



**IMPROVING  
STUDENT  
LEARNING**



**A Self Study for  
St. Vincent School  
2333 S. Figueroa St  
Los Angeles, CA 90007**

***Continuous School Improvement Focused On High Achievement Of All Students***

**2022-2023**

## **Preface**

The completion of St. Vincent School's Self Study is the product of the cooperative efforts of faculty, staff, parents, students and other shareholders dedicated to the mission of the school. St. Vincent School is a Daughter of Charity sponsored school with a mission focused on the Vincentian charism that sees the value of academic excellence rooted in the Catholic faith. St. Vincent School is blessed to partner with Catholic Schools Collaborative (CSC). As a community, we are blessed to have the support of the parish, a factor that positively impacts the mission and philosophy of St. Vincent School. Every effort has been made to present the school in a realistic light, highlighting its strengths while also planning for identified areas of growth to meet the future needs of all St. Vincent students. We are grateful to all faculty and staff for their dedication throughout the process.

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## **CHAPTER 1: INTRODUCTION**

### **A. HOW THE SELF STUDY**

The self-study process for St. Vincent School (SVS) has been ongoing since the last accreditation in 2015-2016. Through continuous ongoing self-evaluation and the completion of WARP Reports, we have been able to monitor progress and areas of concern. Due to the pandemic, there was a pause in the WASC writing process of the self-study, however, the school focused on the ongoing completion of the WARP Report. In August of 2021, to prepare for the accreditation visit in the 2022-2023 school year, a four-person leadership team was appointed to work with the principal and the faculty to self-evaluate and write the various chapters of the Improving Student Learning (ISL) Self Study. The leadership team members represent the administration and teachers. The team met before the Archdiocesan WASC/WCEA planning meetings to review the process, set timelines, organize/reorganize groups, redirect procedures, analyze data, make recommendations for moving forward, and seek clarification for following the protocol. These team members, and the principal, attended WASC/WCEA training meetings in October 2021, January 2022, May 2022, and August 2022. The information was shared with the team members at subsequent faculty meetings. The faculty was divided into core groups to assist in the writing of Chapter 3 and the action plans using the Improving Student Learning protocol.

From October 2021 through June 2022, the faculty worked on the various sections of chapter three. The individual teams worked together during the faculty meetings. During these meetings, the faculty reviewed and discussed sections of chapter three and the action plans. The leadership team then met together to review the feedback that was given and to make subsequent changes.

Faculty, staff, parents, students, and the pastor were surveyed on how well SVS has met the goals of the mission, philosophy, and SLEs. In the fall of 2020, the school issued its first climate survey, in collaboration with Catholic Schools Collaborative. All parents were invited to participate in the survey electronically; 70% of the school families participated. In the fall of 2022, all students in grades three through eight took the survey electronically, while transitional kindergarten through second-grade students were given paper/pencil surveys.

The school conducted a WASC survey in the winter of 2021 and fall of 2022. The data collected was reviewed by the administration and the leadership team. The survey was also given to the self-study core team as a resource for writing. We also have CSC climate surveys that have been conducted since our partnership in March 2020. These results have been shared with the administration and the most recent survey will be shared in the fall 2022 parent meeting.

The administration shared the progress of the self-study self with our parents and the executive board. Upon completion of the rough draft, the Parent Board reviewed the document and addressed any questions with the administration. As community leaders, their feedback was taken under advisement. The leadership team worked to finalize an accurate, cohesive document by

mid-November 2022. The Self Study and appendices were sent to the visiting chairperson and Rachel Rufus in early January 2023 for review. The greatest challenge in completing the Self Study was the change in the administration team, the teacher turnover since the last visit, and the hiring of six new teachers since the end of the 2020-2021 school year.

## **Evidence**

- Faculty meeting: agendas and minutes
- Team notes
- Parent newsletters
- Survey results
- WASC/WCEA drafts
- WARP reports from 2016-2022
- Consultation and feedback from Rachel Rufus

## **B. INVOLVEMENT AND COLLABORATION OF SHAREHOLDERS IN COMPLETING THE SELF STUDY**

*The school involves all shareholders in data review, analysis and dialogue about perceived accomplishments in the area of student learning, and in developing, implementing and monitoring goals for improvements in student learning.*

The SVS community has worked closely with all shareholders during the completion of the Self Study. The principal has worked with the administration, faculty and staff, Executive Parent Board, and the pastor. These groups have had input through regular meetings with the school leadership team. The faculty and staff have been involved throughout the Self Study process.

The executive parent board members have been invited to give their input where appropriate. They have been pleased with the school's steady growth and stability, both financially and educationally. The executive board's most significant contributions include fundraising and fostering relationships within the school community. Parent meetings occur four times a year, providing updates on the finances, academics, and faith formation of St. Vincent School while offering opportunities for feedback. The progress of our Self Study was reported to the school community at each of these meetings. During the pandemic, the administration met with parents every other month to keep them updated with current Covid guidelines. In 2021-2022, the meetings went back to four times a year via Zoom. A monthly Zoom coffee social and rosary was offered to parents as an opportunity to meet with the administration and build community and collaboration.

Online faculty surveys were conducted in the winter of the 2021-2022 school year. Student surveys began at the beginning of the 2022-2023 school year. During the winter of 2021, all parents were invited to participate in the survey electronically. 70% of the 184 families participated in the survey. Parents were asked to complete another survey in the school year 2022-2023. This was deemed necessary in order to get a perspective separate from the pandemic years. The combination of these surveys and feedback has contributed to the development of the Self Study. Survey data and trends identified in the Self Study provided information about student progress, the spiritual development

of students, and school accomplishments and needs. The data and feedback demonstrated that throughout the pandemic, the school was able to maintain spiritual solid growth and participation in prayer and faith formation. The academic progress was maintained and strengthened with the incorporation of adaptive programs. The surveys demonstrated that the parents positively responded to the adjustments during Covid and continue to bring their children to St. Vincent School for faith formation, academics, a safe learning environment, and the caring and qualified faculty and staff. The pastor completed the survey in the spring of 2022. Suggestions from the parent and student surveys were taken into consideration as the action plan was developed. Follow-up surveys will be done annually to receive feedback on the previous changes' effects which will help guide planning for subsequent years.

The school intends to keep shareholders involved in an ongoing systematic analysis of the school's effectiveness by communicating the accomplishments of the action plan benchmarks. The administration will give the school community the action plan and updates as to how to support best student learning. The school community will be informed of the progress of the Action Plan through updates at parent meetings, the weekly newsletters, as well as in the parish bulletin.

### **Evidence**

- Survey results
- Action plans

## **CHAPTER 2 – CONTEXT OF THE SCHOOL**

### **A. SCHOOL PROFILE**

#### **History of St. Vincent Catholic School**

St. Vincent School opened in 1911 by the Sisters of St. Joseph of Carondelet on the campus of the recently closed St. Vincent College. The school moved twice before settling at its current location in 1953. The Sisters of St. Joseph of Carondelet served the school until 1986, having instilled the charism of reconciliation. From 1987 until 1996, the school was under the direction of three lay principals. In 1997, the school's administration was transferred to the Daughters of Charity. As a result, it adopted the Vincentian charism of serving the poor.

The neighborhood was upper-middle class and wealthy when St. Vincent School was built. Gradually, the more affluent families moved to the suburbs, and the demographics changed. In the 1970s and 1980s, many families immigrated to this area from Mexico and Central America to escape war and governmental problems. They found work in the garment district, factories, and hotels. The nearby University of Southern California also provided a variety of jobs for families in the area.

St. Vincent School's successes and history are a result of the Daughters of Charity who built upon the stable foundation of the Sisters of St. Joseph of Carondelet. With the guidance and support of the Daughters of Charity, St. Vincent School's mission is to provide the finest education in an inclusive Catholic community of faith. In the fall of 2013, a transitional kindergarten opened to better serve the community. St. Vincent School will continue ministering to underserved families

that cannot afford the full tuition by educating students to lead, serve, and grow to their full potential as children of God.

### **Student Profile**

The School updates its student data every year using School Speak for the annual census and also for the Daughters of Charity census report. School Speak gathers information such as Catholic high school promotion, after-school extended care, government program participation, such as Title services and national school lunch program, class enrollment, and employee verification. This data and information are used to update the annual report by the principal and business manager and are reviewed by the entire administration. This information gives the principal an update on the demographics of the school to allow for planning.

As of October 2021, 248 students are enrolled at St. Vincent School. The student body is composed of 231 Hispanic, 10 African-American, one Native American, one Filipino, two Caucasian, and three Multiracial students. Twenty-two percent are Spanish speaking and 77 percent are English-speaking. The students are 98.3 percent Catholic and 1.7 percent Ethiopian Orthodox. The gender ratio remains fairly even, and Catholic student enrollment has remained stable. General enrollment has remained steady over the last five years, however, there is room for further growth.

The administrative structure of St. Vincent School consists of a full-time principal and vice-principal. In 2018-2019, the position of vice principal in charge of instruction and curriculum could not be financially sustained. In lieu of a vice-principal of curriculum, a leadership team was developed that consists of three teachers and administration. The leadership team teachers are selected from each grade-level band. The responsibility of the leadership team is to analyze academic data and take leadership roles within their prospective grade-level groups. The leadership team has proven to be a positive addition to the administrative structure, but the school continues to evaluate and determine how the team can support the administration in the area of student learning. It is evident that the absence of the vice-principal of instruction and curriculum has added an extra burden on the current vice-principal and her responsibilities with discipline and operations. These responsibilities are difficult to delegate to the leadership team who already carry the responsibility of being classroom teachers.

Student achievement is tracked through a variety of data and annotative reports. Although the trends were consistent over the last five years, the Covid pandemic and remote learning have affected these numbers. However, due to the school's progress in blended learning prior to March 2019, the transition to remote learning minimized disruption in learning.

St. Vincent School actively utilizes the Support Team Education Plan (STEP) to support students who are at risk or are English Language Learners. Currently, fourteen students have a STEP Plan in place and there are an additional eight students who receive scaffolding in the classroom and may transition to STEP as needed. The school retained an Educational Resource Specialist who assured that students were assessed and supported. However, due to financial restraints, the school no longer has a full-time Educational Resource Specialist and has also been unable to offer accelerated Math and remedial ELA. While documentation and monitoring of the STEP process have improved, it is an area that the school would like to strengthen.

In order to continue to support high achievement of all students, the school, in collaboration with Catholic Schools Collaborative, has invested in research-based curriculum and adaptive programs. These programs include:

## **ELA**

### **Publisher Curriculum**

Superkids/Happily Ever After TK - 2nd

Wonders 3rd - 6th

Actively Learn 7th & 8th

Achieve 3000 4th-8th

Adaptives - differentiated technology programs

Smarty Ants TK-3rd 2020-2022, 2022-2023, TK - 1st

Reading Horizons 2nd-3rd

Redbird ELA 4th-8th

Reading Horizons 4th-8th (Literacy Club) Learning Support

## **Math**

### **Publisher Curriculum**

My Math TK

Envision Math K, 2nd, 3rd, 5th phasing out

Reveal Math 1st, 4th, 6-8 piloting new program

Adaptives - differentiated technology programs

Dreambox TK-2nd

Redbird Math 3rd-5th

ALEKS 6th-8th (and any student who has completed Redbird Math)

## **Social Studies & Science**

### **Publisher Curriculum**

TCI 4th, 6-8th piloting

Achieve 3000 3rd-8th

Integrated with ELA, cross-curricular TK-2nd

Integrated with ELA, cross-curricular 3rd & 5th

This was a targeted shift to assure that all students received equal access to the curriculum through differentiated instruction and programs.

Students matriculate to surrounding schools with an impressive 100% acceptance for those applying to Catholic high schools. Some students attend local public schools due to financial restraints. However, some of these students attend specialized magnet and charter schools. The number of students choosing to attend Catholic schools has diminished due to the financial hardships placed upon the school families due to Covid. St. Vincent School graduates often return to campus and share their successes. Parents have also shared through surveys that students are more than adequately prepared for high school, with over 60% extremely satisfied. The school does not at this time track the grade point averages (GPAs) of graduates.

