

CHAPTER I THE STUDENT/COMMUNITY PROFILE

History of Good Shepherd Catholic School

Good Shepherd Catholic School opened its doors in 1963 with grades one (1) through four (4). In 1969, the school conducted its first eighth grade graduation. Resurrection Chapel was designated a parish in the same year. The school began its tradition of a tri-parish at the same time.

The Sisters of the Holy Name of Jesus and Mary provided initial leadership and staffing for the school. In 1979, the Holy name Sisters withdrew from the school and its leadership was assumed by a lay person. Today the principal is a lay person as is all of the staff.

In 1982, a kindergarten and extended care program were established. A pre-kindergarten followed in 1987. In 1987 as well, the seventh (7th) and eighth (8th) grades were closed. In 1994 and 1995 respectively, the seventh (7th) and eighth (8th) grades were re-established.

Community Profile

Santa Cruz, centrally located in the heart of Santa Cruz County, sits about 72 miles south of San Francisco on Highway 1 and is nestled between the Santa Cruz Mountains and the northern crest of the Monterey Bay.

The Diocese of Monterey has a Catholic population of about 195,000, out of a total population of 976,000. The following describes ten basic facts about the people living within the school's current zip code at 95065:

	95065 – Santa Cruz, California	95065	U.S.
1	Current population	7, 723	295 million
2	Projected 5 Year Population Change	-3.6%	4.9%
3	Largest Lifestyles Group	Affluent Families	Middle-American Families
4	Non-Anglo Population	21%	33%
5	Fastest Growing Racial/Ethnic Group	None	Hispanic/Latino
6	Households with No Faith Involvement	51%	35%
7	Average Age	40	37
8	Average Household Income	\$91,112	\$64,816
9	Single Parent Households	24%	30%
10	College Graduates	39%	24%

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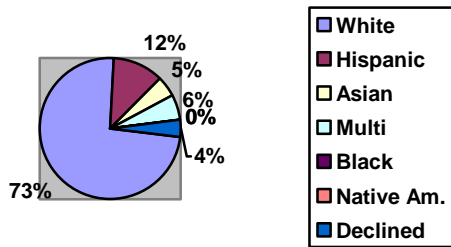
Student Profile and Supporting Data

The families of Good Shepherd Catholic School share a wide variety of occupational interests and education. The students' parents are farmers, mechanics, teachers, realtors, church office

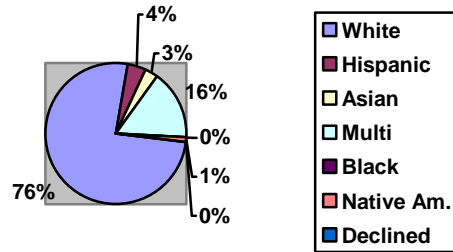
staff, contractors, engineers, police officers, firefighters, scientists, nurses, UCSC professional staff, doctors and self-employed business owners.

Over three quarters of our student body is white. The remaining students are Hispanic/Latino (4%), Asian/Pacific Islander (3%), Multi-cultural (16%), Black/Afro-American (.05%), and Native American (1%). Ninety-eight percent of the students report having learned English as their first language.

Ethnic Background 2000



Ethnic Background 2006



There are 4% more Catholic students at Good Shepherd today than six years ago:

	Catholic	Non-Catholic Christian
2000	78%	22%
2006	82%	18%

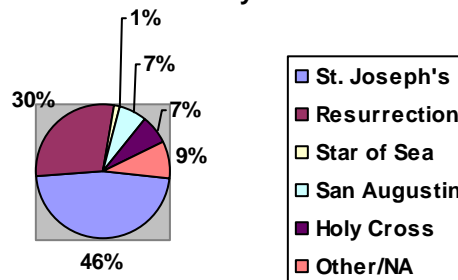
Our students report going to mass at the following churches on a regular basis:

	St. Joseph's Capitola	Resurrection Aptos	Star of Sea Santa Cruz	San Augustin Scotts Valley	Holy Cross Santa Cruz	Other/None
2000	51%	27%	13%	--	--	--
2006	41%	26%	1%	6%	6%	8%

Catholic Students by Parish 2000



Catholic Students by Parish 2006



We draw our student population from a large geographic area across the county. Most of our students come from Santa Cruz/Live Oak, Soquel and Aptos.

Truancy is not an issue at Good Shepherd Catholic School. Student attendance is estimated at an average daily rate of 96.

Over the last six years Good Shepherd graduates have been admitted to various Catholic high schools in the surrounding area as follows:

High School	# of Good Shepherd Admissions
Saint Francis CCCHS, Watsonville	29
Palma HS, Salinas	6
Notre Dame HS, Salinas	1
Bellarmino HS, San Jose	7
Presentation HS, San Jose	3
Archbishop Mitty HS, San Jose	5

Among the 188 students in grades kindergarten through eight, 13 students have been professionally assessed and identified with viable learning needs. Regular and ongoing accommodations are made for these students by their teachers to support their academic success and to provide them with a quality Catholic education.

There have been three different principals during the last six years, and student enrollment has been difficult to predict. Little has been done to track reasons for student departures over the last four years. Up until 2002, the primary reason for students leaving the school was families relocating to another area. Between 1998 and 2001, the school lost students for academic reasons (4), social reasons (5) and financial reasons (8). In addition, four were requested to withdraw and three experienced a change in child custody arrangements.

Between 2003 and 2005, there appears to be no formal evidence to explain why student enrollment dropped from 235 to 200. In 2006, the principal conducted exit interviews with nearly every departing family. While some cited financial reasons (2) and relocation to another area (4), some 27 students cited reasons that vacillated between academic concerns to lack of confidence.

Student Performance

Good Shepherd Catholic School administers the Iowa Test for Basic Skills (ITBS) in September to grades two through eight. Our test scores indicate our students exceed student scores throughout the nation. However, 2006 results demonstrate that we are behind the composite grade equivalency scores for five out of the seven grade levels among Catholic schools in our diocese.

**ITBS RESULTS
FALL 2006 GRADE LEVEL COMPARISONS
OF GSCS AND SCHOOLS IN DIOCESE OF MONTEREY**

Grade	Reading Total		Language Arts Total		Math Total		Composite Total	
	Diocese	GSCS	Diocese	GSCS	Diocese	GSCS	Diocese	GSCS
2	2.6	2.8	2.4	2.2	2.2	2.2	2.5	2.4
3	3.9	4.4	3.6	3.5	3.5	3.8	3.8	3.9
4	5.4	4.7	5.4	4.3	4.8	4.2	5.4	4.9
5	6.7	6.2	7.0	6.7	6.5	5.7	6.6	6.3
6	7.4	6.8	7.9	7.4	7.0	6.8	7.6	7.3
7	8.8	8.3	9.2	8.4	8.4	8.1	8.9	8.1
8	10.7	10.8	11.4	12.3	10.1	11.1	10.8	11.5

In the area of religion, students in grade five take the ACRE Religion Achievement Test. While it appears that progress has been made particularly in the curriculum's effectiveness for student learning of Church, scores are dropping in virtually all other areas of the assessment. Total scores have dropped from 83.24% correct to 68.06% correct. Between 1998 and 2001, Good Shepherd Catholic School students placed first in the diocese.

**ACRE RESULTS 2000 – 2006
GOOD SHEPHERD CATHOLIC SCHOOL**

The percents correct for the Knowledge Section Domains for GSCS 5th Grade.

