Dates of the Accreditation Visit: March 10 – 13, 2019

Type Names:  

Chair of the Visiting Committee:  Tom Spencer

VC Member:  Joan Bouchard

VC Member:  Tony Dumlao

VC Member:  Mercedes Hollcraft

VC Member:  Stephanie Roybal

Signatures:  

__________________________________

__________________________________

__________________________________

__________________________________

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__________________________________
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<td></td>
</tr>
</tbody>
</table>
CHAPTER 1   INTRODUCTION TO THE SCHOOL
A. Introduction [Please note: Items A-E are to be imported from the schools’ Self Study.]
   1. Name of School
   2. Address
   3. Year of Inception
   4. Nature of the School (ownership, gender, educational thrust)
   5. Governance Structure
   6. Administrative Structure
   7. Insertion of School’s Organizational Flow Chart

B. Student Demographics
   1. Enrollment
   2. Catholic Composition [See Data Library A.1]
   3. Gender Composition
   4. Ethnic Composition

C. School Personnel Demographics
   1. Number of Faculty
   2. Years of Service at the School [See Data Library B.19.b]
   3. Catholic Composition [See Data Library A.28]
   4. Gender Composition
   5. Ethnic Composition
   6. Composition with: [See Data Library B.20]
      a. Credential
      b. Master’s Degree
      c. Doctorate
   7. Staff Personnel (Classified employees)
   8. Board/Council – Provide
   9. Identify any Parent Organization
   10. Identify any Alumni Organization

D. Brief History of the School
   [The information required here may be imported from the school’s Self Study.]

E. Most Significant Developments in School Life since the Last Self Study
   [The information required here may be imported from the school’s Self Study.]
CHAPTER 2  SCHOOL’S PURPOSE
A. Mission [Include the School’s Mission Statement]
B. Philosophy [Include the School’s Philosophy Statement]
C. Integral Student Outcomes [Include the School’s ISOs]

For each of these, briefly tell
(1) Whether they are responsibly created and reviewed
(2) Whether they are sufficiently promulgated

CHAPTER 3  QUALITY OF THE SCHOOL’S EDUCATIONAL PROGRAM
A. Observance of the Principle of Authentic Catholic Identity
B. Observance of the Principle of Organizational Efficacy
C. Observance of the Principle of Teaching and Learning Excellence
D. Observance of the Principle of Student Support
E. Observance of the Principle of Material Stewardship
F. Observance of the Principle of Educational Improvement
G. Observance of the Principle of Integrity of the Self Study Process
A. Introduction

Central Catholic High School
Name of School

S111
WCEA Code [S999]

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

1966
Year of Inception

Nature of the School

Ownership          Gender           Educational Thrust
☑ Diocesan*        □ All Female      ☑ College Preparatory
□ Parochial*       □ All Male        □ Comprehensive
□ Religious*       ☑ Coeducational  □ Other (specify below)

☐ 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])
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>102</td>
<td>98</td>
<td>98</td>
<td>104</td>
<td>99</td>
<td>92</td>
</tr>
<tr>
<td>Non-Catholic</td>
<td>87</td>
<td>96</td>
<td>95</td>
<td>97</td>
<td>96</td>
<td>91</td>
</tr>
<tr>
<td>Unknown</td>
<td>95</td>
<td>87</td>
<td>92</td>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td>381</td>
<td>369</td>
<td>372</td>
<td>384</td>
<td>377</td>
<td>370</td>
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<tr>
<td>Change</td>
<td>-2.1%</td>
<td>-3.1%</td>
<td>0.8%</td>
<td>3.2%</td>
<td>-1.8%</td>
<td>-1.9%</td>
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</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>281</td>
<td>282</td>
<td>276</td>
<td>276</td>
</tr>
<tr>
<td>Non-Catholic</td>
<td>63</td>
<td>71</td>
<td>62</td>
<td>87</td>
</tr>
<tr>
<td>Unknown</td>
<td>38</td>
<td>24</td>
<td>32</td>
<td>1</td>
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<tr>
<td>Total</td>
<td>324</td>
<td>377</td>
<td>364</td>
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</tr>
<tr>
<td>Change</td>
<td>74%</td>
<td>-2%</td>
<td>-1%</td>
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**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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</table>

**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>
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<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 database 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.

### INTERNATIONAL STUDENTS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<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>
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<tr>
<td>TOTAL</td>
<td>4</td>
<td>10</td>
<td>14</td>
<td>9</td>
</tr>
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</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>
</tbody>
</table>

Total (72 Years)

- 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 – 86% Faculty – 88% Staff – 79%