## **Parish and School Community Profile**

The demographics of the West Adams neighborhood reflect a microcosm of the city of Los Angeles due to the gentrification of the downtown area. St. Vincent Parish is a Vincentian community and the parishioners have consistently been primarily a Hispanic population. Similar to the parish, St. Vincent School is composed of 93 percent Hispanic students with the remaining 7 percent being made up of various ethnicities. Most of St. Vincent School's 248 students reside in the surrounding areas. School parents are high school graduates, tend to have multiple jobs, and a small percentage are college-educated professionals.

St. Vincent School employs eleven full-time classroom teachers, eight of whom have post-graduate degrees. Additionally, the school employs thirteen support staff that includes a student support teacher, classroom teacher assistants, after-school care, and office personnel.

## **Faculty, Parent, and Student Surveys**

Parent surveys have been conducted by the school annually since the 2016-2017 school year. Surveys are conducted at the beginning of each third trimester. Due to the pandemic, SVS conducted surveys each trimester to hear from the parents and also the faculty. Catholic Schools Collaborative (CSC) has played an integral part in conducting surveys at the end of the year, which are also shared with the principal. This additional survey from CSC continues to support the feedback and continuous growth of the school. During the pandemic, the administration and leadership team were able to review and make changes if needed to support both parties. Parents give valuable feedback through these surveys regarding areas of growth and insight into areas that may need improvement. The trends that have been seen are the importance of safety and ongoing administration communication. The most recent survey given at the beginning of this year revealed the following information: St. Vincent School parents rated Catholic Faith Formation as the number one reason for choosing St. Vincent School for their children. Additionally, other factors that were highly considered were Academic Excellence, Catholic Values, and Safe Environment. Parents are overwhelmingly satisfied with the Religion curriculum, with 94% of parents expressing that the curriculum was effective to highly effective. The core academic curriculum, math, ELA, science, and social studies were also reported as being effective to highly effective, with only math and science below 90%, at 86%. Math was indicated by some parents as an area that could be strengthened. There were several notations regarding the limiting of student support through tutoring and a resource program since the elimination of the Educational Resource Specialist position. The vast majority of parents felt that both academic demands and homework requirements were within appropriate expectations.

Parents expressed that the extra and co-curricular programs have strengths and some weaknesses. Computer education and physical education are areas where parents find the programs effective. Parents indicated that there is room for improvement in Art and Music. There is currently no consistent Music or Art program, however, through the University of Southern California, music enrichment programs are provided for the school. The school does provide Art Trek, a monthly art program in grades first through eighth. The school provided an after-school dance program for more than 20 years; however, due to Covid restrictions, we have not been able to continue this

program. The school can no longer financially support a Spanish program; it was discontinued in 2019. Parents expressed a desire to bring the program back.

Accessibility and communication between the school and families seem to be very effective. Although teacher accessibility was 81%, it is known that this has been affected by distance learning; the school community thrives on casual face-to-face communication. In the event of a problem arising, parents almost unanimously agreed that they felt very comfortable discussing issues with the administration and faculty. Academic feedback is an area where improvement would benefit. Although 80% feel that frequent feedback on academic progress was effective, some still feel that more is needed. Some of this may be due to a lack of technology access or knowledge, which the school needs to consider and brainstorm solutions for. Almost 100% of parents feel that students are happy and safe at school. They express that the teachers and students are respectful of each other, which contributes to a sense of well-being and security.

Staff was surveyed in seven areas: Religious Instruction/Faith Formation, School Management, Administration/Principal, Parental Involvement, School Environment and Safety, Discipline/Student Behavior, Staff Development, and School Reputation.

Overall, the staff responses clearly indicate that Religious Instruction/Faith Formation was highly effective/effective with a strong highly effective response to Prayers and Traditions of the Catholic Faith.

Support of the Mission and Philosophy and Standards-Based Instruction was primarily highly effective among the teachers. The understanding of the Schoolwide Learning Expectations (SLE) was deemed effective and is being addressed with a new assessment of the SLEs. Teachers expressed that their voice in decision-making is highly effective and effective.

Parental Involvement is an area where teachers deem improvement could be addressed. The survey indicated that 75% of responses regarding Parental Involvement fell in the effective to somewhat effective responses, with only 25% highly effective responses.

In response to School Environment and Safety, 92% of responses indicated that the school positively addresses the Environment and Safety with most leaning toward highly effective. Teachers did indicate that disaster drills need to be addressed more regularly.

There seems to be a variation of responses in the area of Discipline/Student Behavior, with responses ranging from highly effective to somewhat effective and one ineffective. Further investigation is warranted as to the cause of these differences.

The school seems to address Staff Development positively with a 65% response of highly effective. The staff recognizes that the school has a good reputation with 90% responding in the highly effective/effective range. The staff overwhelmingly contributes to the good reputation of the school.

Overall, there is a sense of positivity within the staff and they are strong contributors to the faith formation, educational goals, and positive environment of the school.

Student surveys indicate that 89% of students feel they are comfortable asking for assistance when they need support. Students strongly believe that their teachers make an effort to get to know them and really care about them, with 97% responding positively. When addressing Equity, 93% of students feel they are treated fairly and that differences in the students do not impede their ability to

get along and be respectful of each other. Additionally, students strongly believe they are safe at school.

### **Evidence**

- Appendix A – Personnel Data
- Survey Results
- 2021-2022 Census

### **B. USE OF PRIOR ACCREDITATION FINDINGS TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS**

*The school has used the prior accreditation findings, both those discovered by the school and those identified by the Visiting Committee and other pertinent data to ensure high achievement of all students and to drive school improvement.*

### **Prior Self Study Action Plans**

1. Construct new SLEs to guide the curriculum in support of the school’s Mission Statement and Philosophy, with a measurable component, in order to ensure an environment of learning for all students.
2. Implement a comprehensive blended-learning program in all grades.
3. Develop comprehensive and in-depth religion instruction.

St. Vincent School has made progress in addressing the Action Plans from the prior Self Study from 2015-2016. Progress has been significant in some areas and still in progress in others. The Covid pandemic has had a profound impact on completing the Action Plan to the fullest extent. In addition, there has been a high turnover of teachers throughout the past few years. A final contributing factor is the elimination of the position of vice-principal in charge of curriculum. These faculty changes also changed the members of the leadership team. These obstacles have hindered the completion of the Action Plan. The progress that was made was documented in the annual WARP Report, which the leadership team assisted in writing. The WARP report was given to the faculty at the beginning of August for review. The principal and leadership team, despite these obstacles, focused each year on executing the components of the Action Plan to the best of their ability. The new Schoolwide Learning Expectations (SLEs) have been constructed that support both the Mission and Philosophy of the school. The SLEs were refined to support the school community’s understanding of the goals toward high achievement and yet are written to be understandable for all students. They were approved by the consensus of the faculty in 2019. The SLEs were subsequently presented in 2019 at the fall parent meeting, allowing for community feedback. Additionally, posters were placed in each classroom, banners were hung around the campus, and printed in the students’ planners. Although the plan was to roll out the SLEs to the student body throughout the 2019-2020 year, that was interrupted by the change to distance learning due to the Covid pandemic, and the subsequent need in 2021-2022 to closely monitor Covid on campus. A new timeline has been established to coincide with the beginning of the 2022-2023 school year. With a comprehensive rollout in the winter of 2022, students, parents, and the

community will acquire an in-depth understanding of the SLEs and the goals they entail. The school has begun to explore methods in which the SLEs will be measured; possibilities for measurement include a rubric for different grade levels and student longevity portfolios. These are still in the discussion stage.

In 2016-2017, the Department of Catholic Schools began a pilot program on the newly revised religion standards. As a response to the new religion standards, St. Vincent's faculty began to focus on disaggregating ACRE data. As a result of reviewing the data and finding a need for faith formation among the school parents, St Vincent School began a strong outreach parent faith formation program. The family faith formation opportunities include education on the Vincentian saints, parent/family service projects, monthly parent prayer/coffee gatherings, and discussions. In 2017-2018, the school then began to roll out the new religion standards to the faculty. The faculty addressed each standard throughout the year to better understand them and to prepare to implement them the following year. The new religion standards were implemented in 2018-2019. The progress of both the faith formation program and the new standards will be monitored through the review of ACRE scores and parent feedback. The faculty began in 2019-2020 to research new textbook options to more closely align with the new standards.

The school's final goal was to develop and implement a blended learning program. The blended learning committee spent 2016-2017 researching and visiting schools that had implemented successful blended learning programs. The team presented their findings from the observations to the faculty. During 2017-2018, the faculty, led by the blended learning committee, researched and discussed what a blended learning community would look like at St. Vincent School. To further support a blended learning program, the principal between 2017-2020, participated in C3 and Erate to ensure the development of an infrastructure that would handle devices for all the students. The school also began obtaining devices for each grade. In March 2020, when the Los Angeles County Health Department & Department of Catholic Schools implemented campus closures, the school was able to launch remote learning within days. The school assured that all students had a device to take home if needed. In partnership with Catholic Schools Collaborative, St Vincent School has made great strides toward a blended learning program. This collaboration also includes multiple methods of monitoring student progress with the inclusion of technology. Technology and blended learning are ever-developing aspects of education, and St. Vincent is committed to ongoing research and development. Before the pandemic, the school did not have enough devices or adaptive programs that would meet the needs of all students. C3 had given the school iPads enough for grades TK-Kindergarten. However, in the spring of 2020, during the beginning of the pandemic, the Ahmanson Foundation gave a donation that allowed the school to purchase enough devices to be one-to-one. Since the partnership with Catholic Schools Collaborative (CSC,) St. Vincent School was able to obtain individual adaptive programs that differentiate student learning, which has had a positive impact on learning, especially through the pandemic. These programs also provide valuable data on student progress and areas that need support(see reports for Achieve 3000, SuperKids, and SmartyAnts.) Progress can be seen through the weekly data that teachers and administrators can view. Student interface identifies their needs and supports in ELA and Math and then assists the students to master the standards that have not been mastered. The school is in the first phase of understanding data disaggregation from all the adaptive programs and new curricula. This is an area for growth that will need to be addressed.

St. Vincent School has worked toward completing the Action Plans identified in the prior self study in 2015-2016. During the past 6 years, there have been steady improvements in the areas of blended learning, religion and faith formation, and updating the Schoolwide Learning Expectations. The school community worked collaboratively to create SLEs that truly reflect the objectives of St. Vincent School. Communicating and integrating the SLEs into the community is on the timeline for fall 2022. In the winter of the 2019-2020 school year, the school switched to distance learning. Despite pandemic obstacles, the administration was committed to collaborating with CSC to push our blended learning program. This was a goal that unfolded both because of the pandemic and in spite of it. The school continued our faith formation not only for the students with the unfolding of the new religious standards, but also for the families through the monthly virtual rosary, weekly Mass, daily prayer, and coffee socials. Although good progress has been made with all three action plans, the school will continue a commitment to address and assess each goal annually. Changes in administrative structure, changes of staff, reduction of faculty, and the Covid pandemic have impacted to what degree the school has reached each goal.

## **Evidence**

- WARP Reports
- Action Plan of 2015-2016
- New SLEs
- Implementation timeline
- One-to-one devices
- Adaptive programs
- Adaptive programs data
- SLEs banners and classroom frames
- New religion standards activities
- Family faith-based activities

## **CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM**

### **A. ASSESSMENT OF THE SCHOOL’S CATHOLIC IDENTITY**

*The school is Catholic, approved by the Local Ordinary (Canon 803), provides authentic Catholic teaching, opportunities for community worship and participation in the sacraments, and promotes evangelization and service to the community.*

St. Vincent School, as stated in the philosophy, prioritizes educating students in their Catholic faith and spirituality through the academic curriculum, as well as various religious and service-based activities. The school also supports families as primary educators in their child’s faith development.