Year	God	Church	Worship	Sacraments	Scripture	Moral	Religion Terms	Total
2000	88.71	75.00	72.00	89.29	84.14	91.86	81.57	83.24
2001	86.00	46.00	33.00	73.00	90.00	80.00	63.00	73.00
2002	88.00	67.00	62.00	62.00	83.00	63.00	72.00	70.07
2003	81.05	92.06	77.08	44.04	74.01	51.09	66.07	65.05
2004	No data available.							
2005	73.09	95.05	56.05	73.09	73.09	69.06	43.05	68.06
2006	No data available.							

Parish Relations

Our school is a tri-parish community (Resurrection Church in Aptos, Our Lady Star of the Sea Church in Santa Cruz and St. Joseph's Catholic Community in Capitola). The pastors acknowledge their responsibility for the promotion and support of the school's policies. The pastors delegate the operation of the school to the principal.

Resurrection Catholic Community offers the school a monthly donation, and the pastor looks for opportunities to support and advise the principal throughout the year.

The pastors make time to visit the campus and to celebrate the sacraments and liturgy. In addition the pastors concelebrate the eighth grade baccalaureate mass in late May, which is held at one of the three churches on a rotating cycle every year. The pastors also sign and confer diplomas at graduation. The students appreciate the pastors' visits to campus, and the faculty would like to see them visit classrooms more frequently.

External Factors

Under the current model of school governance, the principal is advised by a purely consultative body, Principal Advisory Committee, which does not have the power to adequately address the need for sound fiscal planning for the future. There is a crucial need to work toward building a model of governance that can implement effective, long-range strategic planning and the kind of marketing that is necessary for significant increase in student enrollment.

Census data indicates that the population of young people in the Santa Cruz area is decreasing; indeed, a few local public elementary schools have recently closed due to declining enrollments. An active charter school movement also drains student enrollment. Housing prices in our area are prohibitive for many young families and tuition may be difficult to provide parents who desire a Catholic education for their children. The population of the Catholic Church is growing ever more Hispanic/Latino, many of whom simply cannot afford tuition, even when it is augmented by a viable tuition assistance program. Enrollment figures are also impacted by transit problems including Highway 1 construction. There are also four Catholic schools within an 18-mile radius of Good Shepherd Catholic School. We believe that these facts impact enrollment and marketing needs.

Enrollment trends over the last six years represent a 15% decrease, as is evidenced below:

Fall 2000	-	220 students	191 families
Fall 2001	-	225 students	
Fall 2002	-	235 students	
Fall 2003	-	215 students	
Fall 2004	-	216 students	
Fall 2005	-	200 students	
Fall 2006	-	188 students	153 families
		↓ 15%	↓ 20%

CHAPTER II THE PROGRESS REPORT

The last WCEA/WASC Vist at Good Shepherd Catholic School occurred in February of 2001. The school was among the first schools to utilize the pilot edition of Process for School Improvement. The school identified in its Action Plan four (4) goals.

The administration, faculty, and staff of Good Shepherd Catholic School have reported addressing these Action Plan Goals as follows:

Goal #1: Space Review

To study space needs/create a space plan for more productive and integrated learning experience for students.

The school far exceeded the expectations laid out in this goal. The plan was realized in three phases:

- Phase 1: removal of used portable classrooms
- Phase 2: purchase and installation of 2 new modular classrooms
- Phase 3: purchase and installation of third modular classroom

The plan required over \$300,000, and all was completed and paid in full before the end of Christmas 2002, with over \$100,000 still remaining in the school's Capital Account.

Goal #2: Writing

To focus on writing skills across the various grades and subjects (K-8); to develop an articulation of rubrics that would promote both fluency and precision in writing.

Grade-level rubrics were researched and adopted to provide an instrument for standardized assessment of student writing with specific skills for implementation.

A rubric used by the Live Oak School District was finally adopted with the consensus of the staff

Since 2003-2004 school year, the work already done needs to continue to ensure the consistent and authentic implementation of the progress that was made to accomplish this goal.

Goal #3: Math Computation

To improve/evaluate math computational skills (Gr. 1-8) and knowledge of basic addition, subtraction, multiplication, and division facts, as appropriate.

During the 2000-2001 school year, the teachers established a grid/chart of grade appropriate expectations mapping computation facts that were to be: introduced, reinforced, and mastered at each grade level. Math teachers in grades prekindergarten through eighth were divided into two groups to work on the development of a scope and sequence for the school's math curriculum.

During the 2001 – 2002 school year, teachers used the grid of grade appropriate expectations to map computation facts that are to be: introduced, reinforced, and mastered at each grade level.

In addition, teachers of grades one through eight were to administer timed tests once a week at each grade level and students were to graph results; prekindergarten and kindergarten students were to assess their monthly progress and results were to be charted by teachers.

Goal #4: Promotional Brochure/Website

To market Good Shepherd Catholic School to the local and/or extended community by:

- 1. Developing a promotional brochure for distribution to interested parties;**
- 2. Maintaining a website that is current and clear regarding school events, policies and programs.**

Local graphic designers were contacted and priced for service to develop and construct a school website. Parents were solicited for expertise and support. After research, the website was established during the 2001-2002 school year. Today, our current families use it as a tool for communication and information. They reference class newsletters and athletics calendars/updates, which are posted on the site every week.

The school brochure was established during the 2001-2002 school year. It was decided that the brochure was not to be an extensive expose, but rather a simple, informative and attractive introduction to the school. The brochures were printed and used for new student admissions process. Two brochures were to be mailed to families in the spring of each year; one to keep and the other to recruit a new family for application. Today brochures are also distributed in the vestibules of local churches.

The school based on the above information completed goals #1 and goal #4. The committee feels that goal #2 and #3 from the previous WASC Visit need to be revisited. The committee feels the school needs to complete the work that has already been started with regard to these two goals. The high turnover in faculty and principals has contributed to the difficulty in completing these goals.

In addition, Schoolwide Critical Areas for Follow-up #2 and #4 have been addressed in the following ways:

1. Mrs. Duffy, first grade teacher, assumes the position of Religion Coordinator for Good Shepherd Catholic School.
2. Over the period of 2001-2006, faculty salaries have increased by 24%.

Critical Area for Follow-up #1, Complete a written scope and sequence in all curricular areas, is continued as a Critical Area for Follow-up in the current self-study.

CHAPTER III SELF STUDY PROCESS

The community of Good Shepherd Catholic School is commended for undertaking the self study process. The willingness and energy required in the Process for School Improvement protocol was evident in the dialogue with the various representatives of the school community. The evidence observed shows that the review of the Student learning Expectations was a collaborative effort between the administration, faculty staff, parents, and students.

Good Shepherd Catholic School Student Learning Expectations

Student Learning Expectations define the mission of Good Shepherd School. They are the expression of what a graduate from the school will be able to do, know, understand or value as a citizen of the world. All students are expected to learn, achieve, and grow each year.

