Marketing Co. Web Manager</td>
<td>Funding for Strategy Implementation.</td>
<td>Strategic Plan</td>
</tr>
<tr>
<td>5</td>
<td>Develop marketing material and strategies to more fully utilize the</td>
<td>Spring 2019, Fall 2019</td>
<td>Director of Marketing and Enrollment</td>
<td>Funding for Marketing Material</td>
<td>MGHFC Use of Facility Data</td>
</tr>
</tbody>
</table>

Central Catholic High School
MGHFC to increase public awareness of CCHS and the Center.