Number of Faculty – 25

Years of service

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Years of Service</th>
<th>Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avila</td>
<td>David</td>
<td>FT</td>
<td>1</td>
</tr>
<tr>
<td>Bravo</td>
<td>Marlean</td>
<td>PT</td>
<td>N/A</td>
</tr>
<tr>
<td>Brand</td>
<td>Jessica</td>
<td>FT</td>
<td>1</td>
</tr>
<tr>
<td>Casey</td>
<td>Kyle</td>
<td>PT</td>
<td>1</td>
</tr>
<tr>
<td>Castello</td>
<td>Alberto</td>
<td>FT</td>
<td>3</td>
</tr>
<tr>
<td>Castello</td>
<td>Audra</td>
<td>FT</td>
<td>4</td>
</tr>
<tr>
<td>Dillon</td>
<td>Susan</td>
<td>FT</td>
<td>25</td>
</tr>
<tr>
<td>Driver</td>
<td>Kieran</td>
<td>PT</td>
<td>2</td>
</tr>
<tr>
<td>Garcia</td>
<td>Manuel</td>
<td>FT</td>
<td>1</td>
</tr>
<tr>
<td>Guina</td>
<td>Suzi</td>
<td>PT</td>
<td>13</td>
</tr>
<tr>
<td>Guina</td>
<td>Trevor</td>
<td>FT</td>
<td>15</td>
</tr>
<tr>
<td>Name</td>
<td>Last Name</td>
<td>Full-time / Part-time</td>
<td>Hours</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------</td>
<td>-----------------------</td>
<td>-------</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>
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<tr>
<td>Morris</td>
<td>Nicole</td>
<td>FT</td>
<td>5</td>
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<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:**
- 22 - Male
- 32 - Female

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

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

(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>
</tr>
</thead>
<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. Money 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.
CHAPTER 2  SCHOOL’S 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 lifelong 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.

Both the Mission Statement and the Philosophy Statement were most recently revised in 2012. According to the Self Study, and in conversations with administration and faculty, it is clear that these statements permeate the consciousness and the decision-making processes which guide the school. They are evident on campus and in both print and electronic documents and resources, such as their website.

The Integral Student Outcomes (ISOs) were also revised in 2012-13, after extensive discussion. Many examples were provided as to how the ISOs are promulgated in as many venues as possible. The ISOs were communicated during open house and back-to-school night (Self Study). Teachers use the ISOs as a point of reflection when developing their lesson plans and some post them with their daily objective. Many teachers use the ISOs to shape their letters of recommendations for students (Self Study). Although the students do not have the them memorized, they were able to demonstrate in student discussions with the visiting committee that they know and understand the ISOs. Students agreed they accurately represent Central Catholic High School graduates.
CHAPTER 3   QUALITY OF THE SCHOOL’S EDUCATIONAL PROGRAM

A. Observance of the Principle of AUTHENTIC CATHOLIC IDENTITY

Principle:   AUTHENTIC CATHOLIC IDENTITY (A)

This principle of WCEA accreditation holds that a school’s Catholic identity ought to be authentic. Here, ‘authentic’ means that in all its understandings and operations the school is oriented toward: God; the teachings of the Catholic Church; and the prayers, ritual, and practices of the Catholic Faith.

Standard that Constitutes this Principle:   8

☐ This Principle is involved in the School’s Educational Improvement Plan (EIP), via Standard/s: A2. Worship; A5. Partnership with Parents, A8. Religious Engagement for All

☐ This Principle is involved in what the Visiting Committee has added to the School’s EIP, via Standard/s:

☐ This Principle is NOT involved in the School’s EIP

VISITING COMMITTEE’S DISCERNMENT REGARDING THE SCHOOL’S OBSERVANCE OF PRINCIPLE A:

☐ This principle of WCEA accreditation is observed by the school

Degree of its Observance:   ☑ Commendably   ☐ Sufficiently

☐ This principle of WCEA accreditation is insufficiently observed by the school

School’s Observance of PRINCIPLE A

Rationale for the Visiting Committee’s Discernment regarding Principle A (Authentic Catholic Identity):

Central Catholic High School has mission and philosophy statements that demonstrate that the primary teachings of the Catholic Church are central to the School’s culture, particularly in Christian service, prayer, worship, and a Christian community (DL: A.6,17,23,25).

The school offers a variety of opportunities for students, faculty, and administration to gather together in worship and to further engage in religious practice both on and off campus (DL: A.17,29,35). Liturgical celebrations are provided monthly and the School invites the whole community to participate, which allows parents to join with the School and their students in worship (DL: A.4,27). Prayer is a consistent practice both in and out of the classroom. Athletic programs have also created opportunities for teams to gather as prayer communities. Students act as prayer leaders, showing the success of prayer as a common practice on campus (DL: A.2,3).

In conversations with a variety of community members, it was reaffirmed that the faith culture at Central is one of compassion, support, and acceptance of others. Faith brings the community together and students recognize the practice is about teaching them to be better people. There is
also a desire for faculty and staff to further challenge their own growth as members of the spiritual community, as heard from conversations around campus.

The Religion Department is dedicated to teaching the Catholic faith as both curriculum and catechesis. The curriculum is successfully aligned with the USCCB’s *Doctrinal Framework*, including various electives offered in the Senior Year (DL: A.10,11). Two of the three Religion Teachers have graduate level degrees in the discipline (DL: A.15).

Though parents are supportive and active members of the campus through various activities, there are no school-sponsored parent formation opportunities to promote the Catholic identity of the School. The development of this relationship and further exposure of the Catholic identity of the School to the parent population is integral to improving the overall student affect for the Catholic identity (DL: A.22, Meeting Notes 3).

There is great support for the School’s Christian Service program, especially as service is a graduation requirement. Students who serve others early in life have a greater chance of creating a culture of service in themselves. Having students complete five hours of corporal or spiritual works of mercy as part of their service allows the chance to act in the example of Jesus, which greatly promotes the Catholic mission and philosophy of the school (DL: A.23). In conversations with students, they say they like the mandated service hours requirement for graduation, which keeps them active in the community, and truly appreciate that the school brings programs to them, instead of them having to look for service opportunities on their own. This is also supported in the Data Library (DL: A.25). Doing service allows students to live out their “WE before Me” mission. Project Light is a beautiful opportunity gifted to students to reflect and share their experience of Christian Service with the teachers (DL: A.23,24).