Good Shepherd's Student Learning Expectations reflect growth in the following domains:

A Good Shepherd Catholic School Student is:

An Active Christian who:

- mirrors the teachings of Jesus and scripture
- understands and values Catholic beliefs
- possesses a positive sense of self

A Life-Long Learners who:

- values learning for the sake of learning
- can think critically, pursuing knowledge through inquiry and discovery
- is self-disciplined, organized, motivated, and possesses a strong work ethic
- strives for the highest standards of learning, spirituality, and physical fitness
- appreciates the arts and technology, and their impact on culture
- accurately interprets information using various media to be an effective communicator

A Globally Aware Moral Leader who:

- respects and appreciates other people, cultures, and beliefs
- serves others in need
- is an active steward of God's good earth
- embraces the civic duties of an informed, committed, and faith-filled citizen who cares for the common good
- plays fairly, loses graciously, and wins humbly
- works cooperatively; demonstrating tolerance and respect

The administration and faculty of Good Shepherd Catholic School first created the Schoolwide Learning Expectations during the pilot process of self-study for the new WCEA/WASC process for school improvement when it was accredited in 2000-2001. In the summer 2006, the administration and faculty performed a critical study and review of these expectations. Committees were formed to study and rearticulate each expectation for its relevance to the current profile of the school community. Committee reports were consolidated and combined to underscore commonality of vision and degree of importance.

In fall 2006, the revised Schoolwide Learning Expectations were sent home to the Principal's Advisory Committee (PAC) and to the parents of each student for commentary and suggestions. After careful review of responses, the revised expectations were adopted in December 2006.

These expectations have been posted in each classroom and can be seen in the hallways and common spaces throughout the campus. Teachers refer to them in their syllabi, which are presented at the beginning of the year to students and parents on or before Back-to-School Night, and they are used to guide instruction and discipline throughout the year. They are published in the family and faculty handbooks as well as on the school's website.

Students are honored for meeting the expectations when they are recognized at the end-of-year ceremony with the annual Citizenship Award, presented to one boy and one girl in grades kindergarten through seven.

The faculty and staff, students, and parents began the WASC process in August 2006. The current principal is only in his second year at Good Shepherd Catholic School. For this reason, the entire process was delayed until "community" could be rebuilt throughout the school for genuine commitment and full attention to the process. This time frame forced the staff to condense its preparation time, but they worked diligently to enumerate its strengths and develop plans for areas of growth. The school community's input was provided through meetings, surveys, letters, lesson plans, reflections and many conversations.

CHAPTER IV A ORGANIZATION FOR STUDENT LEARNING

A1. School Mission and Philosophy

Criterion: The school has established a clear statement a/mission and philosophy that reflects a commitment to Catholic identity, thoroughness of instruction, a focus on the needs of the whole person, parents as primary educators, teachers as facilitators of learning, and recognition of the dignity of all members of the school community.

Good Shepherd Catholic School's organization for student learning is aimed at a balance of its mission, philosophy and Schoolwide Learning Expectations. The focus is to create an environment where each GSCS graduate embodies and values the essential components of a quality Catholic education. These aims and focus are communicated to the school community through a variety of means; *Ram Review*, PAC meeting agendas, postings in each classroom as well as postings on the school's website.

GSCS philosophy is to nurture the students learning environment. The school is aware of the importance of the student's intellectual, spiritual, moral, social, psychological and physical needs. The school is also aware of the family *as* "first educators" and the teacher's role as a facilitator of teaming opportunities.

A2. Governance

Criterion: The school administration (pastors and principal) seeks participation and input from members of the school community, adopts policies that are consistent -with the school mission and philosophy, delegates implementation to the professional staff, monitors results, and is committed to sharing the Catholic vision.

Good Shepherd Catholic School is a tri-parish community. The pastors of each parish promote the school to a greater or lesser degree depending on the pastoral responsibilities and preferences. The three pastors delegate the responsibility of the operation of the school to the principal. Two of the three pastors work closely with the school and the Diocese of Monterey to support the tasks necessary in the successful operation of the school.

Different individuals and organizations, consistent with Diocesan guidelines, provide input to the principal in the governance of the school. Some of these are the Principal's Advisory Committee (PAC), the Parent Club, the faculty and the Student Council. There is currently a growing desire to see a school board of limited jurisdiction with a more diversity of representation from the community. The aforementioned groups are encouraged, both individually and collectively, to advise the administration during weekly faculty meetings.

A3. School Governance

Criterion: The school leadership encourages the cultivation of Catholic values and the spiritual formation of the school community, focuses the energies of the school on achievement of school wide learning expectations, empowers the staff and ensures shared accountability for student learning.

The leadership of Good Shepherd Catholic School is committed to cultivating Catholic values and the spiritual formation of the school community. The many examples of this are class prayer, praying of the rosary, prayer altars in each classroom and assemblies that include a Gospel reading. Since the last accreditation Catholic values have been expressed in a variety of ways which include First Grade "Coats for Kids" project) Adopt-a-family for Christmas, class visits to nursing homes and feeding the homeless.

The school leadership focuses the energies of the school on achievement of the School-Wide Learning Expectations in various ways: homework plan books, student participation in the county Math Contest, Science Fair, Student Author's Fair and Spelling and Geography bees. Fine Arts Night, student run assemblies. The faculty and staff are empowered by school leadership to share accountability for student learning,

The committee observed the school working diligently to support positive student behavior. When a student misbehaves, a first step to address the behavior is communication with parents. The fostering of open communications is made possible through weekly staff meetings; these meetings cover a variety of topics including goals, expectations, and the curriculum. Another means of providing ongoing communication is the *Ram Review* which is sent home weekly along with other sources of information for parents.

The administration and staff" motivate students to "mirror the teachings of Jesus and scripture". Catholic School's Week, Back to School Night and open houses are conducted by the: school to help parents and the community understand and value Catholic beliefs.

A4. Staff

Criterion: The school administration and staff are professionally qualified, dedicated to the school's mission and philosophy, and committed to ongoing spiritual and professional development that -will promote student learning. In addition, administration and staff we prepared to lead by example and work collaboratively to create a community of faith.

Good Shepherd Catholic School has a highly qualified teaching staff, administration and support personnel. There is an ongoing effort to provide teachers with professional development as well as 10 hours of religious growth each year. Administration and staff, prior to the start of each school year, review the school's mission and philosophy. All members of the staff are dedicated to providing a nurturing environment to support student learning, GSS is a community of faith, which works through prayer and example. Members of the school community work as active members of their various parish communities. The staff uses

opportunities for prayer whenever possible. They have demonstrated their Christian charity by coming to the support of fellow staff member with a terminally ill spouse. The staff also works with students to communicate an environment in which each student understands that he/she is created, loved and redeemed by God.

A5. School Environment

Criterion; The Catholic school is responsible for creating and nurturing a safe and healthy teaming environment that foster community and the achievement of religious and educational goals. This environment is characterized by trust, professionalism, and realistic expectations for each student, and a respect for diversity.

Despite the decline in enrollment in the past four years the school is working very hard to promote a safe and healthy atmosphere for student learning. In addition to declining student enrollment, there has been a large turnover in staff with less than half the staff still employed from the time of the last accreditation. The administration and staff are committed to improving the environment at Good Shepherd by supporting each student's belief that he/she is created, loved, and redeemed by God.

At the same time GSS periodically must deal with student discipline issues. The school is proactive by communicating expectations for student behavior in both the faculty and family handbooks. Whenever it is necessary to deal with a student discipline issue the school involves the parents of the child as a first step.

The current school administration has dedicated itself to the building of a quality institution of learning based upon trust and mutual respect. There is an understanding by staff and administration; the impact family turmoil may have upon a student. They work very hard to earn the trust of families with the education and nurturing of their children. The school believes that teachers are counselors to children and provide lessons promoting students to be active Christians.

California and Santa Cruz are very diverse, both ethnically and culturally. Good Shepherd Catholic School teaches its students to respect diversity of all individuals. Activities, which promote diversity, are *Cinco de Mayo* celebrations. Black History Month, Chinese New Year, various Jewish holidays and Women's History Month.