Worship is a central activity in each student’s life. Students attend Mass every Thursday and are encouraged to attend Sunday Mass with their parents. Once a month students are asked to attend Sunday Family Mass in order to nurture their faith and sense of community. Each class is assigned a Family Mass to prepare and lead the congregation in prayer. The school has added attending Mass on the Holy Days of Obligation that fall during the school week. Students in the second grade as well as some older students receive Sacramental preparation including Reconciliation, Eucharist, and Baptism. Students attend retreats with the families in the parish’s religious education program

to build community. Students are offered opportunities to participate in Confession during Advent and Lent. Each class leads the school in an assigned prayer service throughout the school year. Students participate in prayer services to honor various Catholic traditions such as May Crowning, Easter Triduum, Advent, Dia de Muertos, and in honor of our Vincentian saints. Each classroom has a statue of Mary, a picture of the Vincentian Patron Saints, a prayer table, a cross, and a picture of the Pope. Each class has a particular Vincentian saint whose life becomes a focus of study throughout that grade level. One bulletin board in class must be dedicated to a religious theme, liturgical season, or focus throughout the school year. During Advent, each class displays an Advent Wreath and the school marks each week of Advent with a weekly morning prayer and lighting of the candle. St. Vincent School celebrates All Saints Day with a parade followed by the third grade class' presentation of a Wax Museum of Saints. During Lent, students are taught about the solemnities of the season such as Stations of the Cross that are acted out by the third grade class. There is also a prayer service at the onset of Lent in the church, in which classes bury boxes of Alleluias. A special prayer service is held when students return after Easter to raise the Alleluias and display them throughout the school. Crafts and projects are incorporated into the curriculum to support understanding of the Liturgical seasons. Any prayer or service that required students to gather was suspended due to Covid and resumed only when deemed safe.

Every morning, the school gathers together to begin the day with prayer and to recite the mission statement. Each month, a different class leads the school in morning prayer based on a theme or saint that they have chosen. The class lead prayer is dedicated to their Vincentian saint each morning. The purpose of focusing monthly morning prayers on the saints is so that students develop a wealth of knowledge of many Vincentian Saints by the time they graduate from school. Throughout the day, students pray prior to meals and at the beginning of class. As a school, the student body ends the day in prayer. Traditionally, the physical education teacher recites the St. Sebastian prayer at the beginning of each Physical Education class. Traditional Catholic prayers, as well as prayers of intercession and spontaneous prayer, are taught and practiced at appropriate grade levels. Each year, the Daughters of Charity donate Bibles which are presented to each first-grade student to deepen their understanding of the scriptures. Annually, each class holds a retreat to build community through prayer and worship. The eighth-grade students participate in two retreats, one at the beginning of the year to build community and one at the end to reflect on their time at St. Vincent and prepare for their journey to high school.

Service is an important aspect of the daily lives of Vincentian schools, as it is an integral part of our school mission. Every year students participate in the Founders Festival, which honors the Vincentian founders. St. Vincent School partners with another Daughter of Charity School and participates in a service project which reflects the charism of service. In celebration of Catholic Schools Week and for St. Vincent's feast day, the Student Council prepares daily activities, each class completes an off-campus service project to help those less fortunate. Students participate in service projects for different charitable organizations within the community or volunteer at local charities throughout the school year. Students also have the opportunity to join Vincentian Marian Youth to expand their faith leadership and service opportunities. Students also serve the parish as daily and weekly altar servers and lectors at the monthly Family Mass. Through service, the students are enriched with Vincentian Charism.

St. Vincent School embraces its Catholic identity by formally teaching religion. Teachers are dedicated to understanding the standards to be taught, as well as forming a better understanding of

Catholic doctrine and their personal faith journey. The religion curriculum is built upon the new Archdiocesan Religion standards. The new religion standards were presented to the faculty during the 2017-2018 school year. After dedicating faculty meeting time to reviewing and understanding the implementation of the new religion standards, teachers incorporated them into their curriculum the following year. Individual classes include projects in their curriculum that support faith formation and build the Catholic Identity within the school including the presentation of a “Saints Wax Museum,” All Saints research project, ACRE board game, junior high social justice project, junior high prayer journals, and Family Life project. Students in grades five and eight take the ACRE test, which is used to measure general knowledge of the Catholic faith. In addition to the ACRE test for religion assessment, the teachers use publishers’ assessments, teacher-generated assessments, project-based assessments, journals, and rubrics to assess knowledge of Catholic prayers and practices. The school recognizes that an area of growth is the need for the faculty to take a deeper analysis annually of the religion curriculum, and to set goals for the following school year. An analysis of the ACRE test revealed that the school needs to strengthen teachings on Church doctrine. Additionally, Catholic values need to be further incorporated throughout all academic subjects.

The faculty at St. Vincent School is provided with many faith-formation opportunities throughout the year. There is an annual retreat for all staff members to help build community and time for reflection. The faculty participates in at least two service projects each year with their class. Past service has included working at St. Vincent Meals on Wheels and delivering food to the homeless in Downtown Los Angeles. The administration has also encouraged the faculty to make home visits to families in order to foster a partnership between school and home.

The Catechist Formation Program is an area of growth for the entire faculty and staff, with ongoing opportunities to complete their Catechist Formation. Teachers and staff attend Religious Congress every year and submit a reflection of at least three sessions they attended. Faith Formation in-services have also been made available to faculty and staff to support their spiritual growth and knowledge of doctrine. The school offers a retreat at the beginning of the year where the faith-focused theme is shared and is used to contribute to a cohesive faith community. The faculty and staff participate in service projects to support our ongoing faith formation for our families. Pre-Covid, teachers gathered in prayer each morning and shared intentions. During teachers’ annual reviews, the administration reviews the teachers’ progress toward completing their Catechist Formation and sets goals towards completion if needed. SVS finds that this is an area for growth to provide further enrichment to all teachers in the area of religious instruction. The pandemic has made faith formation a challenge. However, the faculty and staff have done their best to monitor the Catechist Formation. As mentioned previously, this is an area for growth due to the high turnover of teachers. St. Vincent School will continue monitoring the completion of the Teacher Catechist Formation in order to ensure that teachers are adequately prepared according to Catholic Doctrine.

St. Vincent School supports and encourages families, as primary educators, to be active participants in their child’s faith and spiritual formation. Parents of students in Sacramental faith formation participate in adult classes to deepen their faith and support their children on their faith journey. All families have the opportunity to participate in monthly virtual prayer and coffee socials, monthly rosary, Thursday liturgy, prayer services, and monthly Family Mass. These practices have continued to be available through Zoom during the Covid pandemic. Families attend parent meetings three

times each year, with a component of each meeting dedicated to faith development. St. Vincent School requires every family to complete 30 service hours which help build parents' relationship with the school community and acts as a model of service for their children.

St. Vincent School provides many opportunities for the school community to strengthen its Catholic Identity. This is evident through service projects, liturgies, prayer services, and academic curricula. Students, parents, and faculty are encouraged to take advantage of the many opportunities to help form their Catholic identity. Despite the fact there is a multitude of opportunities for faith formation, it is evident that more service-based projects need to be made available for parent participation.

### **Significant Accomplishments**

- Opportunities are provided for students and faculty to serve the poor
- Morning and afternoon daily prayer
- Weekly Thursday Liturgy and monthly Family Mass
- Attending mass on Holy Days of Obligation
- Classroom Saints
- Annual Our Lady of Guadalupe Prayer Service
- Annual All Saints Wax Museum and student parade
- Annual live Stations of the Cross Prayer Service
- Annual Dia de Los Muertos Altar
- Prayer Services honoring classroom Vincentian Saints
- Annual faculty and classroom retreats
- Monthly Virtual Prayer and Coffee Social with Parents
- Monthly Virtual Family Rosary
- St. Vincent Feast Day Parish and School Celebration
- Founders' Festival
- Regularly Attendance of Religious Congress for faculty and staff/Faith Formation
- May Crowning
- Participation in emergency donations/aid to local catholic schools/ministries abroad

### **Significant Goals**

- Continue to find ways to incorporate families into spirituality and faith life through the Sacraments and Mass
- Developing a framework to incorporate religion standards throughout the academic subjects
- Ongoing analysis of ACRE test
- St. Vincent School will continue monitoring the completion of Teacher Catechist Formation in order to ensure that teachers are adequately prepared according to the Catholic Doctrine.
- Continue to improve Family Mass attendance outside our weekly mass

### **Evidence:**

- Daily prayer
- Weekly liturgies
- Monthly prayer services
- ACRE Tests
- ACRE Data Analysis
- Catechist Formation Documentation

## **B. DEFINING THE SCHOOL'S PURPOSE**

*The school's purpose is defined through the school's mission statement, philosophy, measurable Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

During the fall of the 2021 school year, the school's mission statement and SLEs were reviewed and analyzed in order to update and verify their validity for the school's Catholic identity. Faculty members met to discuss and revise the mission statement to correlate and be consistent with the school's philosophy, which provides an in-depth foundation of the school's purpose. Faculty meetings were calendared to analyze and discuss the mission statement to determine its relevance to the current school mission. They were then shared with parents and extended staff to review and give input to validate that the mission and philosophy were consistent with the Catholic identity at St. Vincent School. The leadership team reviewed any comments and finalized the mission statement and philosophy.

The mission and philosophy of St. Vincent School focus on the Catholic identity of the school and the connection to the parish and Church by providing a Catholic faith community. St. Vincent Parish is a Vincentian Community that supports the school's mission of the Vincentian Charism of Service to the Poor. The school's relationship to the parish, diocese, and Roman Catholic Church is manifested through our attendance at Mass on Thursdays, and through our monthly attendance at Sunday Family Mass. Students and families feel the connection between the school and the parish as they celebrate the Mass and Eucharist together. Students are also connected with a community of worship through liturgical prayer services, daily prayer, Sacramental preparation, and spiritual formation. There are opportunities for both school staff and parish staff to come together as the facilitators of both institutions to share and connect in a combined faith community. The pastor, through 2022, has been actively involved with the school and has been an active role model for the school community.

St. Vincent School recognizes and supports that parents are the primary educators of their children. Both the mission statement and philosophy clearly define the parents' role as such. Additionally, the faculty and staff of St. Vincent School understand that their role is to work in partnership with parents, who mutually support each other on this journey of education and faith development for the students. Communication is essential between school and parents to support the cooperative effort

of educating the child. There are many avenues of communication through email, Canvas, phone, Google Classroom, newsletter, scheduled and impromptu meetings, and spiritual and social events. St. Vincent School parents have multiple opportunities to be involved in the school community. They are encouraged to participate in the following groups or activities: Parent Board, Parent Executive Board, service projects, fundraising, monthly virtual prayer, coffee socials, monthly rosary, liturgies, and organizing and assisting with extra-curricular activities. Parent participation in service projects and activities is strongly encouraged, as they are role models for their children. It is through this teamwork of parents and school, modeling a faith community, that students can be successful in achieving their greatest potential and becoming active Vincentian faith-filled members of the community.

The Schoolwide Learning Expectations were revised four years ago in response to a critical goal identified in the previous WASC report. The substance of the newly revised SLEs was derived from the school's mission and philosophy to assure that they truly encompass the purpose and goals of each student within the faith of the Catholic Church. Essential to St. Vincent is the Vincentian Charism of service to the poor and fostering an awareness of people in need. With this in mind, the SLEs create the acronym SERVE; this is an ever-present reminder of the dedication to service that is clearly stated in the school mission. The five points of the SLEs embody the school philosophy of developing with excellence the whole person in body, mind, and spirit. When revising the SLEs, the school recognized the need to create them in a manner that was concise and in language that students across all grade levels could understand. In simplifying the language, it remained important that the goals be challenging, yet attainable with dedication and support from parents, faculty, and staff. With the teachings of Jesus and St. Vincent as the foundation, the SLEs outline what each student is expected to accomplish and achieve upon graduation from the eighth grade. Students need to achieve academically according to their abilities, foster respect for others and the environment, have a deep foundation in service, and be knowledgeable, practicing members of the Catholic Church.