The Christian spirit permeates the School through the signs and symbols of the faith around campus. The crucifix acts as a common symbol in every room, as well as in the very front of the school for all to see. The memorials and statues around campus remind students of the rich and faithful history of the School, and of God and his omniscience (DL: A.26, Photos in Resource Folder).

Overall, the school wants a Catholic spirit to permeate the community greatly—moderately is not enough (DL: A.33). Identifying this as an area of growth shows that the School will work to improve itself in an area in which it already has some successes (DL: A.8,9,33,34, Meeting Notes 3). It has listened to suggestions from stakeholders and begun to consider how to better engage all, especially the student body, in the faith. A main need for the school to improve faith-based programs includes the expansion of the Campus Minister position (EIP Measuring Point Two).

**B. Observance of the Principle of ORGANIZATIONAL EFFICACY**

**Principle:** ORGANIZATIONAL EFFICACY (B)

*This principle of WCEA accreditation holds that a Catholic school ought to be systematically and carefully organized and effectively managed.*

**Standard that Constitutes this Principle:** 5
This Principle is involved in the School’s Educational Improvement Plan (EIP), via Standard/s: B1. Governance, B2. Administration, B5. Organizational Structure

☐ This Principle is involved in what the Visiting Committee has added to the School’s EIP, via Standard/s:

☐ This Principle is NOT involved in the School’s EIP.

VISITING COMMITTEE’S DISCERNMENT REGARDING THE SCHOOL’S OBSERVANCE OF PRINCIPLE B:

☐ This principle of WCEA accreditation is observed by the school
   Degree of its Observance: □ Commendably  X Sufficiently

☐ This principle of WCEA accreditation is insufficiently observed by the school

School’s Observance of PRINCIPLE B

Rationale for the Visiting Committee’s Discernment regarding Principle B (Organizational Efficacy):

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 the school president serving as a member of the board. In addition to the corporate board of directors, the School also has a school board which acts in an advisory capacity to both the school president and the corporate board. Both boards work closely with the school president to see that the school’s mission is achieved (B2, E3 12-13, Interviews with staff).

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 cabinet, which is made up of the president and other school personnel, advises the president regarding the various aspects of school organization. The administration meets weekly, cabinet meets bi-monthly, and academic senate and the school board meets monthly (B32, Interview with staff).

The administration is also responsible for seeing that the religious and educational practices of the school are best suited to the development of the students. To insure the practices are suited for the students’ development, the administration evaluates the faculty and staff formally and informally through direct observation and discussions. The administration also provides opportunities for professional development and spiritual development by having staff attend Ministry Day, Sharing of the Faith sessions, throughout the year, and also encourages monthly meetings of the Catholic Professional Business Club held on campus. The administration encourages staff improvement to come from the staff members rather than prescribing changes, which helps foster an atmosphere of collaboration between instructors and administration (B23, B32, Interview with staff E3 12-13, 18-19, Staff interviews B23, B32).
One of CCHS’ goals is to build teacher student relationships. CCHS has a “WE Before Me” motto. This motto helps reinforce the importance of making connections with students. The teachers try making connections through attending sports events and performances, moderating clubs, and spending time outside of regular classroom hours helping students. This effort helps improve the students’ educational experience and builds student-teacher relationships, which helps retain their experienced teachers. CCHS has also taken steps to examine class scheduling, class sizes, and prep times per teacher to benefit student learning and teacher efficacy (B34-40, Interview with students and teachers).

Central Catholic’s support staff is integral to the efficient and successful running of the school and are hired with qualifications and the Mission in mind. The school chaplain and campus minister act as moral and religious guideposts for the students along with the groundskeepers, and other support staff help strengthen the academic and religious growth of the student body of Central Catholic (B27, E3 Process form 10-18; 10-23; E3 Process form 1-10 leadership, ISOs p. 5).

The leadership structure of the organization is clear at Central Catholic High School. Central Catholic is in the process of clarifying job descriptions, thus making all job descriptions available for reference and informing the staff of any changes in duties performed by various positions. The process for accomplishing this is outlined in the school’s EIP. It is also clear that the line of communication between constituent bodies also needs to be improved (B35, 37, 41: E3 Process form 10-18; 10-23; B31,37,40; E3 Process forms 10-18; 10-23, EIP, interviews with staff).

C. Observance of the Principle of TEACHING AND LEARNING EXCELLENCE

Principle: TEACHING AND LEARNING EXCELLENCE (C)

This principle of WCEA accreditation holds that the school’s teaching and learning ought to be of the highest quality. Here, ‘teaching and learning’ refers to the classroom context and dynamic. By ‘excellence’ (or ‘highest quality’) is meant that an exemplary curriculum is delivered and the maximum learning capacity of each student is realized.