The safety of students is a priority for the staff and administration of Good Shepherd Catholic School. There are everyday practices ranging from a surveillance camera, requiring all visitors to sign in at the office upon arriving on campus and having a closed campus from 8:30 AM to 2:00 PM daily. In addition there are drills for fire and earthquakes to remind students what they must do in the event of such a disaster.

Good Shepherd Catholic School is aware of the potential for problems in the area of technology. Social interaction between predatory adults and teens is on the rise. In an attempt to prevent any student from becoming a victim, or misusing school computers for his/her own personal use,

students are required to sign an Internet safety form informing them how to use the Internet safely-

A6. Reporting Student Progress

Criterion: The administration and staff regularly review and report to the local community, progress toward accomplishing the Schoolwide Learning Expectations

The expectations for learning have been reviewed by the staff and administration and were most recently subject to a critical study this past summer. As a result of this study, Schoolwide Learning Expectations were sent home to parents in the fall of 2006 seeking comments and suggestion. The SLEs were also presented to the Principal's Advisory Committee seeking input. The revised SLEs were adopted in December of 2006. The school is working very hard to communicate the SLE's.

The faculty and staff of Good Shepherd Catholic School utilizes a variety of methods to inform students, parents and the community at large, about the progress of students. There are a variety of means by which communication is made: trimester report cards, progress reports, parent-teacher conferences and formal referrals are sent home to parents to keep them informed as to their child's progress, or lack thereof. Students are also recognized for their achievements through recognition in the *Ram Review*, The Gallery, display of student work in classrooms and Fine Arts performances.

A7. School Improvement Process

Criterion: The school administration facilitates school improvement, a process -which; is driven by a plan of action that embodies faith formation and quality instruction for all students; has school community commitment and involvement; effectively guides the work of the school. The administration and instructional staff, in cooperation with the school community, demonstrate accountability through the monitoring of the implementation of the school improvement plan.

The process for school improvement happens both formally and informally. The instruments to guide the school improvement process are the school's mission statement, philosophy, Schoolwide Learning Expectations, curriculum guides, and assessment processes. Each of these instruments is reviewed annually to determine progress as well as examination for revision. In addition to the formal instruments there is the informal discussions between staff members to support student achievement

As a result of the last accreditation the school setup in-depth studies for each curricular area according to the following timeline: 2000-2001 Religion, 2001-2002 Mathematics, 2002-2003 Writing, 2006-2007 Religion, 2006-2007 Phase I - Language Arts and 2007-2008 Phase II - Language Arts. The school is committed to an in-depth study of one curriculum subject each year.

School improvement is viewed as the responsibility of the administration, staff and parents. A variety of activities throughout the year contribute to the ongoing efforts to support student

achievement. The pastors of the three local churches are encouraged to participate in these activities.

Fundraising is an integral part of school improvement. Parents play a very important role in generating the funds required for the successful operation of Good Shepherd Catholic School. There are a variety of activities, which not only provided much needed funds but also offer the school-community the opportunity to socialize together, increasing a sense of belonging.

Area of Strength

- Well-articulated statements of Mission and Philosophy, which provide the foundation for the Schoolwide Learning Expectations.
- Strong leadership under the current administration and highly qualified credentialed staff who have a strong commitment to professional development and religious growth
- A strong sense of community in which students, regardless of age or grade level, sense an identity with Good Shepherd Catholic School rather than just their classmates
- Supportive parents *who* provide activities which generate funds and volunteer to assist with all school activities eg. Morning assemblies. Spring Talent Show, Religious education and daily class prayer. Fine Arts recitals
- On-site school counselor one day weekly
- Strong commitment to a viable tuition assistance program for families in need
- A safe and healthy environment for students to attend school

Areas for Growth

- A long-range strategic plan to pursue non-tuition based revenue, secure financial stability, increase enrollment and improve faculty compensation
- Expand the title of the Principal's Advisory Committee
- Create opportunities for informal interaction between students and the clergy
- Meet the needs of students with special learning challenges through in house professional development

Chapter IV B Curriculum and Instruction

B1. What Students Learn

To what extent does the school provide a challenging, comprehensive, and relevant curriculum for each student that fulfills the school’s mission and philosophy, strengthens Catholic identity, and results in achievement of the school wide learning expectations?

Good Shepherd Catholic School provides a comprehensive and relevant curriculum that is based on its philosophy, mission and Schoolwide Learning Expectations. This student-centered curriculum provides critical thinking skills that are fostered through reading and a variety of learning activities. At Good Shepherd Catholic School, students learn how to think, how to make meaning, and how to express that meaning for future leadership in the Church and society. Students are trained to relate their academic and spiritual instruction to everyday situations. In addition to the regular curriculum, students participate successfully in a variety of extra curricular activities.

At Good Shepherd, teachers strive to provide a continuum of learning from preschool through eighth grade. The faculty under direction of the principal makes decisions regarding curriculum with some input from the parents. These Schoolwide Learning Expectations are presented to parents and students and are aligned to the state standards and the Diocesan Curriculum Guide. The results of ITBS standardized test provide teachers with still more information for modifications to the curriculum. Based on these expectations students will be Catholic learners, responsible citizens, effective communicators and active community members.

A variety of teaching strategies and engaging activities are utilized to provide a curriculum that meets the Schoolwide Learning Expectations and the students they serve.

Religious values permeate throughout the curriculum. Prayer is an important part of the school day and emphasis is placed on the service to the community. Students are given many opportunities to actively learn about, practice and experience the Catholic faith.

Good Shepherd Catholic School principal and faculty have the foundation in place to begin work on their Action Plan to develop a cohesive curriculum that will reflect their mission and philosophy that secures “faith in the future.”

B2. How Students Learn

To what extent does the professional staff use research-based knowledge about teaching and learning; and design and implement a variety of learning and formational experiences which actively engage students and are consistent with the school’s philosophy, mission and learning expectations?

The professional staff of Good Shepherd Catholic School works continually to develop and implement a variety of learning opportunities for students at all grade levels. The staff works together to develop a curriculum continuum that addresses student-learning needs and develop challenging grade level expectations. Teachers provide instruction using different strategies to meet the varying needs of their students. Textbook instruction is supplemented by art projects, use of manipulatives, music and song, role-playing, web-based computer exercise involving research and power point presentations, and field trips.

Learning is based on student-centered instruction, which is the focus of authentic learning complemented by performance-based objectives. Skills are assessed and evaluated through intellectually appropriate instruments at each grade level, as evidenced by: role playing activities, group discussions, oral presentations, individual and group projects, ITBS standardized testing, class based testing, performance based testing, and research reports both oral and written. Good shepherd Catholic School offers other opportunities for student learning outside the homeroom.

The school prides itself on educating students on the meaning of being a Catholic in today's world, both in word and deed. Good Shepherd Catholic School strives to graduate globally aware moral leaders who are responsible, active stewards of the faith, and mirror of the teachings of Jesus.

The middle school is departmentalized, and literature is taught in tandem with social studies. Research skills are taught integrating language arts, social studies and science classes, as well as library and computer lab, thereby creating a curriculum based approach teaching research skills, computer based presentation skills and written and oral reports. The fine arts program consists of music, visual arts and drama.

Teachers communicate with parents in a variety of ways to inform and advise parents how they, the primary educators, can promote effective learning and achievement of Schoolwide Learning Expectations. The school makes a concerted effort to demonstrate to parents' expectations for each grade level, curricular objectives and the parents' role in the education process.