Currently, the SLEs are posted in the entryway of the school and in each classroom; each student has a copy in their planner provided by the school. The process of further incorporating the SLEs into the fabric of the school is still in progress. Although the essence of the SLEs is evident in the curriculum and the activities of the school community in general, a concerted effort to have students internalize them is still being planned and implemented. The school is cognizant of the task required to assure that not only are students aware of the SLEs but also that there is a need to implement a tool of measurement. The measurement should be clear and reflective to assure students' feedback on their progress toward success. The implementation of weaving the SLEs into the daily lives of the students was delayed due to the Covid pandemic and remote learning, however, it is scheduled to resume in January 2022. Additionally, the faculty will dedicate meeting time to create a method of measurement for the achievement of SLEs at various levels throughout the students' years at St. Vincent School, with a culmination review in the eighth grade.

The St. Vincent School mission, philosophy, and SLEs are not only a reflection of our community but also have a foundation in the teachings of the Catholic Church. The school upholds the Code of Canon Law demonstrating that it is a place where parents can seek a Catholic education in cooperation with the school to provide faith formation as the primary purpose of the school under

the authority of the Catholic Church. The school has developed a curriculum that aligns with the directives and standards of the Department of Catholic Schools, under the direction of the Archdiocese of Los Angeles. Curriculum components are based on the four pillars of the *Catechism of the Catholic Church*. Religion textbooks reviewed and ultimately chosen by the school, are textbooks that have been approved by the USCCB. With the school's dedication to service, the seven Catholic Social Teachings and the Vincentian Charism of service to the poor were used as guides in creating the SLEs. The goal is that the SLEs are then not only used to measure growth in upholding the mission statement, but also the growth of students. Ultimately, the teachings of Jesus, as found in the New Testament, drive the Catholic education of St. Vincent School.

In partnership with the Department of Catholic Schools, St. Vincent School offers a standards-based curriculum across all subject areas. The school reviewed and implemented the new religion standards in 2018-2019. Curriculum standards are used to measure student progress and mastery in all subject areas. Measures of these standards use a variety of methods: standards and publishers' tests, software platforms, student assessment and feedback, project-based measures, rubrics, oral and performance demonstrations, and anecdotal observations. The results of these measures are then used to plan and adjust curriculum that supports student learning. The faculty and administration have been improving the methodologies and curriculum with internet technology and applications, professional development, and updated textbooks and resources to enhance student learning.

Students and parents are made aware of academic and behavior expectations and standard measures at the first parent meeting and at Back to School Night, through the school handbook, and reviewed with students in their classroom. The handbook contains the grading scale which is the standard for the Archdiocese, academic policies, technology use guidelines, behavioral expectations with consequences, and the dress code. The handbook clearly delineates the grading process for reporting growth. Assessments are 70% of the final grade, with homework and other assignments contributing to the remaining 30%. Report of progress is shared with parents through report cards, progress reports, online grade sheets, standardized test results, and conferences. The parents and students are required to read the handbook and sign a form acknowledging that they have received it, read it, and agreed with the stated policies. Revisions are made annually as deemed necessary to be current and relative.

In the Spring of 2021, the school adopted Kickboard provided by Catholic Schools Collaborative, a software platform and professional service that helps schools build successful positive behavior management programs for virtual and onsite learning. In addition to Kickboard, the school also began a collaboration with Butterfly Behavior, a partner of CSC to support teachers with classroom management. Through Kickboard, students are given feedback for positive behavior and intervention for behavior and work habits. The vice-principal reviews the platform on a daily basis to assure that students are achieving at least five positive points per day. If students are not receiving feedback for their behaviors, the vice-principal connects with teachers either through emails or face-to-face conversations. When a student has an aggression point in either behavior or work habits, the administration will meet with the teacher first to discuss the incident and then speak to the student if needed. Kickboard was introduced during online learning; unfortunately, it changed to a new platform that was introduced in July 2022. With that, the school decided to step

down and take a different approach with positive behavior, and continue to collaborate with Butterfly Behavior as a partner and resource to help teachers, students, and families.

The faculty and school community affirmed that St. Vincent School has a clear and well-defined Catholic identity, which is the basis for defining the school's purpose. This was determined through a process of analyzing data compiled from surveys, student scores, anecdotal observations, and community responses. With the review and revision of the school's SLEs and mission statement, the school has made it more relevant and applicable to modern educational practices and confirmed the commitment to high standards in Catholic education.

### **Mission Statement:**

“St. Vincent School, in partnership with families who are the primary educators of their child, will cultivate a transformative education embodying the Vincentian Charism of Service to foster curious and innovative learners.”

### **School Vision Statement**

St. Vincent Catholic School seeks to nurture and grow students academically and spiritually to become the next generation of Vincentian leaders at home and in the community.

### **Philosophy:**

St. Vincent Parish School is a Catholic educational institution which pursues the development of the total person within the environment of a faith community.

Those who form this community recognize the need to cooperate with one another by accepting their appropriate responsibilities. Thus, the teachers support parents who are the primary educators of their children. Likewise, the parents support the teachers who are the facilitators of their children's education. Together they form a learning, loving, and worshiping community that seeks to nourish the students at every level: body, mind, and spirit.

In the pursuit of excellence at each of these levels, the school provides the environment and motivation to acquire skills that allow the students to reach their greatest potential and lead them to be active members of the Church and society.

### **St. Vincent School SLEs are:**

Service to the Poor  
Excellence through Knowledge  
Respecting Rights and Demonstrating Responsibility  
Vincentian Faith Lived  
Environmental Care for God's Creation

### **Significant Accomplishments**

- The school's Catholic identity is manifested through daily prayer, regular liturgies, service to the poor, and fostering an awareness of people in need leading to structured service projects throughout the year.
- The school's mission statement and SLEs were reviewed and analyzed by faculty members in order to update and verify their validity for the school's Catholic identity.
- Implementation of new religion standards

### **Significant Goals**

- Develop a structure that incorporates the Schoolwide Learning Expectations in the daily lives of the students, faculty, and families that ensure that Christ is at the center of the educational purpose.
- It is a goal to develop a form of measurement for the SLEs across grade levels.
- Constantly and consistently check to make sure Christ is at the center of all that is done. (from religion to all academic subjects, to athletics, to letters/notes being sent home.
- Continue to educate families in the knowledge of Vincentian Saints.

### **Evidence:**

- Weekly Family Newsletter
- Parent Surveys
- Student Surveys
- Faculty and Staff Surveys
- SLEs, Mission Statement
- School Vision Statement
- Philosophy printed in the school handbook and on the school website
- SLEs and mission statement clearly displayed in every classroom, hallway, outside on the playground, all office, and faculty room
- Expectations of faculty, staff, and governing authorities are printed in faculty handbook

## **C. ORGANIZATION FOR STUDENT LEARNING TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS**

*The organizational structures of the school focus on high achievement of all students, and communicate student progress to all shareholders.*

St. Vincent School is dedicated to promoting the high achievement of all students and has implemented many ways to promote the Catholic Identity of the school.

St. Vincent School is uniquely structured as a Vincentian school sponsored by the Daughters of Charity. Inspired by the Vincentian charism of serving the poor, St. Vincent School is structured not only to serve those with financial hardships but also those who otherwise may not be able to access quality education. The Daughters of Charity, as the governing body over Vincentian schools, has many structures in place to assist their schools in achieving high-quality education for all its students. Scholarship and tuition assistance grants access to many students in our neighborhood. Adaptive educational programs, auxiliary support staff, mental and physical health programs,

academic resource support, and teacher education are in many ways supported by the Daughters of Charity.

The Daughters of Charity have a partnership with the Catholic Schools Collaborative (CSC) to support the leaders of their schools to provide quality leadership as educational coaches. Additionally, they provide curriculum support that allows access to a rigorous curriculum that is research-based and vetted. Professional development is included to assure that teachers effectively implement the curriculum. The Catholic School Collaborative also provides resources and staff that support the socio-emotional development of the child, which is key to academic achievement. CSC provides workshops for families to support them in their role as primary educators of their children. This partnership has proven to be an excellent fit that not only promotes the high achievement of all students but also supports the mission of St. Vincent School.

The St. Vincent Parent Board provides outreach to the school community to build socio-emotional support and faith formation opportunities. The school has discovered that these are the areas of greatest need for school families. Some of the events provided are Muffins for Moms, Doughnuts for Dads, Las Posadas, Trunk or Treat, and Dia de San Vicente.

Due to St. Vincent School being a Daughters of Charity school, the pastor has a specifically different role than other parish schools. The pastor's role is strictly as the spiritual advisor with no administrative authority. The parish is in transition with a new pastor appointed effective July 1, 2022.

Since the last WASC/WCEA visit, a strategic plan was developed that reflected the goals of the 2015-2016 WASC report that aligns with the annual WARP reports. The strategic plan was shared with the faculty and the school community for their input. Due to the Covid pandemic, we delayed the creation of a new six-year strategic plan. Upon completion of the WASC/WCEA visit, the school's goal is to develop a new strategic plan.

Because the school understands that a strong Catholic identity must be properly modeled for students in order for it to be truly effective, St. Vincent School has dedicated ample time for faculty and staff faith formation. The Daughters of Charity provide opportunities for the faculty and staff to grow in their knowledge and understanding of Vincentian charism. This includes a weekend retreat held at the beginning of each school year for all new teachers and staff. Additionally, the entire faculty and staff participate in retreats once a year. Teachers are invited to participate in a two-year program called Forming Educators in the Vincentian Charism in order for them to become leaders in Vincentian Education. These teachers then take this knowledge back to the school to better support the school's mission. Six current members of the school have participated in this program since its inception in 2015. The Daughters of Charity also provide a work retreat for the administration three times a year. Lastly, the entire faculty and staff attend the annual Religious Education Congress as part of their Archdiocesan Faith Formation program.

The school provides many opportunities for students and families to witness and grow in their Catholic faith. All students attend weekly Mass on Thursdays, as well as, on holy days of obligation with the parish community. Monthly School Family Masses held on Sunday provide

opportunities for the school community to be present with the greater St. Vincent parish community. Masses and prayer services are also celebrated for different feast days. Parents are encouraged to join these liturgies. Each school day begins and ends with prayer. Before the Covid pandemic, morning prayer was led outside in front of the school by a different class each month and focused on the Vincentian Patron Saint for that class. Before the pandemic, every Friday we concluded our week by praying a decade of the rosary, which is led by members of Vincentian Marian Youth (VMY.) This is a national Vincentian service organization that has been active at St. Vincent School and Parish for over 15 years. We are still working to reinstate this practice since our return to in-person school.

In response to our last WASC/WCEA goal to provide more faith formation for the school families, the school provides family service projects. The families successfully created a program to provide food and essentials for the homeless in our community, serving over 150 individuals. This project was done three times a year. Due to Covid, we had to suspend the outreach service but replaced it with Vincentian Formation via Zoom. In this program, speakers provided by the Daughters of Charity spoke on relevant topics to assist our parents in their understanding of faith and Vincentian Charism. This program was well received by the parents bringing them a new awareness of the importance of the Daughters of Charity and their work. Additionally, families gather monthly via Zoom to pray the rosary as a community.

ACRE tests are taken each year by the fifth and eighth-grade students and results are reviewed by the faculty to identify areas of strengths and weaknesses within the religion curriculum. The review of the ACRE results leads to a discussion on how the school can better prepare our students in the area of religion. ACRE is only one form of data used to drive religion curriculum. Faculty also adhere to the Archdiocesan Religion standards in planning and preparing daily lessons. Student growth in religion standards is monitored through a variety of assessments.

St. Vincent School recognizes that in order to promote an effective academic environment, the students and parents must feel confident about the safety of the school. The administration makes sure that staff members are fully aware of their role to keep the school safe and organized. Drills are held regularly to help students and staff practice the procedures in case of a fire, earthquake, or lockdown. This training includes a mock disaster drill once a year for earthquakes, in which the entire process is played out from setting up a triage station to a team sweeping through the school to identify and aid injured students. Before the pandemic, parents were invited to participate in the drills; all members of the staff have clearly defined roles. This mock disaster is held annually on the day of the Great California Shake Out. Additionally, St. Vincent has utilized community services to enhance school safety and training. An example would be that the Los Angeles Police Department trained the faculty and staff on how to best stay safe in the event of an active shooter. All who wish to volunteer to work with the students or work on campus must be fingerprinted and VIRTUS certified. A nurse and a counselor are available on certain days of the week to address physical and mental health concerns. The school counselor has held classes on bullying after concerns have been raised. Due to the Covid pandemic, the need for further support was brought to the attention of the Daughters of Charity Foundation, and the school was awarded a grant that provided for a health clerk and case manager to support our nurse and counselors. We also have support from Catholic Schools Collaborative which provides social-emotional support through

Butterfly Behavior and Loyola Marymount University Art Therapy. The principal has an open-door policy for all students, faculty, staff, and parents to come to her with any concerns. When issues arise, the principal works together with the vice-principal and; if needed, the leadership team to address the concerns.