Standard that Constitutes this Principle: 4

- This Principle is involved in the School’s Educational Improvement Plan (EIP), via Standard/s: C1. Curriculum/What Students Learn, C2. Instruction/How Students Learn

☐ This Principle is involved in what the Visiting Committee has added to the School’s EIP, via Standard/s:

☐ This Principle is NOT involved in the School’s EIP

VISITING COMMITTEE’S DISCERNMENT REGARDING THE SCHOOL’S OBSERVANCE OF PRINCIPLE C:

- This principle of WCEA accreditation is observed by the school

Degree of its Observance: ☐ Commendably × Sufficiently

VC Report for S111 Central Catholic High School
This principle of WCEA accreditation is insufficiently observed by the school

School’s Observance of PRINCIPLE C

Rationale for the Visiting Committee’s Discernment regarding Principle C (Teaching and Learning Excellence):

The organizational structure in place at Central Catholic High School (CCHS) is effective in seeking and creating an environment that is focused on teaching and learning excellence for all students. The school administration is acknowledged for the trust placed on faculty while recognizing that teaching departments could benefit from further administrative oversight. Administrators and faculty participate in development and growth opportunities which are of professional and spiritual development through site resources, the diocese and outside sources such as Advanced Placement Conferences. The CCHS principal participates in the Mary Ann Remick Leadership program through the University of Notre Dame. The school has identified a need for focus on learning and class time by setting goals to work together in limiting excused absences for school business and to control classroom disruptions. Meetings with students as well as individual conversations have revealed a student awareness of the need for further academic rigor. All stakeholders are informed with regards to the principal’s plan to focus on academic rigor and leadership team has provided the principal’s Culture of Learning Plan as part of evidence (C17, C36).

The school effectively utilizes assessments for a variety of reasons (C29, 32). Students take the Otis-Lennon aptitude test, submit STAR test results and complete writing samples for placement in core academic classes. The PSAT is administered to students in ninth through eleventh grade and SAT and ACT test data is available to school counselors. While this data is available to the staff, it is not disseminated. Teachers understand the value in evaluating and incorporating assessment data into the curriculum goals. Within the classroom, teachers utilize formative and summative assessment for planning, teaching and reteaching and for accountability purposes. Students benefit from the presence of counselors who articulate school policies to students effectively and who receive assessment data. School counselors also play a vital role in monitoring weekly grades of select students and then reporting these grades to the home. In speaking with a counselor, she confirmed her involvement in student advocacy, promotion of teacher and parent communication and monitoring student progress with grades and overall well-being. The availability and flexibility of faculty is a school strength recognized by staff, parents and students alike. According to stakeholders, CCHS is a supportive and collaborative community with a welcoming and familial environment.

Central Catholic High School has begun a focus on improving school technology by providing teacher laptops, desktops and expanded bandwidth while also implementing a one-to-one device policy for student in the 2018-19 school year. Along with these improvements, faculty understands the need for guidelines in order to effectively integrate a one-to-one program into the classroom environment. In conversations with faculty, they expressed the need for improving access to technology and setting up the necessary infrastructure and staff training. A technology plan, found in the data library, is part of the EIP and will address issues with
infrastructure, best practices for implementation of one-on-one devices and professional
development for faculty and staff (EIP{D}) (C21).

Currently, technology is also utilized through online gradebooks and electronic progress reports
and report cards. CCTV, Social Media and school website provide a medium to report grades
and student achievement in academic, athletic and/or spiritual endeavors. CCHS identifies their
student recognition modalities as a key strength within their school culture (C41).

CCHS has identified two areas of growth in educational improvement plan for the school: 1) the
school-wide need for academic support and program improvement, and 2) the need for an
academic administrator. CCHS believes that they can address academics programs and rigor by
refocusing on their ISOs and how they drive the school. The provided Culture of Learning Plan
further address this concern. To address the second area of growth, the school plans to fill an
assistant principal position which was vacated in 2015 and utilize this position to bridge the
classroom and administration through support for administration, teachers and counselors.

D. Observance of the Principle of STUDENT SUPPORT

Principle: STUDENT SUPPORT (D)
This principle of WCEA accreditation holds that the co-curricular or ancillary programs (i.e., in
addition to the classroom) should add vitality to the overall school program. By
‘vitality’ it is understood that the school has programs and activities which
complement the classroom education and are conducive to the development of
students as whole persons.

Standard that Constitutes this Principle: 4

X This Principle is involved in the School’s Educational Improvement Plan (EIP), via Standard/s: D2.
Academic Support

☐ This Principle is involved in what the Visiting Committee has added to the School’s EIP, via
Standard/s:

☐ This Principle is NOT involved in the School’s EIP

VISITING COMMITTEE’S DISCERNMENT REGARDING THE SCHOOL’S
OBSERVANCE OF PRINCIPLE D:
X This principle of WCEA accreditation is observed by the school
Degree of its Observance: X Commendably ☐ Sufficiently

☐ This principle of WCEA accreditation is insufficiently observed by the school

School’s Observance of PRINCIPLE D

Rationale for the Visiting Committee’s Discernment regarding Principle D (Student Support):
The school environment is welcoming and safe. School safety policies are shared and evacuation plans are posted in the classrooms. Safety drills with students, faculty, and staff are planned quarterly but need to be carried out more consistently. The physical premises are secure with full perimeter fencing and locked gates during the school day (D1). All visitors to Central Catholic are required to check in at the main office. Additional fencing is identified as being needed around the football field exterior for additional safety. Security cameras are also recommended for better monitoring of the campus and parking lots. In student meetings with the visiting committee, students confirmed that they feel safe personally, spiritually, and academically. Parent surveys confirm they feel their students are safe (Parent Survey, Q11 - Q13).