B3. How Assessment is Used

To what extent is teacher and student use of assessment frequent and integrated into the teaching/learning process? Are the assessment results the basis for measurement of progress toward the Schoolwide Learning Expectations, regular evaluation and improvement of curriculum and instruction, and allocation of resources?

Assessment is done with the goal of evaluating where students are and to establish academic goals based in conformity with the Schoolwide Learning Expectations. Both teacher and student generated assessment are utilized and integrated into the teaching/learning process. Tools used to assess learning include standardized testing, individual teacher assessment, performance-based assessments, and student self assessments

Areas of Strength:

- Qualified, specialist teachers in library, computer lab, Spanish, the visual arts, drama, and music enhance learning of the core curriculum
- Staff actively attempts to accommodate students with different learning styles and needs
- Catholic values and teaching are incorporated throughout the curriculum
- After-school sports program offers 30 teams in a variety of sports to grades five through eight
- Schoolwide liturgy and opportunities for prayer at assemblies and in the classroom
- Expansion of the middle school, as evidenced by 10 graduating classes since its reopening in 1995-1996, and the construction of a brand new, spacious, middle school complex with individual student lockers

Areas for Growth:

- Encourage greater participation among the school and tri-parish community
- Commit more time and resources toward the professional and spiritual development of the faculty and staff, with accessible workshops and in-services.
- Expand school-based opportunities and resources for individualized teacher-student attention, tutoring, and special support services for student of all abilities and learning styles.
- Need to strengthen our ties with Saint Francis Central Coast High School in Watsonville in order to more closely align our middle school curriculum to high school expectations for successful freshmen
- Produce a written curriculum guide for all subject areas in grades preschool through eight which would help provide:
 - a) a continuum of learning for students
 - b) an education device for current and prospective parents/families
 - c) a means for orientation of newly hired staff to the school's program

CHAPTER IV B CURRICULUM AND INSTRUCTION

IN-DEPTH STUDY: RELIGION

B1. What Students Learn

Criteria: The school provides a challenging, coherent, and relevant curriculum for each student that reflects the school’s mission and philosophy, strengthens Catholic identity, and results in student achievement of the religion curriculum expectations.

Good Shepherd Catholic School provides a challenging, coherent and relevant religion curriculum based on its philosophy and mission. The religion curriculum provides students a means of knowledge of Catholic doctrine and for catechesis in their lives. The religion curriculum is guided by the diocesan curriculum guidelines and conformity of religion textbooks that are aligned to the Catechism of the Catholic Church. Varieties of supplementary materials to achieve a challenging and up-to-date curriculum are also provided. Students are guided in applying their academic and spiritual lessons to everyday situations.

Good Shepherd religion curriculum helps to graduate globally aware moral leaders to be responsible, active stewards of the faith, and mirrors of the teachings of Jesus. Religious values are integrated across the curriculum and are observable in the classroom, extracurricular activities, and the playground. Students and their families are encouraged to participate in liturgies and paraliturgies in the life of their respective parishes.

B2. How Students Learn

Criterion: The professional staff designs and implements a variety of learning and formational experiences which actively engage students and are consistent with the school’s mission and philosophy.

The Good Shepherd Catholic School staff is committed to growing in their own spiritual life to help support their role as Catholic school educators. The staff development plan at Good Shepherd Catholic School includes a variety of programs and activities designed to contribute to the staff’s spiritual and faith formation. The staff participates in school, parish and diocesan retreats, workshops and seminars, weekly prayer in the library and at faculty meetings. Full-time teachers complete a minimum of ten hours of religious development each year. Faculty members are certified or working towards certification as catechists in the Diocese of Monterey.

Student understanding of the Catholic Church and its heritage is strengthened by a qualified and committed community of faith among the faculty and staff. Religion teachers at Good Shepherd use a variety of teaching strategies to facilitate student learning. Students solve moral problems through class discussion and problem-solving interactive meetings. In these realistic situations, students apply knowledge of their faith to events that occur throughout their day at school, home,

and in the community. Other teaching strategies include grade-level expectations, which help Good Shepherd students to think conceptually and communicate their faith experiences effectively through both verbal and written expression. Daily practical application of religious concepts is integrated into other areas of the school curriculum. Students also participate in daily prayer, service projects, monthly masses, Stations of the Cross, Thursday morning assemblies, retreats, praying of the Rosary, toy drives, charity events, awards ceremonies, and other behaviors that “mirror the teachings of Jesus and the scripture,” as listed in their Schoolwide Learning Expectations. These efforts fulfill the school’s mission, philosophy and Schoolwide Learning Expectations.

B3. How Assessment is Used

Criterion: Teacher and student use of assessment is frequent and integrated into the teaching/learning process. Assessment is the basis for:

- **measurement of each student’s progress toward the grade-level religion curriculum expectations**
- **regular evaluation and improvement of curriculum and instruction**
- **allocation of resources.**

Good Shepherd Catholic School uses a variety of assessment measurements that are age-appropriate and address different student needs and learning styles. Students’ prior knowledge is activated through various methods such as tests and quizzes, teacher-student dialogue, and written and oral reflection regarding past religious experiences. Assessment of Good Shepherd students in the religion program is informal and formal. Some assessments used include the ACRE test, written and oral assessments, art and drama, tests and quizzes, and observations in various situations. Modifications of the curriculum for students with special learning differences are assessed on a level that adjusts to their needs. Alternative methods of assessment include oral tests, teacher observations of particular behaviors, drawings for the primary grade students and teacher- and student-made rubrics.

B4. Faith Experience

Criterion: The school community places high priority on frequent prayer and liturgical experiences, which are developmentally and liturgically appropriate and meaningful. Spiritual formation and support of the religious mission of the school are a priority.

Good Shepherd Catholic School strives to make prayer a central part throughout the school day. Prayer is used as a time to reflect on the Catholic faith as the guiding light throughout the day. Classes begin and end with prayer. Prayer at the weekly morning assemblies is lead by the student council and various classes on a rotating cycle. Members of staff pray at a weekly prayer in the school library. Students attend and participate in liturgies and paraliturgies throughout the year. The liturgical seasons are visible in the classrooms through classroom corners, tables, and walls, which are set aside for religious purposes.

Good Shepherd students are involved in organizing and leading liturgical celebrations. The students are involved in celebrations commemorating the feast day of St. Francis of Assisi, various Advent activities, and Lenten observances such as reconciliation and the reenactment of the Stations of the Cross, as well as times of special circumstances.

At Good Shepherd Catholic School it is the philosophy of the entire school facilitate the learning of doctrine and growth in faith. Parents, teachers, and staff work toward the need to secure “faith in the future” by graduating globally aware moral leaders, active Christians, and life-long learners capable of critical thought and the pursuit of “knowledge through inquiry and discovery.” The principal, faculty and staff, and pastors are leaders and role models of the Catholic faith.