St. Vincent School has many programs and procedures in place to help advance and differentiate instruction and learning throughout the school. The school felt it was necessary to create a new Covid relevant handbook to update programs and procedures in light of distance learning. These new programs and procedures were implemented in March of 2020 when the campus transitioned to an online school due to Covid. With the new relationship and support of Catholic School Collaborative, St. Vincent School was able to move to individual adaptive programs at the end of 2019-2020 and continue today to differentiate in the areas of ELA and Math. These programs include: Smarty Antz, DreamBox, RedBird ELA, Redbird Math, and ALEKS have supported the needs of all of our students. The Daughters of Charity and CSC have full access to the data generated by these programs. Their support and analysis help the school utilize the data to drive the curriculum and to differentiate instruction in order to support high achievement for all students. In addition, the Academic Decathlon team continues to challenge some of the advanced students to participate in rigorous competitions in various subjects; due to the pandemic, we put a halt to the team until 2022-2023. Students are welcome to join many sports and after-school clubs as long as they maintain a 2.0 grade point in academics and behavior. These clubs have included cooking, sewing, National Junior Honors Society, student council, VMY, choir, dance, and a variety of sports. Due to the pandemic, all clubs were stopped and will resume in the fall of 2022-2023. Participation in extra-curricular activities allows students to feel a closer connection to the community which often encourages student success.

The school also has procedures to ensure that students who struggle have an avenue to success. The school has a Support Team Educational Plan (STEP) program which is led by the school vice-principal. The program brings multiple parties together to better meet the needs of individual students. Teachers recommend students for the STEP process when they feel that the interventions in the classroom have not resulted in student growth or advancement. Participants in the STEP meetings include the vice-principal, the classroom teacher, the parent, the student, and, at times, a counselor. As a result of the STEP procedures, programs have been developed to address the needs of students. Teachers offer to tutor students after-school and provide ways for parents to further assist students at home. A representative from LAUSD meets with teachers monthly to discuss ways to further support students with IEPs. Teachers use data from formative assessment, adaptive programs, and STAR reading and math results to identify areas of strength and weakness for the class as a whole, as well as, individual students who would be referred to STEP for assessment and support. Teachers and staff support student learning outside the classroom with homework, literacy programs (3rd-8th), and study hall (5th-8th). Additional community resources that the administration has engaged to support student learning are Clarion Therapy for speech, Title I Reading and Math remedial tutoring, USC JEP tutors and mentors, USC music program, USC science curriculum and materials, and MSMU tutoring. The teachers have been using data to drive instruction, but recognize the need to further utilize and disaggregate the data in order to increase the growth of all students and also share the data with parents on a monthly basis. The principal

accessed EANS funds which allowed the school, through Catapult, to have teacher aides to support student learning in grades fourth through eighth.

The school communicates student achievement in a variety of ways. Grades and behavior expectations are accessible through the school website, student handbook, Canvas, Gradelink, and Kickboard. Canvas and Kickboard were adopted in the Spring of 2020. However, due to a change in the platform on Kickboard, the school decided to discontinue the usage of Kickboard after the 2021-2022 school year. Parents are informed of student progress through these systems that are updated by all teachers. Trimester teacher-parent conferences allow time for discussion of student progress. Teachers input grades into Canvas at least bi-weekly. Parents are able to review the grades online at any time and are also provided with official progress reports and report cards each trimester. Teachers have conferences with every parent at the end of the first trimester and with parents of selected students at the end of the second trimester. During parent-teacher conferences, student grades, reports from STAR tests, and adaptive programs progress are presented and discussed. Teachers also communicate directly with the parents when needed. The school also communicates to constituents through a weekly newsletter, emails, award ceremonies, and the Soaring Eagles acknowledgments. Marketing materials and school tours are organized at an open house by the Parent Board. Student ambassadors give tours and help distribute marketing materials. The Parent Board also speaks at the Mass during Catholic Schools Week to share with the community at large, including student successes and how the support of the school community impacts their child's learning and the families' Catholic identity.

During the pandemic with the support of CSC, the school began a new approach to a positive behavior management system called Kickboard. The entire faculty and staff were trained in this new platform, which looks at each student's and class' behavior. The goal is that all students, faculty, and staff are well-trained before inviting the parents to this new tool. Kickboard was announced to the families in the spring of 2020, and we continued to communicate with parents as we transitioned to sharing the tool with our families. Due to updates in the Kickboard format, we have decided to temporarily suspend our usage for the 2022-2023 school year while we learn more about the platform changes.

The school administration values the high achievement of students and allocates funds to integrate updated curriculum and technology in the classrooms. As a result of the pandemic, St. Vincent School adopted one-to-one devices throughout the entire school. Transitional kindergarten through first grade have iPads, and second through eighth grade have Chromebooks. The school was also able to update teacher technology through EANS funding.

### **Significant Accomplishments:**

- Faith Formation programming provided once a month to involve and educate families in the Vincentian charism.
- Interventions provided for low-achieving students.
- Daily implementation of adaptive programs and supplementary curriculum materials to close the achievement gap (measured through Lexile growth, ACRE scores, ALEKS and adaptive programs data.)
- Community partnership with LAUSD, USC JEP, counseling and therapy services, speech

- therapy, MSMU tutoring, CSC.
- Improved systems implemented (cameras, visitor policies, carline process, etc.) to provide a physically and emotionally safe environment for all students.
- Support transparency to stakeholders through learning management systems and schoolwide communication systems.

### **Significant Goals**

- Examine and track data trends and outcomes of current reading and math curriculum, methodologies, and adaptive technologies on a regular basis to determine effectiveness. Additionally, this will allow us to gauge what needs adjusting in order to provide optimum instruction to support high achievement of all students.
- Provide professional development to support teachers in the disaggregation of data.
- Provide professional development for teachers on effective implementation of vertical alignment.

### **Evidence:**

- Student Intervention File: STEP File
- Online lesson plans through Canvas
- School safety handbook
- STAR scores
- School calendar and newsletter
- Schoolwide adaptive program data

## **D. DATA ANALYSIS AND ACTION TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS**

*The school uses educationally sound assessment processes to collect data. The school disaggregates and analyzes student performance data and uses the analysis as a basis for instructional/curricular improvement.*

St. Vincent School uses a variety of assessments to collect and analyze student data. The school has been using data to drive curricular change and focus on instructional improvement for all students.

Every year, students in fifth and eighth grade take the ACRE test. This test is used to measure general knowledge of the Catholic faith. The results are reviewed and analyzed by the classroom teachers and administration. The school recognizes the need to be more intentional about yearly religious focus and goals. While a consistent emphasis is placed on Catholic values and faith, a goal of the school moving forward is to focus more on internalizing knowledge of the Catholic faith based on new Archdiocesan religion standards.

Annually, the faculty uses the template for the analysis of the ACRE test provided by the Department of Catholic Schools. The faculty reviews the results of ACRE tests by individual

domains to determine areas of strength and areas of growth. From this analysis, teachers can determine areas of reteaching and focus on the religion curriculum.

Due to the current transition from our previous SLEs to the current SLEs, the SLEs have not been formally assessed. At the time that the updated SLEs were written, a rubric was created to measure each expectation. However, the implementation of the rubric has been stalled due to the pandemic. The school plans to review the rubric in the fall of 2022; this includes making sure the students articulate them, and that progress toward mastery of the SLEs is made in all grades. The new SLEs were created collaboratively to assure that they reflect the goals of the community and can be measured and assessed.

In the fall of 2017, the school participated in the three-year Onward Readers program. The program was a focus on foundational literacy skills, reading comprehension, and differentiation. Data was collected through STAR Early Literacy and Reading. During the workshops, data was reviewed and workshops were given to guide teachers in how to support the students. The last two years of the program were difficult at the school with a turnover of teachers.

In late February 2020, CSC began a partnership with SVS; in March 2020 when the pandemic hit, CSC and the Daughters of Charity began to look at programs that were going to make an impact on student learning throughout all the grades. Data was analyzed and disaggregated and in the fall of 2020, a new ELA curriculum was introduced to the faculty and staff. The ELA programs that were added during the fall of 2020-2021 consisted of Superkids for grades TK-2nd and Achieve 3000 for grades 3rd-8th. Weekly data meetings with CSC and the principal provided feedback on student growth, especially in the Lexile growth in grades 3rd-8th. Data from these programs were shared weekly and bi-weekly with the principal and teachers.

As a whole, the school has collected data on several norm-referenced assessments. These assessments include ACRE, STAR tests in Early Literacy, Math, and Reading, as well as comprehensive data provided from CSC in the following: Smarty Antz, DreamBox, Achieve 3000, Actively Learn, RedBird ELA and Math, and ALEKS. Individual teachers design and utilize standards-based tests in their respective classrooms. Some of these assessments include teacher-generated tests, publisher-generated tests, rubrics, and project-based assessments. Throughout grade levels, assessment structures vary to meet the developmental needs of the students. Daily formative assessment is utilized to check for understanding and to inform and drive instruction. These assessments are included in teacher lesson plans and aligned with measurable objectives.

Since the 2019-2020 school year, teachers have been trained in and have implemented a host of adaptive learning platforms, especially those that target core math and English Language Arts skills. Teachers have participated in collegial conversations in weekly staff meetings regarding the effectiveness and implementation of these programs. Additionally, staff has engaged in professional development workshops that target data analysis and action planning; these workshops have been hosted by the Catholic Schools Collaborative, as well as the program companies themselves. Although teachers are aware of the many data available and have begun to use this knowledge to

tailor instruction, a schoolwide goal is to systematize the way this data is reviewed and used. The school acknowledges that more frequent, specific training will help our staff realize this goal.

The administration and faculty have compartmentalized areas to apply the results of the data reviewed. The discussions have been used to make curricular, budgetary, staffing, structure, and enrollment decisions by the administrator. Some of these decisions include purchasing adaptive programs, aligning with CSC, applying budgetary funds to programs to improve student learning, choosing to access Title I and Title II programs and funds, placing full-time teacher assistants in all primary grades, and maintaining class sizes to address students' needs.

Although teachers have begun to analyze all the data to look for patterns of mastery and growth, as well as critical areas of need, more training in the area is needed. The data results are used to group students into homogeneous and heterogeneous groups based on their levels of mastery. Instruction is then differentiated to meet their needs both in small groups and whole group instruction. Progress, as shown through data, is communicated with parents during conferences and periodically throughout the year. Since the last WASC visit, the school continues to use data from STAR and adaptive programs more effectively to differentiate instruction by identifying individual student needs. The data is also utilized to target students for intervention, STEP, and Title 1.

Grades and behavior expectations are accessible through Canvas, Gradelink, and Kickboard. Parents are informed of student progress through Canvas which is updated by all teachers. Parents are able to review the grades on Canvas at any time and are provided with official progress reports and report cards each trimester. Teachers meet with all parents at the initial progress report and communicate and meet directly with the parents throughout the school year as necessary. Grades are presented during meetings with parents as well as reports from STAR tests. Schoolwide STAR and adaptive data is shared with the parents monthly and in parent meetings.