Academic support services at Central Catholic HS are sufficient to meet the learning needs of most students (DL 34 & 36). Teachers are regularly available beyond classroom hours to assist students. Two specific times are identified in the weekly schedule as teacher availability times. Struggling students work with counselors to review learning needs and accommodations. These are reviewed with teachers and parents. High performing students have opportunities to take honors and AP courses as well as a Modesto Junior College course conducted on campus. Central Catholic has identified a need for a full-time resource specialist to help with professional evaluation, teaching/tutoring and special testing of struggling students (EIP Goal: Academic Support and Program Improvement). Additional professional development is needed for teachers to learn strategies and teaching methodologies for teaching ELL students.

Central Catholic offers ample co-curricular offerings in the arts, athletics, student government and clubs (Student Survey, Q130). The school responds to students’ needs and desires by reviewing, adding or eliminating activities as needed. Students participate in Math Bowl, Science Olympiad, Sea Perch, Academic Decathlon, as well as may clubs such STEM, ART Club, Drama Club, Valley Voices Writing Club, and Broadcast Film Making Club. The athletic program promotes character development by participation in the “Play Like a Champion” program and the “WE Before Me” philosophy as a pervasive attitude throughout the co-curricular programs. There is a need to review the Thursday after school ‘activity period’ to make it more effective and used by students as well as a need to more evenly distribute co-curricular duties across the faculty.

Central Catholic provides college support services for all students (Faculty Survey, Q29; Parent Survey, Q16; Student Survey, Q38). The counseling department provides annual sessions with each student starting in the 9th grade. College information nights, application help with both the University of California and California State University, and the coordination of numerous public and private colleges are coordinated by the counseling department. Central Catholic sponsors in-house scholarships for graduating seniors (Graduating Class Scholarship List). One hundred percent (100%) of seniors graduated from Central Catholic High School between 2014 and 2018 with ninety-seven percent (97%) of CCHS graduates attending a two-year or four-year college (Senior College List). The school has identified a need to add an SAT/ACT preparation course elective to the curriculum.

E. Observance of the Principle of MATERIAL STEWARDSHIP

Principle: MATERIAL STEWARDSHIP (E)
This principle of WCEA accreditation holds that the management of a school’s material resources ought to be carried out responsibly, for the well-being of others, i.e., primarily students. This ‘responsible management’ is stewardship. In the Catholic high school context, they who manage a school’s material assets or resources are stewards. They ought to do so in a spirit of care and accountability.

Standard that Constitutes this Principle: 7


☐ This Principle is involved in what the Visiting Committee has added to the School’s EIP, via Standard/s:

☐ This Principle is NOT involved in the School’s EIP

VISITING COMMITTEE’S DISCERNMENT REGARDING THE SCHOOL’S OBSERVANCE OF PRINCIPLE E:

☐ This principle of WCEA accreditation is observed by the school

Degree of its Observance:  ☐ Sufficiently  ☑ Commendably

☐ This principle of WCEA accreditation is insufficiently observed by the school

School’s Observance of PRINCIPLE E

Rationale for the Visiting Committee’s Discernment regarding Principle E (Material Stewardship):

Central Catholic High School has identified its relationship with partner elementary schools as a strength, fostering a stable base for enrollment. At the same time, the school has listed the need to explore areas where they can enhance the ability to improve competition with local public high schools to increase enrollment. During Visiting Committee interviews, students, parents and staff expressed the desire to expand rigorous course offerings while recognizing the restrictions on the master schedule based upon limited enrollment. In an effort to increase enrollment for this purpose, the school has adopted plans which include outreach to parishes without schools and adding bilingual marketing materials to attract Spanish speaking families.

Central Catholic High School considers the resources available for supporting classroom instruction to be adequate as well as the resources necessary for maintaining positive learning environments to be above average. They have identified a key area for growth to be an improvement of the wireless network and internet access for students and teachers to improve instruction. With the rollout of their 1:1 mobile device requirement for freshmen this year, the need for improved infrastructure and professional development for teachers has become more pressing.

Surveys of students, parents and staff consistently rate the CCHS campus as a well-maintained facility and all are proud of the newest building, a fitness complex that serves in other capacities.
as well. The current maintenance and janitorial staff has responsibility for over 89,000 square feet of facilities and work with a building and grounds committee to prioritize deferred maintenance and future projects. Restrooms and some classrooms are in need of upgrades, which are part of the plan. Security has been improved but continues to be an area for improvement, with plans to add automated gates and additional cameras. Central Catholic High School has developed a 20 year plan for long term capital improvements, which include classroom upgrades, agricultural education facilities, athletic fields, and technology upgrades (Family Surveys Q15, Q13, Staff Survey Q9, Q7, Administration Survey Q34, Q32, Q7, Student Survey Q16, Parent Survey Q11, Mark Gallo Trust Application).

CCHS takes great pride in the collection of 99.8% of their tuition each year, which accounts for 83% of the annual budget. There are 5 major fundraising events throughout the year, which contribute another 6.7% of the annual revenue, and serve as strong community-building experiences as well. The remaining 10% of the annual budget is funded by other sources of income, primarily unrestricted donations and scholarships. Recent efforts have resulted in acquiring substantial donations to a scholarship fund and a donation of two pieces of adjacent land for future building projects.

As recently as 2016, both the school and their foundation completed a comprehensive audit, which affirmed the strength of their business practices. CCHS has also adopted a policy to retain an independent auditing firm to ensure ongoing compliance with best standards of practice. The school has identified an area of growth to be the adoption of better standards of practice in their day to day business operations (Document Library #38,39,50,51).

Central Catholic High School has established a strong brand in the community and takes pride in their efforts to improve communication. The relationships they have formed with various constituent groups helps with enrollment and fundraising. They have established an improvement plan for outreach to the Spanish-speaking community to foster growth in enrollment.