Areas of Strength:

- Good Shepherd Catholic School enjoys a high level of participation in liturgies, which are organized and led by students, coordinated by teachers and other specialists
- There is solid student expression of the Catholic faith in our observances of liturgical celebrations (i.e. May Crowning, Living Stations of the Cross, Advent wreaths, etc.)
- Highly qualified and committed teachers provide daily examples of Catholic values
- Dedication to community outreach and service for those in need with collaborative effort from the staff, parishes, the students and their families
- The school’s curriculum guide establishes clear grade-level expectations for religious growth
- Daily prayers and songs are an integral part of classroom and morning assemblies
- Concentrated effort made to connect students to their local parishes

Areas for Growth:

- Encourage more frequent classroom visits by priests and other religious would benefit both the students and the staff
- More opportunities for public recognition of students demonstrating Christ-like behaviors
- Implement a Liturgy Team to assist the administration in teaching, preparing and guiding teachers and students in creating ever-more meaningful liturgies
- Reestablish consistent, high achievement on the 5th grade ACRE Test

CHAPTER IV B
CURRICULUM AND INSTRUCTION
IN-DEPTH STUDY: LANGUAGE ARTS

B1. What Students Learn

Criterion: The school provides a challenging, coherent, and relevant curriculum for each student that fulfills the school’s purpose, strengthens Catholic identity, and results in student achievement of the grade level subject area expectations.

Good Shepherd Catholic School is committed to providing a challenging, relevant, meaningful curriculum in language arts. The language arts curriculum is taught in preschool through eighth grade and reflects the Schoolwide Learning Expectations, which are based on their mission and philosophy. The curriculum also is aligned with the California State Standards and guided by the Language Arts Curriculum Guide published by the Diocese of Monterey. Students receive instruction in writing, reading, listening, and public speaking.

The students become proficient writers through the development of basic skills in the primary grades and then building on these skills in the subsequent academic years. The students are taught a variety of reading strategies, enabling them to comprehend many different types of writing and to become life-long readers. Good Shepherd Catholic School emphasizes phonics and phonemic awareness in the primary grades. All grades teach sequential analytical skills in reading. In addition to learning how to use the dictionary, glossary, and thesaurus, students are also taught to decipher meaning of new vocabulary by analyzing the use of the word in context, structure, and sound cues.

Students attend a weekly class in both the library and the computer lab, both of which are taught by specialist teachers with whom the curriculum is often shared and reinforced. The library is open during lunch and recess with a librarian available for assistance four days a week. Computer literacy instruction begins in kindergarten. The computer teacher works closely with core subject teachers in order to design instruction that often complements and reinforces the curriculum. Keyboarding, on-line research skills and Power Point design for class presentations are among the skills that are learned during weekly computer lab.

A growing arts program enhances the language arts curriculum through various activities such as the annual Christmas program, a fine arts rotation program, which includes drama, music and visual art, and more.

Listening skills are stressed at every grade level. Teachers use many strategies like having students focus on the speaker, take notes and follow directions.

Good Shepherd Catholic School has a foreign language program that provides Spanish instruction in grades kindergarten through third grade, and in sixth through eighth. Spanish

enhances the student's ability to comprehend root derivatives of the English language and exposes them to wider use of grammar in reading and writing.

A major focus of their language arts curriculum revolves around the belief that reading empowers one to write, writing empowers one to think, and attentive listening and persuasive speech empowers one to lead. These important skills are required for authentic learning and student achievement in all areas. The simple joy of being able to participate in schoolwide celebrations of liturgy requires students who are capable of reading, writing, listening and speaking effectively.

B2. How Students Learn

Criterion: The professional staff designs and implements a variety of learning and formational experiences, which actively engages the students and is consistent with the school's philosophy and goals.

The administration supports the faculty and encourages faculty members to grow both as lifelong learners and facilitators of student learning. Many of the faculty exceeds the minimum requirement demanded by the Diocese of Monterey for professional growth. They attain this through the school, the diocese, local and on-line university programs, public school districts and more. The faculty also belongs to professional organizations and subscribes to professional publications.

Teachers and aides use a variety of teaching strategies. They supplement grade level textbooks with chapter books, leveled reading kits, novels and classics, on-line readings, dictionaries, encyclopedias, and other reference materials. They also use visual aids such as charts, posters, graphic organizers, language and reading games, computer programs, video and overhead presentations. They use kinesthetic tools like games and projects, which require movement and group participation. Auditory learners benefit from the use of tapes, compact discs, videos, class discussion, oral presentations, brainstorming, dramatizations, role playing, and guest speakers. The school's computer lab offers students additional opportunities for research, skills reinforcement, and the exploration of new ideas. Field trips and various local and parish resources enhance classroom discussion and provide support for oral presentations, written reports, and correspondence.

Students collaborate with each other regularly. Large groups, small groups, and the use of partners, literature circles and peer editing are an important part of the language arts curriculum. Critical thinking skills are taught throughout the school. Students analyze various sources and learn to interpret, infer, and predict. As appropriate, students learn to describe and analyze characters, distinguish interior and exterior conflict, recognize point of view, and draw conclusions.

In middle school, research skills are a part of the curriculum. Research papers are coordinated among all the teachers who provide instruction in literature, language arts, library and computer. Organizing research according to subject matter, creating an accurate bibliography and producing oral presentations are among the many skills middle school students learn.

The entire faculty and staff strive to model the Catholic value of respectful and sensitive communication while teaching the curriculum and enforcing rules and expectations.

Good Shepherd Catholic School communicates expectations to students and families. Examples of means of communication are the Tuesday envelopes sent home each week, annual plans and weekly lesson plans, Back-to-School Night and the school's website.

B3. How Assessment is Used

Criterion: Teacher and student use of assessment is frequent and integrated into the teaching/learning process.

The Iowa Test of Basic Skills (ITBS) is administered in September for grades two through eight. Grades one and two assess reading using the DRA (Developmental Reading Assessment). Teachers learn about students by talking with one another, direct observation of students both in and out of the classroom, tests, quizzes, projects, brainstorming exercises, charts, oral reading, class discussions, participation in field trips, summer reading with tests in the fall, and daily school work.

Students participate in many contests and fairs. The school participates in the Santa Cruz County Authors' Fair, an Scholastic reading contest, the Santa Cruz Sentinel's annual spelling bee, and the Knights of Columbus essay contest.

Students are involved in assessing their own learning when they are able to select appropriate books for reading, peer edit, present oral reports, as well as generate and master grade-appropriate word lists. Students work with teachers to assess their work. Students are empowered to set learning goals, peer edit, correct their own work, and assess themselves using rubric guidelines.

Teachers use the results of assessments to modify instructional technique based on awareness of differing learning styles. Textbooks and supplemental materials that address diversity of student needs are selected, students can be assessed on a modified scale, and teachers use a varied wealth of techniques to address the diversity of students' needs.

Parents become more actively engaged in promoting a higher level of expectation from their children, participate as volunteers in classrooms, and work more collaboratively and effectively with the school in fostering the students' highest potential. As primary educators of their children Good Shepherd Catholic School ensures that parents are regularly kept informed of student progress through corrected work, progress reports, report cards and parent-teacher conferences, as well as other means of communication.

Areas of Strength:

- Specialist teachers coordinate and collaborate with classroom teachers to create an integrated curriculum that supports the language arts program and the development of strong language skills

- A fully automated, refurbished library with over 7,600 books in circulation, staffed by a teacher who operates a curriculum-based library to support students in research, literacy, and help foster an appreciation for and love of reading
- Research skills are taught in an organized progressive manner from third through eighth grade.
- In the middle school, the literature and social studies programs are linked through the use of specially purchased novels which mirror the social studies curriculum
- All students, from kindergarten through eighth grade, participate in the Santa Cruz County Authors' Fair.
- Yearly book fair run by parents and the librarian that promotes the love of reading, raises money for the library, and acquires book sets for the classrooms

Areas for Growth:

- Need a language arts program that provides consistency and develops a progression of language arts skills throughout the grades
- Need more cross-grade collaboration and formal grade-cluster meetings

CHAPTER IV C

SUPPORT FOR STUDENT PERSONAL, SPIRITUAL AND ACADEMIC GROWTH

C1. Student Connectedness

Criterion: Within the school's community of faith, students are connected to a system of support services, activities, and opportunities to assist them in meeting the challenges of the curricular/co-curricular program in order to achieve the student learning expectations.