Teachers have collaborated to better align the curriculum to the standards. Since March 2020, teachers have used data from adaptive programs to identify the students who need additional support. Due to the pandemic, ELA and Math have been an area of great concern. In the subject area of ELA, the reviewed data from a variety of assessments showed low achievement in comprehension and fluency. In order to address this area of concern, SuperKids, Smarty Antz, Achieve 3000, Actively Learn, and RedBird ELA were implemented in 2020-2021. Along with instructional support, these programs assess students on their ability to comprehend text independently, thus allowing the program and the teacher to adjust instruction to meet the needs of each student. Achieve 3000 has made a significant impact on our students with Lexile growth as of the fall of 2022 of 237% among junior high students, and 80% growth overall. Data from 2018-2021 demonstrated that a significant number of students demonstrated low performance in the area of math. After a review of the data and collaboration with CSC, it was decided that more cohesiveness was necessary throughout the whole school. As a result, the school implemented DreamBox, RedBird Math, and most recently Reveal Math in grades first, fourth, and sixth through eighth; ALEKS has supplemented math instruction as well. This provides comprehensive instruction, practice, and review, while also providing ongoing data of progress. In the fall of 2021-2022, after months of reviewing data, the school approached CSC for assistance to provide

additional support for ELA in grades third through fifth. Teachers acknowledged that students in these grades needed additional reading support that had been missed during the pandemic. As a result of their efforts, CSC introduced McGraw Hill's Wonders program to our teachers. Reading Horizons was implemented for third through eighth graders struggling with foundational literacy skills. Reading Horizons was introduced as a Literacy Club for students in the morning and afternoon. As a result, we have observed 50% growth in the students who participate in this supplementary support with fidelity.

The faculty follows the Core Instructional Practice (CIP) model of gradual release, formative and summative assessment practices, methodologies, and differentiation. While formative assessment has been a major focus for the school since the last WASC visit, it is recognized that more consistency in this area is needed throughout the school in order to effectively check for student progress toward mastery. The school recognizes that there is a need for teachers to focus on disaggregating data from standardized tests, classroom assessments, data from adaptive curriculum software, individual adaptive programs, and student work to effectively inform instruction to further support high achievement of all students. This is an area of growth for the school.

St. Vincent School has achieved a great deal in addressing the needs of all students. The integration of all the adaptive programs along with the current curriculum has allowed for more informed and individualized lessons and interventions. However, there is a need for more strategic faith-based instruction, a better SLE implementation, and evaluation process, as well as continued use and evaluation of student programs and interventions.

### **Significant Accomplishments**

- The use of STAR and adaptive data to improve student learning and inform instruction.
- Continued participation and commitment in the CSC professional development.
- Student awareness of the purpose of the adaptive programs.

### **Significant Goals**

- Implement multiple methods of data collection and analysis that can be disaggregated in a manner that allows for interpretation by students, parents, and faculty.
- Implementation of rubric for the SLEs.
- To devote designated time in bi-weekly staff meetings to interpret student progress data across programs.

### **Evidence:**

- STAR Reports
- Adaptive Program Data
- ACRE Reports
- Agenda Professional Development

## **E. HIGH ACHIEVEMENT BY ALL STUDENTS TOWARD CLEARLY DEFINED SLE'S AND CURRICULUM STANDARDS**

*All students make acceptable and measurable progress toward clearly defined Schoolwide Learning Expectations and challenging, comprehensive, and relevant curriculum standards.*

The Catholic identity of the school is evident throughout each school day. The academic day begins with morning prayer, where the whole student body participates in the responses that are led by a different class each month. Due to the pandemic, schoolwide prayer continued via Zoom from March 2020 to June 2021. In the fall of 2021, as a faculty and staff, it was decided for each teacher to lead her class with daily morning prayer due to the unexpected closures. We also end our school day with the Guardian Angel prayer. In the fall of the 2021-2022 school year, the principal began leading prayer at the end of the day. On Wednesdays, members of VMY (Vincentian Marian Youth) led a decade of the rosary over the loudspeaker for many years, and read the intentions written by the school community. The goal is for all practices that were happening prior to Covid to resume in the fall of 2022.

The entire school attends Mass each Thursday morning, where students are altar servers, choir members, and lectors. Following Mass, the sixth, seventh and eighth-grade students reflect on the readings from the Liturgy. Each month, school families are invited and encouraged to attend the Sunday Family Mass. The Family Mass is led by a different class each month to allow students to be fully involved in the liturgy within the parish community. Prayer services are organized by different grade levels throughout the liturgical year. These practices were interrupted from March 2020 through June 2022; the goal is to return to full capacity of all the liturgies, prayers, service projects, and practices that demonstrate the Catholic identity and values of the school.

Religion is taught daily following the revised Archdiocese Religion standards. Teachers have adjusted their objectives and lessons to coincide with these new standards. Currently, there are not any newly published curriculums in alignment with the new standards. The school will investigate and purchase a new program as they become available.

In addition, the fifth and eighth-grade students, even through the pandemic, continue to complete the ACRE test each year to measure their understanding of the values and teachings of the Catholic Church. This is essential in determining student achievement toward curriculum goals and standards as outlined by the USCCB and the Archdiocese of Los Angeles.

The teachers use the Common Core State Standards (CCSS) to lead their instruction for each lesson. The teachers meet in grade-level groups weekly during faculty meetings to discuss strategies, methodologies, and data. The intent of the weekly gathering is to make sure that all of the instruction is driven by the curriculum standards. An example that reflects this planning is the “What Must Be Done Project” which are group projects in sixth through eighth grade. The projects reflect the pillars of Catholic social teaching. Lastly, teachers gather at the end of each school year to share the achievements of each student from the previous grade and what direction instruction should follow in the coming academic year in order to try to ensure the comprehensive study of the standards. The faculty embraces its role as leaders of faith development. They model this in multiple ways such as beginning meetings with prayer and intentions, and sometimes including an intentional focus for the meeting that aligns with the liturgical year.

At the end of the year, curriculum meetings are held to review data and discuss teacher input to determine if the objectives are being met or if adjustments in lessons and methodologies need to be considered. In June 2020 and in partnership with CSC, the data showed that the school needed to make a shift in primary ELA to address the deficit in literacy. Therefore in 2020-2021 during remote learning, the school made the decision to adopt **SuperKids, Achieve 3000, Redbird ELA** curriculum. This would support a strong literacy curriculum on a continuum throughout the primary grades. Additionally, remote learning during 2020-2021 contributed to the loss in growth in ELA foundational reading skills in third through sixth grade. Data from the first trimester of 2021-2022 demonstrated a need to make an adjustment to the curriculum. With support from CSC, the school chose the **Wonders** curriculum as the core ELA curriculum for third through sixth grade. It was also decided that additional support was needed for students in these grades who were lacking foundational literacy skills. To address this need, the school adopted **Reading Horizons**, an individualized learning support program. Additionally, in the fall of 2022, fifth through eighth grade adopted **TCI** for Social Studies and Science curriculum and **Reveal Math** for first, fourth, sixth, seventh, and eighth grades. To support the transition from Envision to Reveal Math, the school adopted **ALEKS** adaptive Math program for junior high, as well as high-achieving students in fourth and fifth grade. The program **MAPS** further collects data to assure a continuum of fluency and detects indicators of a phonological processing disorder. Students will be assessed with **MAPS** tri-annually beginning this school year of 2022-2023.

The administration and the Daughters of Charity are dedicated to a partnership with CSC to create long-range curricular plans. The principal meets regularly with CSC to discuss curricular achievements and goals to ensure a strong academic continuum. This process is still in its beginning stages and has contributed to the development of goals for the school. The ultimate goal is to create a new strategic plan to replace the strategic plan created in 2016.

SLEs are posted in all classrooms, offices, breezeway, hallways, outside the playground, and in the student's planner and handbook. Due to the pandemic, there was a halt in the creation of the rubric that had begun in the fall of 2019. Covid took precedence and the SLEs were tabled until the winter of 2022 to reintroduce to all the students by the teachers. As a school, we recognize the importance of integrating the SLEs across all aspects of the school community, to assure that the SLEs are internalized and lived by students, faculty, and school families. However, although the SLEs are beginning to be incorporated into the daily life of our community, we also recognize the need to complete and implement a rubric to evaluate the growth toward mastery of the SLEs. Creating a measurable SLEs rubric is of utmost importance and a continuous goal.

Since the last WCEA visit in 2015-2016, there has been a restructuring in administration due to the school's budget cuts. The school no longer has a vice principal of curriculum nor a resource specialist. A leadership team was created to replicate the role of the vice principal of curriculum and to lead grade-level professional learning communities (PLCs.) This has been an effective approach, but a revisit to this current structure would be beneficial to see if there is an approach that can add more value to student learning.

Grades and behavior expectations are accessible through the school website, student handbook, Canvas and Gradelink, progress reports, and report cards. Parents are informed of student progress

through teacher-parent conferences. Parents are able to review the grades online through Canvas bi-weekly and are provided with official progress reports and report cards each trimester. At the parent conferences, grades and STAR reports are reviewed and discussed. During the pandemic with the support of CSC, the school began a new approach to a positive behavior management system called Kickboard. The entire faculty and staff have been trained in this new platform, which looks at each student's behavior individually and as a class. The plan was to share with families in the winter of 2022. However, in the summer of 2022, the platform of Kickboard changed and the school decided it would no longer benefit our students and faculty, and staff. As we solidify our adaptive program curriculum, a goal is that we begin to share progress data more meaningfully with all stakeholders.

St. Vincent School has adopted various assessments that measure acceptable progress toward curriculum standards. Ideally, acceptable progress finds students at their appropriate grade level with at least a full year's growth. Nevertheless, due to the pandemic, the growth of all students was affected, and the school needed to respond to the dip in student growth. With the addition of the two ELA programs, Superkids and Wonders, additional sources of assessment became available. These programs, along with the adaptive programs that tailor learning to students' specific skill needs, have given teachers a way to support student learning. The school uses STAR and adaptive programs to generate individualized reports for every student and class. Teachers are able to use the data found in these reports to evaluate students' overall progress. Additionally, teacher-generated tests are used to formally assess student progress in the classroom. Teachers have the opportunity to create their own assessments to accommodate the needs of every learner. Some teachers also use publisher-generated tests to identify if students have mastered the curriculum standards. With our new adaptive programs, we have increased our access to daily, weekly, bi-weekly, and monthly reports that assist teachers in their day-to-day instruction.

When students are not making acceptable progress, additional strategies are implemented to facilitate student learning. **Teachers closely monitor students and collect data from their adaptive programs and current curriculum** to determine if they are making acceptable progress. The STAR Reading and Math tests are one tool that continues to help teachers. The school has been blessed to have CSC which has provided additional adaptive curriculums that provide important data tools for all teachers. If students continue to have deficits in progress, teachers design individualized intervention plans and continue to monitor those students. Intervention plans are created by collaborating with teachers, students, and parents. If acceptable progress is still not achieved, students are referred to the vice principal in order to begin a STEP plan.

Since the last accreditation with the support of C3 Ignite, The Ahmanson Foundation, EANS, and CSC, the school has been able to have a class set of devices for all students and teachers. Having these devices has allowed the school to acquire and utilize successful adaptive programs that are not only closing the literacy gap but also have been providing support to our students since the pandemic. The school was able to purchase the ELA, science, and social studies curriculum through EANS funding and extend the license for all the adaptive programs. With all these new curriculums and adaptive programs we have been able to see growth in both struggling and accelerated students. Each teacher has been able to integrate their own blended learning approach into their classrooms.

St. Vincent School has made significant strides in ensuring high achievement by all students toward clearly defined SLEs and curriculum standards. The incorporation of weekly standards-based lesson plans with clear objectives and formative assessments has provided a basis for student mastery. Those, coupled with standardized testing data from STAR and adaptive programs, have allowed for longitudinal tracking of student progress. This data has been used to adopt curricular and adaptive programs that individualize instruction. Teachers have benefited from sponsored CSC professional development since March 2020 which helps guide them with the new adaptive programs. Teachers continue to attend weekly to monthly professional development and receive coaching from the CSC staff, too. However, further professional development is needed to assist teachers with a deeper analysis of the data provided. Due to the pandemic, the SLEs have been slowly reintroduced to the daily conversation of our students. The school recognizes the need to create a rubric to measure and assess progress toward mastery.