Well before the last accreditation visit, CCHS developed a strategic plan, which was aligned with the Educational Improvement Plan of the last visit and continues to be updated annually by a committee composed of staff and school board members. The various components of the strategic plan address many aspects of material resources necessary for providing a quality instructional program for all students (Document Library #38,39,50,51).

F. Observance of the Principle of EDUCATIONAL IMPROVEMENT

Principle: EDUCATIONAL IMPROVEMENT (F)
This principle of WCEA accreditation holds that a school ought to be committed to improvement, in whole and in parts. What is meant by ‘improvement’ begins in a school’s estimation of itself and its operations. ‘Improvement’ requires a school to strive for a better fulfillment of its mission.

Standard that Constitutes this Principle: 3

VISITING COMMITTEE’S DISCERNMENT REGARDING THE SCHOOL’S OBSERVANCE OF PRINCIPLE F:
☒ This principle of WCEA accreditation is observed by the school

\[\text{Degree of its Observance: } \square \text{ Commendably} \times \text{Sufficiently}\]

☐ This principle of WCEA accreditation is insufficiently observed by the school

School’s Observance of PRINCIPLE F

Rationale for the Visiting Committee’s Discernment regarding Principle F (Educational Improvement):

Central Catholic High School (CCHS) has some significant developments that were completed and implemented since their last accreditation visit. The school established a Mission Scholarship (2013/14), a FFA Program (2015), and launched a Core Values program internally in 2016/17 and publically in 2017/18. The Mark Gallo Health & Fitness Center opened in 2017. Additional staff was hired, specifically a controller in 2018 and an Instructional Coach in 2018/19 (E3 Self Study Document). Although Central Catholic has made some improvements since the last self study in 2013, some of their growth areas continue to be defined and updated. The technology plan and 1/1 program were delayed due to infrastructure and capacity issues. Freshman students (2018) were required to bring in a laptop to school. Teachers and students have identified a need for increased bandwidth, a device management system, curriculum integration and professional development. Central Catholic increased campus security by enclosing the school with a full perimeter fence and locks all gates during the day. During the lunch period, one gate is opened for students and is staffed for security purposes. The Self Study team identified an additional need for improved fencing around the football field exterior as well as additional security cameras.

Central Catholic High School adequately plans for the spiritual, academic, financial, and facility needs of the school which are focused on school improvement and the educational needs of students. Based upon visiting committee meetings and interviews, it was evident that CCHS involved students, faculty, staff, home groups, integral groups, and key external stakeholders in the development of their Educational Improvement Plans (EIPs). CCHS needs to develop a plan for communication and accountability in the completion of their goals. Additional goals will need to be identified, developed, and communicated during the 2020-2021 academic year to support the continued growth of the school.

The Educational Improvement Plans clearly address all the vital areas where the school needs to grow, are based upon sound data (Faculty, Parent, and Student Surveys) and are reflected in Central Catholic high school’s Self Study. Each of the vital areas include the identification of the vital growth area, the goal of the growth plan for the specific area, a rationale for the plan, the action steps, the acting agents, the necessary resources, budgetary needs, ways to assess progress, and a timeline for completion (Educational Improvement Plans). The EIPs need to be prioritized to support the completion of all of Central Catholic’s goals and objectives within the 2-year time frame identified in the individual action plans.

G. Observance of the Principle of INTEGRITY OF THE SELF STUDY PROCESS

Principle: 

INTEGRITY OF THE SELF STUDY PROCESS (G)
This principle of WCEA accreditation holds that a school’s Self Study process must demonstrate integrity—i.e., inclusivity, honesty, and thoroughness—throughout the whole of the process.

Standard that Constitutes this Principle: 3

VISITING COMMITTEE’S DISCERNMENT REGARDING THE SCHOOL’S OBSERVANCE OF PRINCIPLE G:

X  This principle of WCEA accreditation is observed by the school

Degree of its Observance:  X  Commendably  □  Sufficiently

☐  This principle of WCEA accreditation is insufficiently observed by the school

School’s Observance of PRINCIPLE G

Rationale for the Visiting Committee’s Discernment regarding Principle G (Integrity of the Self Study Process):

The Visiting Committee found clear evidence from conversations with staff, students, alumni and parents that they were included in the evaluation of the school and development of the Self Study. Parents and students were members of the Integral Groups and provided input that was incorporated in the Self Study, as well as participants in meetings with members of the Committee during the visit. References to the surveys of the constituent groups were included in the narrative of several principles of Chapter 3 and the Committee corroborated the conclusions drawn regarding the opinions of the groups by examining the actual data from the surveys found in the Data Library.

The Self Study was an honest evaluation by the school of both the strengths and the areas for growth, which they must address in order to improve. While a number of the goals included in the Educational Improvement Plans were elements found during the last accreditation visit, progress had been made and, in some cases, the original goals were not completely attainable due to insufficient resources to complete the objectives they had set for themselves. In conversations with members of the staff, another reason they gave for not making more progress in completing goals established previously is a lack of clarity on the precise roles and responsibilities of a number of administrative positions, which is an element of the current Educational Improvement Plans.

It was clear to the Visiting Committee that every aspect of the school’s educational program was carefully and thoughtfully considered and the comprehensive nature of the Educational Improvement Plans is evidence that it was the main priority of the Self Study process. The Plan, as a whole, is aggressive and a concern was addressed with the leadership team that priorities for and timelines for completion of each of the elements should be carefully considered.
Standards for Principle F

These Standards worksheets comprise the overall Principle F: Educational Improvement. They are NOT separate principles.