Good Shepherd Catholic School has a variety of programs in place to meet the ongoing challenge of providing students, and families, with a sense of belonging/connectedness to the GSS community. These programs are a result of the efforts of parents, staff, students, community, which includes public schools. The instructional staff works hard to meet the needs of students with different learning styles. Occasionally, a student is identified with needs which can only be met through the development of an Individualized Educational Program (IEP) and the assistance of local public school districts.

In addition to the efforts made to meet the needs of all students Good Shepherd currently enjoys a very favorable student-teacher ratio, both in self contained classrooms as well as specialty subjects. Students at each grade level enjoy having contact with more than one teacher, thus expanding their sense of community. With low student-teacher class ratios students enjoy extra attention from their instructors and classroom aides.

Student progress is an important dynamic for each student, and each student's family. Reports on each student's progress is reported six times a year in the first through eighth grades. Progress reports are also issued at mid-trimester and report cards at the end of term. Report cards are also issued at the end of each semester for students in kindergarten. The school administration has made an effort to recognize students who have achieved academically, by establishing an honor roll as well as public acknowledgment for students who achieve an 80% in every subject area. The principal also mails a letter to the families of each honor roll student, to point out his/her accomplishment.

In addition to student's academic growth a variety of programs exist to foster the personal growth. School sponsored sports programs are offered for students in grades five through eight. The programs include both individual and team sports such as cross country running, soccer, track and field, flag football, basketball, volleyball and golf. Coaching is provided by both parent volunteers as well as Good Shepherd alumni. Other activities for students include: student council, a formal banquet for eighth grade students, academic decathlon, feeding the homeless, Grandparent's/Special Person's Day, choir, orchestra, drama, art, yearbook, spelling bee, dances, Santa Cruz County Science Fair, Cinco de Mayo celebrations, Santa Cruz County Math Contest, Student Author's Fair and class field trips. These programs are made possible by school personnel, parents and community members.

Good Shepherd students are encouraged to think beyond themselves and become morally aware leaders. GSS students participate in feeding the homeless, collecting coats and shoes for needy kids, the Human Race which supports St. Joseph's Catholic Community Ministry for People with Disabilities, and design holiday placemats for the Grey Bears. Students have also conducted fund raisers to buy wheelchairs for polio victims in Africa.

The spiritual growth of students is important to Good Shepherd Catholic School. Mass is celebrated monthly, prayer assemblies twice a week, the sacrament of Reconciliation during Advent and Lent, as well as retreats for both staff and students. The principal has initiated school wide prayer of the rosary in October and May. Each day classroom begins and ends with a prayer. School personnel and students are involved in their own parishes by providing altar service, Eucharistic Ministry and lecturing. Parents also model spiritual growth by gathering weekly at school to pray for the school.

Some student health needs are met thanks to volunteers from Dominican Hospital and the Lions Club; they do vision and hearing screening for students in selected grades. Students are sometimes identified with special medical needs are referred to health care professionals. Students who have chronic health conditions (diabetes, epilepsy, asthma, hearing impairments) receive support from their classmates, as appropriate.

Good Shepherd Catholic School provides a School Extension Program which affords a wholesome, caring environment for students whose parents work after school. SEP includes a variety of activities for students, both academic and recreational in nature. The SEP is another example of GSS creating a community environment for students and their families.

C2. Parent/Community Involvement

Criterion: The school administration employs a wide range of strategies to ensure that parental and community involvement is integral to the school's support system for students.

Parents are encouraged by the administration of Good Shepherd Catholic School to participate in the support of their students' growth: academically, spiritually, morally and physically. Actually, parents are required to donate hours of volunteer service in a variety of opportunities made available by the school. These opportunities include assisting in the classroom, efforts to improve the campus, fundraisers like the barbeque for Back to School Night in September, a Harvest Festival in October and the Spring Auction in March. Parents also operate the Hot Lunch Program which generates \$12,000 of income for the school.

Parents welcome visitors in classrooms; some work as classroom aides and others assist with the Book Fair or in the library. Parents also help with playground supervision provide transportation for field trips and coach sports teams.

Good Shepherd Catholic School supports parents in their responsibility to provide moral and spiritual development of their children. Students, with support from their parents and parish priests, are invited to wear their school uniforms and be greeters, hospitality hosts and altar servers at Sunday Mass. Parents also help students to prepare monthly liturgies and the Eighth Grade Baccalaureate Mass in May.

Good Shepherd Catholic School parents and community members, both individually and collectively, provide support for the school through a variety of activities and programs. Some of the activities are focused on the health and well being of the students while others are aimed at generating funds to support much needed school programs. Community organizations such as the Central Santa Cruz County Fire Department, Dominican Hospital and Capitola Mall support student programs throughout the year.

Schoolwide Areas of Strength

- Dedicated, qualified, loyal, educated staff
- Instructional aides, specialized teachers, classroom volunteers
- Enrichment programs: Computer classes, drama program, Spanish program, Athletics, Fine Arts program
- Community outreach
- Preschool and School Extension Program (SEP)
- Student activities which include: After school sports program. School Extension Program, music, visual arts and theatre arts

Schoolwide Critical Areas for Follow-up

- In-house services to identify and support special needs students
- Improve public relations, marketing, publicizing GSS in local parishes
- Increase student enrollment

CHAPTER IV D

Resource Management and Development

D1. Resources

Criterion: The resources available to the school are sufficient to sustain the school program and reflect sound financial practices and responsible stewardship and effectively used to carry out the school mission, philosophy and school-wide learning expectations.

Good Shepherd Catholic School carefully aligns its financial resources to reflect the school's mission, philosophy and school-wide learning expectations. The people who make up the school community, administration, staff, parents, clergy and community, are an invaluable resource toward the safe and effective operation of the school.

Although tuition is the greatest source of funds for Good Shepherd Catholic School, additional activities also support the school program. These activities, sponsored by parents, include, among others, Scrip/Escrip, the Endowment Fund, Hot Lunch Program, and the Scholastic Book Fair.

Financial support comes from three parishes: Resurrection in Aptos, St. Joseph in Capitola and Star of the Sea in Santa Cruz. The Diocese of Monterey also assists by providing funds for scholarships through the Bishop McFarland Scholarship Fund.

The school has met some rocky financial times due to change in administration and a decline in student enrollment (public schools have also faced declining enrollment locally). In addition, new budgeting and accounting procedures have created sound fiscal practices. A budget is created annually by the school's bookkeeper after discussing the anticipated needs of the school with the principal and the finance chairperson (PAC). Much goes into the successful development of the school's operating budget.

The hiring of a new custodian/maintenance man has been a tremendous improvement for the school. He is dedicated to making Good Shepherd Catholic School an effective, welcoming environment for students and staff alike. The daily cleaning of classrooms is taken care of by a local company. A fire marshal and insurance inspector do annual inspections for the safety of the campus.

D2. Resource Planning

Criterion: The administration executes responsible resource planning for the future.