**Accomplishments:**

- Transitioning to the Common Core Standards
- Purchase of more devices and transition to one-to-one learning.
- Improved teacher technology
- New ELA curriculum for TK-6th
- Adaptive Programs: Smart Antz, DreamBox, Redbird ELA/Math, Aleks, Horizons

**Significant Goals:**

- Design and implement a measure of student progress toward achieving Schoolwide Learning Expectations that includes a method of reflection and adjustments as needed for student achievement
- Professional development of data analysis of adaptive programs

**Evidence:**

- STAR Reports
- Adaptive Data Reports
- Weekly Lesson Plans
- Student work
- Assessments
- Textbooks and teacher resources
- Curriculum mapping materials
- Intervention and STEP Plans

**F. INSTRUCTIONAL METHODOLOGY TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS**

*The staff applies research-based knowledge about teaching and learning in the instructional process. Assessment is frequent and varied, integrated into the teaching/learning process, and informs curriculum planning.*

The school is dedicated to supporting teachers as they develop their knowledge to instruct students with the best methodologies to support high achievement of all students. The faculty and staff at St. Vincent School model Catholic values to the student and parents. Teachers have been provided

with the opportunity to earn their certification in faith formation by attending Religious Education Congress and Sophia Institute. St. Vincent School holds at least one retreat each year for faculty and staff to reflect on their own faith journey as they prepare the faith formation of their students. Each year, the faculty and staff participate in projects in the community.

St. Vincent School has participated in various programs through the Archdiocese of Los Angeles to support teachers in their methodology and instructional practices. Over the last five years, teachers have participated in CIP, Core Instructional Practice, presented by the Department of Academic Excellence with the Department of Catholic Schools. The main focus of this program is to provide educators with a research-based lesson structure that emphasizes the CIP, which includes the gradual release of responsibility. Teachers' lessons include an objective, methodology, and an assessment that aligns with the objective. Gradual release is a research-based instructional model that shifts the responsibility of the learning process from the teacher to the student. Mastery of each objective is measured with a formative assessment at the end of each lesson, for example, exit tickets, quizzes, and self-assessments. As new teachers join the faculty, they are mentored and instructed in the CIP model and the use of formative assessments.

Teachers submit weekly lesson plans that are reviewed by the principal who provides the teachers with weekly feedback on their incorporation of the CIP; this includes monitoring student progress, incorporating gradual release of responsibility, modeling and implementing effective instruction, designing formative assessments, providing data-based feedback, and analyzing the data to drive instructional decisions.

Teachers are encouraged to attend professional development in addition to those provided by the school and the Department of Catholic School. Beginning with the pandemic, teachers attended weekly professional developments through CSC. This included Grace Dearborne's professional development as well as other professional developments providing new methodologies to be used with distance learning through the new adaptive programs that were implemented to support student learning. Additionally, for the past six years, seminars sponsored by Los Angeles Unified School District (LAUSD) on differentiated instruction, special needs, and inclusive practices are held annually and attended by the whole faculty. The principal also attends monthly professional development from CSC to become an effective educational leader. The school has weekly faculty meetings that support all teachers in reviewing lessons and data. Faculty meetings are designed to allow for break-out meetings, at which time the PLCs meet. The school leadership team is evaluating and redesigning the PLC structure and meetings. Teachers have also had the opportunity to access Title II funds to further their education with a Master's degree, credential completion, and certifications.

Teachers use a variety of formative assessments at the end of each lesson, including quick checks and performance tasks. The assessments are aligned to the objective for each lesson to check for mastery of the focus skill. The objectives are posted in the room in order to allow students to reference them. Data is gathered from formative assessments and used to modify instruction to meet the student's needs through remediation, enrichment, and appropriate pacing. Data is also collected from STAR and currently from all the adaptive programs to analyze student learning and inform instruction. Teachers are able to create instructional groups based on student performance through all of the given data from formative and summative assessments, adaptive programs, and

Lexile scores from Achieve 3000 and STAR. These groups are flexible and allow teachers to create heterogeneous or homogeneous groups. Canvas also allows parents to be able to access students' grades at any time. This allows parents, the primary educators, to communicate with teachers their concerns or questions regarding student progress toward mastery.

St. Vincent School has implemented the Common Core State Standards. These standards are used as the foundation for instruction across all grade levels. Teachers utilize instructional programs and resources that align with the standards. These standards are cited in each lesson plan and are built upon throughout the school year. The gradual release methodology is designed to assure that teachers can use feedback and formative assessment to check for understanding and therefore to adjust instruction and/or methodologies as the students progress to understanding and mastery. An area of growth and a goal at all levels is to further implement the Next Generation Science Standards (NGSS). Further professional development is needed in this area to support teachers as they begin to implement the new science curriculum, TCI Science. This is a curriculum that engages students and brings relevant connections between content and everyday life. Through the adoption of this program, teachers will be able to track student understanding as they demonstrate knowledge of the science standards for each grade level.

Teachers use a variety of instructional techniques to meet the individual needs of learners. Throughout any given day, teachers will use partner and small grouping, technology, and project-based learning. Data is analyzed from STAR, adaptive program assessments, and publisher-created assessments in order to identify which students are not meeting the standards and are in need of intervention. Teachers have begun to reintroduce the SLEs in their daily routine post distance-learning. This is an area that needs to be addressed and implemented.

The school had a full-time technology teacher who taught transitional kindergarten to eighth grade, but due to Covid and budget constraints, this role has been reduced to part-time. Due to the pandemic, a shift was made to incorporate technology as the number one source of the curriculum. Each teacher has access to a document camera, projector, teacher laptop and monitor, iPad, microphone headset, and TV. Teachers utilize these tools to show videos and model assignments and activities for the class. Students have access to individual Chromebooks or iPads which are used for research, adaptive programs, and curriculum. Access to these technologies reinforces concepts learned, assignment completion, and assessments. The use of online assessments has allowed teachers to more accurately and frequently track longitudinal data online.

St. Vincent School uses a variety of techniques to support the high achievements of all students through the use of CIP, differentiated assessments, increased access to online applications and curriculum, collaboration with others, and professional development. St. Vincent School is making strides in obtaining more professional development in all the adaptive programs and curriculum in order to continue supporting student learning and informing instruction.

**Significant Accomplishments:**

- Implementation of the Core Instructional Practices
- Weekly faculty meetings
- Weekly lesson plans

**Goal:**

- The school plans to provide more opportunities for professional development moving forward that focuses on all the adaptive programs and how to use data more effectively
- Redesign PLC meetings to include additional times during the week outside of faculty meetings

**Evidence:**

- Teachers' lesson plans (Canvas)
- STAR test results
- Adaptive program data results

**G. SUPPORT FOR STUDENT SPIRITUAL, PERSONAL, AND ACADEMIC GROWTH**

*Within the school's community of faith, students have opportunities to participate in support services and activities to assist them in accessing the curricular and co-curricular programs to achieve the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

St. Vincent School nurtures the spiritual growth of students by providing a learning environment within a Vincentian faith community built on the teachings of the Catholic Church. As a Vincentian community, the school offers many opportunities for prayer which are evident in the daily routines, such as morning and afternoon prayers, prayers before meals, and intentional prayers. Moreover, the school attends Mass weekly, prays the rosary weekly, and celebrates feast and holy days with prayer services. These prayer opportunities are led by both students and faculty. Parents are encouraged to participate in monthly prayer, family service projects, coffee socials, and Sunday Family Mass. Faculty and staff participate in the annual faculty retreat, Vincentian symposium, Religious Education Congress, and small group prayer on a daily and weekly basis.

Service is an integral part of the educational landscape at St. Vincent School. St. Vincent School celebrates the feast day of its patron saint, St. Vincent, each September. The school sets aside two days that focus on St. Vincent and his commitment to service. One day is set aside for service projects held by every class. The second event is Dia de San Vicente, where St. Vincent is celebrated with the entire parish, school community, and the surrounding neighborhood. There is free food, entertainment, and all ministries share a booth and exhibit the purpose of their ministry.

Each year during Catholic Schools Week, one day is set aside as a day of service. All classes pick a service project that assists the community. Some examples include collecting food for St. Francis Center, Meals on Wheels, and picking up trash in the surrounding neighborhood. Over the years, school-wide service projects have included raising money for Children's Hospital Orange County, and collecting food for our parent service projects. Also, the school participates in a Founders Festival with another Vincentian school in the Los Angeles area each year; the schools get together in March for a day of service to commemorate the Vincentian founders. Many of these events have

not taken place for a few years because of the pandemic, however, it has been calendared for these events to return to the school's regular schedule in the 2022-2023 school year. Furthermore, each class completes two service projects each year to help the church's food pantry and other local organizations.

St. Vincent School provides access to the arts through several engaging programs. For many years, the school has been in partnership with Art Trek to bring hands-on art classes to first through eighth-grade students. In cooperation with the University of Southern California Thornton Music Department, the arts are brought alive with on-campus music experiences. An after-school dance program provided performance experience for students throughout the year.

Students at St. Vincent School participate in a variety of extracurricular activities as ways of enhancing personal, spiritual, and academic growth. Students from grades five through eight are given the opportunity each year to be on the Student Council. Student Council representatives meet bi-weekly to plan school-wide activities such as Seasonal Spirit Week, Catholic Schools Week, All Saints Day, and to organize school-wide community-building activities. All students are given the opportunity to participate in after-school clubs such as Yearbook, Cooking, Choir, Dance, Cricut, Crochet club, Lego League, Little Eagles, National Junior Honor Society, National Elementary Honor Society, and the Academic Decathlon team. Students in fifth through eighth grade participate in Catholic Youth Organization (CYO) sports that include football, soccer, volleyball, basketball, and track and field. Students at St. Vincent School are formed in the Vincentian charism through multiple activities that allow them to grow in their personal relationships with God. The leadership and moderators of these programs are guided to integrate a sense of faith and Catholic doctrine which leads to good sportsmanship, teamwork, a sense of belonging, and a duty to uplift fellow students in all they attempt.

Struggling learners at St. Vincent School are assisted in a number of different ways. Our school is an LAUSD Title I school, which provides an English Language Arts and Math teacher to assist qualifying students who need extra support. Due to the lack of funds, the school was unable to rehire a full-time resource specialist who provided additional support to all students and teachers. The vice principal has taken the lead to head the STEP team at St. Vincent, which provides detailed interventions for students that include action items for the teacher, student, and parents and/or guardians to ensure academic success. The school designed a Literacy Club in the Spring of 2022 to assist students who had not met their Lexile levels and are lacking phonics and reading comprehension skills. These students meet daily at 7:20 a.m. and work on Reading Horizons. This adaptive program works with our students to ensure they gain all phonemic awareness and reading comprehension skills. Using our EANs funds, we also have added four new TAs in grades four and five, and an ELA and Math assistant in junior high to assist our students that need additional support. The teachers provide intervention and/or tutoring for students that need extra help. STAR program assesses students three times a year, and offers teachers a variety of helpful metrics in Language Arts and Math. This allows teachers to monitor and adjust lessons, individualize instruction, and pinpoint specific strengths and areas of growth of each student. With the support of CSC, we have been able to provide all students with personalized adaptive programs which focus on skills that have not been mastered throughout their academic years. These programs include Smarty Ants in grades transitional kindergarten (TK) through third, (2020-2022), and TK through first in the 2022-2023 school year. Reading Horizons is being utilized as a part of core instruction

in second and third grades, while Redbird is implemented in fourth through eighth. As previously mentioned, Reading Horizons is used as an intervention for struggling students in fourth through eighth, also known as Literacy Club. As for math, Dreambox is used in TK through second, Redbird Math in grades third through fifth, and ALEKS in grades sixth through eighth. Motivated students who completed the Redbird Math program in lower grades have the opportunity to advance to ALEKS prior to junior high. TCI is used for social studies and science in grades fourth through eighth, in conjunction with Achieve 3000. The adaptive programs have been implemented since March 2020 when an imminent need for a high quality online curriculum arose. The goal is to disaggregate the data from the adaptive programs and core curriculum in order to better support student learning. Adaptive programs have played an important role in our blended learning model. To support our blended learning, St. Vincent School has placed an emphasis on incorporating technology in the classroom. In June 2020, with the support of a grant, the school was able to purchase additional computers to have complete sets for all the classrooms. EANS funding allowed the school to provide technology for teachers to support instruction.