Regarding the School’s Attainment of Standard F.1

Standard F.1 Conscientious Implementation of the Improvement Plan from the Prior Accreditation

The educational improvement plan (EIP) at the time of the prior accreditation full visit—including any improvement goals that were adopted by the school upon the recommendation of the Visiting Committee then—has been implemented.

X The School attains Standard F.1.

☐ To this extent: Commendably  X Sufficiently

☐ The School does not sufficiently attain Standard F.1.

Rationale for this Evaluation

Although Central Catholic has made some improvements since the last self study in 2013, some of their growth areas continue to be defined and updated. Examples of this include the technology plan and 1:1 program were delayed due to infrastructure and capacity issues. Freshman students (2018) were required to bring a device to school, but there were not formal requirements for the specification of the device, which created some collaborative and support issues. Teachers and students have identified a need for increased bandwidth, a device management system, curriculum integration and professional development. While Central Catholic increased campus security, the faculty and staff identified an additional need for improved fencing around the football field exterior as well as additional security cameras.

Regarding the School’s Attainment of Standard F.2

Standard F.2 Ongoing Improvement

School improvement is an ongoing obligation. This standard requires the school to be continuously planning and implementing for more effective operations.

X The School attains Standard F.2

☐ To this extent: Commendably  X Sufficiently

☐ The School does not sufficiently attain Standard F.2

Rationale for this Evaluation

Central Catholic High School needs to develop a plan for communication to all stakeholders and accountability in the completion of its goals. CCHS has identified EIPs, however, their ability to
implement all of the plans concurrently and within the timeframe created is ambitious and ends by Spring 2021. Additional goals will need to be identified, developed, and communicated during the 2020-2021 academic year to support the ongoing growth of the school.

**Regarding the School’s Attainment of Standard F.3**

**Standard F.3  Development of an Educational Improvement Plan (EIP)**
As an outcome of its Self Study, the school creates an Educational Improvement Plan (EIP). This plan addresses the vital areas in which the school needs to grow or improve. The elements or details of each plan for vital growth include (identification of): the vital growth area; the goal of the growth plan for this area; the rationale for the plan; the constitutive action steps of the plan; the acting agents; the necessary resources; ways of assessing progress; ways of reporting progress; and a timeline for completion.

**Principle to which Standard F.3 is attached** (abbreviated form thereof):

**Commitment to Improvement**

**Directions:** Use the following pages regarding each major improvement goal that constitutes the current overall Educational Improvement Plan (EIP) that the school has conceived. For each, the following is required: (identification of . . )

A. the major improvement goal, centered on the area for vital growth
B. the rationale for this goal: (i.e., Why was this goal conceived?)
C. whether the details by which to implement this goal are well conceived
   □ commendably    □ sufficiently    □ insufficiently
D. a brief rationale for the preceding evaluation of the details of the goal
E. whether the visiting committee has suggested any amendment(s) to this goal; if so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such

A. Major Improvement **Goal #1** of the current EIP: **Catholic Identity**
   Provide spiritual formation/information for parents to help them build their relationship with Jesus.

B. Rationale for **Goal #1**: To more completely involve all in the community in the Catholic Identity of the school.

C. Whether the details by which to implement **Goal #1** are well conceived?
   □ commendably    X sufficiently    □ insufficiently

D. A brief rationale for the preceding evaluation of **Goal #1**: The goal is for spiritual formation/information for parents to foster their relationship with Jesus. The EIP references soliciting parent feedback and organizing an event. The Visiting
Committee recommends this goal be expanded to encompass a more specific steps in their EIP that continue beyond two years.

E. Whether the visiting committee has suggested any amendment(s) to **Goal #1**. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such. No amendments suggested.

A. **Major Improvement Goal #2** of the current EIP: **Catholic Identity**
   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.

B. **Rationale for Goal #2:**
   To more completely serve all in the community.

C. Whether the details by which to implement **Goal #2** are well conceived?
   
   X commendably  ☐ sufficiently  ☐ insufficiently

D. A brief rationale for the preceding evaluation of **Goal #2**:
   The EIP addresses the steps necessary to develop a complete job description which is needed to hire the best qualified candidate for the position. The committee recommends a task force be developed to review and evaluate position needs and requirements that meet the needs of the school.

E. Whether the visiting committee has suggested any amendment(s) to **Goal #2**. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such. No amendments suggested.

A. **Major Improvement Goal #3** of the current EIP: **Catholic Identity**
   Help students further strengthen their personal relationship with Jesus.

B. **Rationale for Goal #3:**
   To more fully accomplish our Mission and provide students with more opportunities to see Jesus fully alive in them.

C. Whether the details by which to implement **Goal #3** are well conceived?
   
   ☐ commendably  X sufficiently  ☐ insufficiently

D. A brief rationale for the preceding evaluation of **Goal #3**:
   The goal lacks the necessary details to implement a comprehensive program for students, faculty, and staff. The recommendation is to identify specific action steps and timelines for student retreats and additional faith formation opportunities.
E. Whether the visiting committee has suggested any amendment(s) to Goal #3. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such. No amendments suggested.

A. Major Improvement Goal #4 of the current EIP: School Organization
   Clarify job descriptions and orient staff about personnel roles and responsibilities to eliminate confusion and improve efficiency.