In recent years resource planning has been very challenging due to the decrease in student enrollment. Continuity in leadership is important in the planning process, especially for resources. In the past three years, all three parishes affiliated with Good Shepherd have new

pastors and the school had a new principal come on board in September o 2005. Hopefully with continuity in leadership, both in the churches and school, families will have a renewed confidence in their children attending Good Shepherd Catholic School.

The principal has made efforts to increase the enrollment of GSS through a variety of means. He has approached many groups, especially churches, to encourage families to consider Good Shepherd Catholic School for their children. He also has had to make tough decisions regarding the maintenance of the school plant. Presently, clocks, bells, and intercom systems are in need of repair and resources are limited.

Areas of Strength:

- Parent volunteers who coordinate many fund raising events
- New financial management system which insures sound business practices
- Development of the Endowment Fund
- The initiation of a Capital Account, allowing school to make necessary improvements
- The creation of a Scholarship Fund to assist families in need
- Improved communications through development of a fall newsletter as well as a school website
- New custodian/maintenance man who has improved the appearance of GSS

Areas for Growth

- Develop a plan which increases non-tuition based revenue for the purpose of raising salaries and creating affordable education for future generations.
- Develop a long-range strategic plan, with participation from parents, staff and community members, to maximize student achievement.
- Develop an aggressive marketing plan, promoting the school's accomplishments of alumni, community and parishes, resulting in a 35% enrollment increase in the next five years.

CHAPTER IV

SYNTHESIS OF SCHOOLWIDE AREAS OF STRENGTHS AND SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP

Good Shepherd Catholic School is to be commended for using the Process for School Improvement protocol for a second round. The faculty and staff, with additional input from the parents and students, reviewed and updated the Student Learning Expectations.

The Process for School Improvement assisted the school community in clarifying and updating their learning expectations, identifying areas of strengths and targeting issues for school improvement. This is designed to promote improved instruction. Good Shepherd Catholic School gives high priority to the incorporation of Christian values and Catholic beliefs in all facets of school life.

The Visiting Committee synthesized a listing of strengths and key issues for growth to present to Good Shepherd Catholic School community. The evidence that supports this synthesis includes:

- The Process for School Improvement Self-Study Booklet
- The Progress Report from the WCEA/WASC Recommendations from 2001
- Evidence to support the self-study: student work, student projects, standardized test results, surveys, communication tools, handbooks, etc.
- Interviews with the principal, faculty, staff and two pastors of the three parishes being served
- Principal's Advisory Committee, Parent Club, parents, and students
- Classroom observation
- General observations of school procedures, activities, and interactions

SCHOOLWIDE AREAS OF STRENGTH

- Well-articulated statements of Mission and Philosophy, which provide the foundation for the Schoolwide Learning Expectations
- Strong leadership under the current administration and highly qualified credentialed faculty and dedicated staff, who have a strong commitment to professional development and religious growth
- Clergy involvement in schoolwide and parish liturgies, school assemblies and activities, graduation, and informal visits
- Parent volunteers who coordinate fund raising events, assist in the classroom, coach and support the school
- A strong sense of community in which students, regardless of age or grade level, sense an identity with Good Shepherd Catholic School rather than just with their classmates
- Catholic values and teaching are incorporated throughout the curriculum
- The school enjoys a high level of participation in liturgies, which are organized and led by students, coordinated by teachers and other specialists
- Dedication to community outreach and service for those in need with collaborative effort from the staff, parishes, the students and their families
- Improved communications through development of an annual fall newsletter, a school website and the weekly *Ram Review*

SCHOOLWIDE AREAS OF GROWTH

- Create a long-range strategic plan to pursue non-tuition based revenue, secure financial stability, increase enrollment and improve faculty compensation
- Produce a written curriculum guide for all subject areas in grades preschool through eight which would help provide:
 - a) a continuum of learning for students
 - b) an educational/informational profile for current and prospective parents/families
 - c) a means for orientation of newly hired staff to the school's program
- Develop a long-range strategic plan with participation from parents, staff and community members, and expand the role of the Principal's Advisory Committee (PAC) to maximize student achievement
- Review, analyze and disaggregate standardized test results across the grades to help guide instruction and student learning

CHAPTER V

SCHOOL IMPROVEMENT PLAN

The Visiting Committee found the School Improvement Action Plan developed by the faculty of Good Shepherd Catholic School to be accepted by the three pastors, principal, staff and Principal's Advisory Committee. Five (5) areas of growth were identified in the self-study and are seen as necessary for school improvement.

#1 Non Tuition Revenue

The first target goal addresses a need seen by the principal, staff, PAC, and at least two of the responsible pastors. The need arises from the ability to make tuition affordable to the parishioners in all three parishes. The goal seems well planned and the PAC, as an integral part of this goal, is committed to its accomplishment.

#2 Strengthen Board Commitment, Strategic Plan and Marketing

The second goal addresses a need to increase enrollment. The decrease in enrollment is considered a concern since it impacts the operating budget. The enrollment by parish has remained consistent in two of the three parishes.

The committee feels that this goal needs to be revisited and revised to express the reality of the written action plan. The action plan addresses the establishment of a "limited board of jurisdiction" as the means to develop a strategic plan for marketing the school. However, there is a need to articulate the concept of "limited jurisdiction board" to the parent community in order to receive their support.

This "limited jurisdiction board" needs the endorsement of the three pastors of the parishes the school serves. The committee believes that the diocesan school department needs to be an integral part of establishing this board.

The committee perceives that the school community, the PAC and two of the three pastors consider this a viable option for the school.

#3 Specialized Instruction, Tutoring and Counseling at School

The third goal addresses the need to develop a process by which students in need of academic, social and/or psychological support will be benefited. The committee believes this goal needs to be revisited and revised to establish a plan to identify and address the needs of these students. In this process, the school must identify what modifications and/or accommodations can be realistically accomplished.

#4 Continuum In Language Arts

The fourth goal addresses the development of a schoolwide Language Arts Program, which seeks to achieve a consistency in cross-grade collaboration and a continuum in the curriculum. The

committee agrees this goal is well designed to produce effective growth in reading, writing and oral expression.

#5 Professional and Religious Growth

The fifth goal addresses a need to provide more professional development opportunities for the staff. This will enhance the abilities of the staff as well as provide additional strategies to help students learn more effectively. The committee agrees this goal is well defined and will enhance student learning.

Conclusion

In addition to addressing the five goals of the Self Study, the committee considers the need to revisit GOALS # 2 and # 3 from the previous WASC Visit. The committee also sees a commitment to address these goals. The committee feels the school needs to complete the work that has already been started with regard to these two goals. The high turnover in faculty and principals has contributed to the difficulty in completing these goals.

The committee acknowledges the school's commitment to addressing the Schoolwide Critical Areas of Follow-up from the last WASC visit as well. Mrs. Duffy, first grade teacher, has assumed the position of Religion Coordinator for Good Shepherd Catholic School. Over the period of 2001-2006, faculty salaries have increased by 24%. Critical Area for Follow-up #1, Complete a written scope and sequence in all curricular areas, is continued as a Critical Area for Follow-up in the current self-study.

Under the present administration, there is a "feeling of confidence" in the school by the pastors, staff, parents and students. There is a sense of commitment to improve the school. The committee considers this dedication will ensure an ability and willingness to accomplish the present goals.

By addressing these areas of growth, student learning will be enhanced.

An annual report to the stakeholders of Good Shepherd Catholic School and the required diocesan report on the School Improvement Action Plan will ensure that progress is made and assist in reviewing the focus for the future.