B. Rationale for Goal #4:
   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.

C. Whether the details by which to implement Goal #4 are well conceived?
   X commendably ☐ sufficiently ☐ insufficiently

D. A brief rationale for the preceding evaluation of Goal #4:
   Central Catholic identified this as a priority for the 2019-2020 year. This goal is well developed with incremental timelines. The completion of this goal will support and increase the sense of responsibility and clarity around roles, responsibilities, and communication within the school. The committee recommends there be an annual process for review of job descriptions on an ongoing basis.

E. Whether the visiting committee has suggested any amendment(s) to Goal #4. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such. No amendments suggested.

A. Major Improvement Goal #5 of the current EIP: Teaching and Learning
   Hire an Academic Administrator.

B. Rationale for Goal #5:
   Central Catholic would benefit from the added support of another administrator. Since the resignation of the Vice Principal four years ago, teachers have felt the impact of that loss. Teachers need an advocate in administration, the principal needs a sounding board, and academic endeavors need support.

C. Whether the details by which to implement Goal #5 are well conceived?
   X commendably ☐ sufficiently ☐ insufficiently

D. A brief rationale for the preceding evaluation of Goal #5:
   This goal is well developed with incremental timelines. The completion of this goal will support and increase the sense of responsibility and clarity around roles, responsibilities, and communication within the school. The committee recommends there be an annual process for review of job descriptions on an ongoing basis.
E. Whether the visiting committee has suggested any amendment(s) to Goal #5. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such. No amendments suggested.

A. Major Improvement Goal #6 of the current EIP: Teaching and Learning
Academic Support and Program Improvement.

B. Rationale for Goal #6:
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.

C. Whether the details by which to implement Goal #6 are well conceived?

☐ commendably ☐ sufficiently ☐ insufficiently

D. A brief rationale for the preceding evaluation of Goal #6:
The EIP is developed well. It is comprehensive and addresses all of the necessary steps to address the support and program improvement identified by the Self Study.

E. Whether the visiting committee has suggested any amendment(s) to Goal #6. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such. No amendments suggested.

A. Major Improvement Goal #7 of the current EIP: Student Support Services
Provide increased academic assistance to struggling learners and international students by hiring a full-time on-site resource specialist.

B. Rationale for Goal #7:
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.

C. Whether the details by which to implement Goal #7 are well conceived?

☐ commendably ☐ sufficiently ☐ insufficiently

D. A brief rationale for the preceding evaluation of Goal #7:
The action plan addresses a vital rising need and displays clear actions for implementation.
E. Whether the visiting committee has suggested any amendment(s) to Goal #7. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such. No amendments suggested.

A. Major Improvement Goal #8 of the current EIP: Material Stewardship
   To increase educational technology professional development and instructional materials/bandwidth.

B. Rationale for Goal #8:
   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 bandwidth to better serve our increasing digital and internet use.

C. Whether the details by which to implement Goal #8 are well conceived?
   ☐ commendably  X sufficiently  ☐ insufficiently

D. A brief rationale for the preceding evaluation of Goal #8:
   The action plan needs to be organized into the different goals that are addressed in terms of specific steps to address: bandwidth and the professional development of the faculty and staff.

E. Whether the visiting committee has suggested any amendment(s) to Goal #8. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such. The Visiting Committee suggests an amendment to separate the actions steps regarding pd from those infrastructure changes to improve student and staff connectivity. The Visiting Committee further recommends that increased bandwidth be supplemented with a managed network that provides a stable experience over all areas of the campus.

A. Major Improvement Goal #9 of the current EIP: Material Stewardship
   To increase safety around campus by providing motorized and remotely controlled gates, cameras, and lighting to LED for the campus.

B. Rationale for Goal #9:
   According to the surveys, students, parents, and staff state that our campus is a safe environment. That being said, CCHS also recognize that in today’s times it must continue efforts to further ensure the safety of the community. In saying this, CCHS recommends further securing the campus by installing motorized gates, cameras and lighting to the campus.
C. Whether the details by which to implement **Goal #9** are well conceived?

☐ commendably  X sufficiently  ☐ insufficiently

D. A brief rationale for the preceding evaluation of **Goal #9**:
The steps listed support the rationale and area of focus. The EIP identifies the timeline for purchases of equipment over a two-year period. The goals of the ad-hoc Safety Committee end with that two-year period; the Visiting Committee suggests the goals be evaluated and updated on a regular basis.

E. Whether the visiting committee has suggested any amendment(s) to **Goal #9**. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such.
No amendments suggested.

A. Major Improvement **Goal #10** of the current EIP: **Material Stewardship**
   Strengthen the schools marketing efforts in accordance with the Mission and Core Values to positively affect students’ experiences while increasing enrollment.

B. Rationale for **Goal #10**:
   Though CCHS enjoys a strong relationship with parents, alumni, friends and partner schools while also building a strong scholarship program that positively has impacted enrollment, it still has to find ways to compete with local public schools and build a stronger relationship with Diocesan parishes. This includes creating materials and opportunities that will reach more audiences, including the local Hispanic population.

C. Whether the details by which to implement **Goal #10** are well conceived?

 X commendably  ☐ sufficiently  ☐ insufficiently

D. A brief rationale for the preceding evaluation of **Goal #10**:
   This EIP is currently being worked on and supports the focus area and goals for the school.

E. Whether the visiting committee has suggested any amendment(s) to **Goal #10**. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such.
No amendments suggested.