Our school daycare program provides a safe after-school environment and assists students with homework as needed. Since returning in person, the school offers a study hall for students in grades third through eighth to complete their classwork and receive support as needed. Before the pandemic, the National Junior Honor Society (NJHS) and National Elementary Honor Society (NEHS) had study sessions for students that needed support with homework and basic skills; however, the school is putting this program on hold until 2023. Each year, the University of Southern California (USC) sends students to help with tutoring, mentoring, and mini-course instruction through the Joint Education Program (JEP). This program has been inactive since March 2020 due to the pandemic. In the last two years, a partnership has developed with Mount St. Mary's University, which provides student teachers in the classroom; this has fostered a mutualistic relationship between student teachers, classroom teachers, and students.

Both the school's mission statement and philosophy state that St. Vincent school provides a nurturing environment. In the fall of 2021, the school adopted Kickboard through CSC. It is a program that looks at the positive behavior of all students and incorporates the cardinal virtues of the Catholic Church. This program was consistently used by the entire faculty and staff but is currently being evaluated due to programmatic changes. Students were given Eagle Points for their positive behaviors throughout the day and also as a class. When negative behavior or a bad choice occurs, the administration is alerted to hold a collaborative conversation. If more support is needed to address student behavior, the vice principal and resources counselor refer students to counseling support provided in-house and through CSC. CSC provides support through Butterfly Behavior and Loyola Marymount University (LMU) Art Therapy which provides teachers with feedback and strategies to support students.

After much discussion regarding the effectiveness of Kickboard, the administration, faculty, and staff felt that it was lacking strong professional development regarding restorative practices. Therefore the administration is working with CSC along with the teachers to fully receive professional development for restorative practices through Butterfly Behavior. This is a goal that is much needed to support all stakeholders.

The school administration provides ample opportunities for parental involvement to strengthen parent-student relations. Parents are encouraged to involve themselves with the school through the completion of their service hours. *Since the pandemic, the number of hours has increased from 10 to currently 20 service hours.* Many parents go above and beyond the 20-hour commitment to serve the school community, as they are dedicated to the sense of family nurtured at St. Vincent School. The Parent Board organizes social events throughout the school year to build community. Such events are Graham Crackers for Grandparent Day, Muffins for Moms, Doughnuts for Dads, Family s projects, dinner dances, Sunday Family Mass, School Mass, Posadas, and prayer services. St. Vincent School begins each school year with a Back-to-School Night, where parents and teachers meet to get acquainted with policies, curriculum, and student expectations. The first trimester conferences are mandatory for all parents, with the goal of partnering with families to create a plan for the student's academic success. All teachers post grades online through Canvas. This allows parents to check their child's grades and to be alerted when grades are updated. Any comments or questions can be posted directly via Canvas or sent to the teacher's school email.

St. Vincent School's staff realizes that safety is imperative to being able to provide a safe environment conducive to student success. To that goal, the school has created emergency plans that support the safety of all members of the school community. Monthly drills are conducted for lockdowns, fires, and earthquakes. The entire school community participates in a mock disaster drill once a year to practice responding to major earthquakes. The school is in partnership with the Figueroa Corridor, which provides additional safety patrols in the school vicinity. The ongoing relationship with the Los Angeles Police Department (LAPD) and Fire Department provides multiple avenues of support. In the past year, the school has improved security by installing two new cameras with an intercom system in the walk-in gate. The school campus is fully fenced and provides a sense of security. The school is alert to the possible dangers of technology and internet access, therefore, has subscribed to Go Guardian which allows the teachers, administration, and the school's IT specialist to oversee the student's activity on their devices.

St Vincent School provides student health services throughout the school year. These services begin with providing two meals a day to our students. During the pandemic, St. Vincent School provided meals to all students, their families, and families in the surrounding community. A nurse is provided through the Daughters of Charity Foundation which visits the school on a weekly basis. Besides checking immunization, allergy, and asthma records, the nurse conducts screenings for dental, vision, and BMI. She also ensures that the faculty and staff are kept informed and up to date with CPR, first aid, and EPI pen training, and by providing student allergy information. Due to the pandemic, the Daughters of Charity Foundation through a grant from the Hilton Foundation was able to provide a part-time Health Clerk to assist the principal and the nurse with Covid-related regulations and additional health support. Through this grant, we were also able to obtain a Case Manager to assist our Resource Counselor and School Counselor. The Case Manager provides support with housing, food, and medical access in cooperation with St. Louise Resources. CSC provides additional student support through Butterfly Behavior and LMU Art Therapy. These resources have been a significant addition and a positive impact on the school community.

St. Vincent School offers students a wide range of intellectual, spiritual, athletic, and artistic opportunities for personal development through its curricular and co-curricular programs. By offering programs such as student council, fine arts, and after-school sports, students have ample opportunity to achieve the SLEs. The use of curricular and co-curricular programs ensures the education of the whole child.

**Significant Accomplishments:**

- School wide service projects
- STEP Team
- Health Clerk and Case Manager

**Significant Goals**

- The school plans to research more opportunities more extra-curricular activities for the lower grades
- The school with the assistance of CSC will be providing professional development on how to analyze and disaggregate data from the adaptive programs and how to better support our students.
- Professional development via Butterfly Behavior to support restorative practices

**Evidence:**

- STEP documentation
- STAR assessment data
- Technology devices
- New textbooks

**H. RESOURCE MANAGEMENT AND DEVELOPMENT TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS**

*The pastor, principal, and school board develop, implement, and monitor resources and plans to ensure and support high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

St. Vincent School, under the leadership of the principal, develops, implements, and monitors all available resources to ensure that fiscal planning is dedicated to high achievement of all students as determined through the Schoolwide Learning Expectations, Archdiocesan curriculum standards, and the expectations of the Daughters of Charity Foundation.

Achieving the goal of St. Vincent School's mission and philosophy – to provide an excellent Catholic education, in partnership with the Daughters of Charity Foundation and the parents – is dependent on a financially stable school. The Daughters of Charity Foundation and the principal

have all worked together to make sure that sufficient funds are available to provide students with a quality Catholic education that supports high achievement of all students. The school receives financial support through Catholic Education Foundation (CEF) and most recently the Shea Initiative, which provides families with financial assistance.

However, the school is extremely fortunate to be a sponsored school through the Daughters of Charity Foundation which has financially supported 80% of the families with their tuition since 2005. In addition, the school sponsors a number of successful fundraisers each year which makes a small contribution to the annual school budget. Since 2016, the school transitioned to a Family Pledge Commitment. This commitment can be paid in full, in six installments, and/or can be fulfilled through school fundraisers. The school has a part-time Parent Fundraising and Volunteer Coordinator. This individual oversees all the fundraisers and monitors the parents' service hours. All the fundraisers help the school to provide more affordable tuition, as well as to provide for any unforeseen situations that could financially impact the school.

St. Vincent School creates an environment that promotes a strong Catholic identity. Funding is allocated to support programs that promote faith development, community prayer, service projects, and community relations. The principal works to assure that funds are available for the students, parents, and school staff to grow in their faith development.

The school actively searches and applies for available outside funding to support student learning. The school participates in E-Rate and C3 to enhance our technology plan. During the pandemic, the school also participated in the EANS which assisted in the purchase of computers, personal protective equipment (PPE), and curriculum. The school is always seeking grants to support student learning and technology. Technology is considered to be an important component in the regular course of instruction and student work, and also provides opportunities to address remedial and enrichment programs.

Moreover, the school accessed funding through the Doheny Foundation, which supported the overall goals of the school. These funds support the growth of enrollment, student academic growth, and economic security.

The school participates in Federal Title services that provide Title I teachers for students, Title II professional development, and Title III programs through the Archdiocesan Consortium.

St. Vincent School follows Archdiocesan guidelines with regard to the annual budget preparation, accounting/business practices, and allocation of funds. The school follows the budgeting monthly cycle prescribed by the Archdiocese in 2020. The school uses the Archdiocesan-approved chart of accounts. A budget is prepared annually and the school business manager provides the principal with a monthly report of actual income and expenses in relation to the approved adjusted budget. These monthly reports are available to the Daughters of Charity Foundation. All parents' tuition payments and all other program activity collections are deposited in a timely fashion. It is also relevant to note that all invoices are paid within payment terms. The principal provides funding for teacher/staff requests for materials that will support high achievement and prepare students to be life-long learners.

The principal publishes a financial report that is presented in the fall, and that is available to all shareholders. The projected budget, adjusted budget, final budget, and Archdiocesan annual report are submitted to the Archdiocesan offices as well as to The Daughters of Charity Foundation as prescribed throughout the year. The Daughters of Charity Foundation and the principal together

with all members of the school community contribute to the financial security of the school by being responsible stewards of its resources.

It was discussed in the last WASC document to develop a Consultative Board that would support the principal with the guidance of the Daughters of Charity Foundation, with the goal of ensuring the viability of the school. The purpose of the board is to assist in the long-term building and educational plans that would benefit the entire school community. This Consultative Board will also assist in building assets that would earn interest to be allocated each year. Details of the board membership need to be developed, however, all who serve will be committed to providing for the financial security of the school while maintaining high standards of excellence. The St. Vincent Consultative Board will be formed in the upcoming years.

The school is grateful for the efforts and involvement of the parents, parishioners, and friends of St. Vincent School, who with the Daughters of Charity Foundation, the principal, the pastor, and faculty and staff have helped to make St. Vincent School financially stable for years to come. The school believes that providing more effective communication among all shareholders is critical to assuring continued financial stability. A review of the school's annual report confirms that the resource management and development have been successful in providing the finances and resources desired to carry out its mission, philosophy, and SLEs while supporting high achievement of all students. The school is fortunate to benefit from the efforts of the Daughters of Charity Foundation in keeping the tuition as affordable as possible. The contributions made by the Daughters of Charity Foundation have allowed the school to operate with a balanced budget each year. When a shortfall in expected fundraising income is anticipated, the school has responded with a realistic tuition increase to match the shortfall. Additionally, in order to meet financial stability, the school determined that there was a need to cut certain positions to meet a balanced budget. An increase in tuition was not seen in recent years, but the family pledge has increased yearly due to Covid-related constraints. The school's procedures for budgeting and managing income and expenditures reflect responsible stewardship. The principal and all shareholders are positively represented through their efforts and service to the school.

### **Significant Accomplishments**

- St. Vincent School is financially stable with resources to carry out the mission, philosophy, Schoolwide Learning Expectations, and curricular programs in support of high achievement of all students.
- The St. Vincent School offers parents affordable tuition while supporting high achievement of all students.
- There is strong financial support from the Daughter of Charity Foundation.
- Doheny Foundation
- Federal Title Services

### **Significant Goals**

- Full transition to a blended learning model as well as the present and new curriculum.
- St. Vincent School will establish a Consultative Board.
- Ongoing communication of our school's mission, philosophy, and the SLEs.

**Evidence:**

- Annual report
- Budgets from the past five years
- Tuition data from the past five years

**CHAPTER 4 –ACTION PLAN****A. DESIGN AND ALIGNMENT OF THE ACTION PLAN WITH THE SELF-STUDY FINDINGS**

*The Action Plan addresses the school's critical goals to enhance student learning that supports high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

**Significant Accomplishments:**

- Opportunities are provided for students and faculty to serve the poor
- Morning and afternoon daily prayer
- Weekly Thursday Liturgy and monthly Family Mass
- Attending mass on Holy Days of Obligation
- Classroom Saints
- Annual Our Lady of Guadalupe Prayer Service
- Annual All Saints Wax Museum and student parade
- Annual LIVE Stations of the Cross Prayer Service
- Annual Dia de Los Muertos Altar
- Prayer Services honoring classroom Vincentian Saints
- Annual Faculty and classroom retreats
- Monthly Virtual Prayer and Coffee Social with Parents
- Monthly Virtual Family Rosary
- St. Vincent Feast Day Parish and School Celebration
- Founder's Festival
- Regularly Attendance of Religious Congress for faculty and staff/Faith Formation
- May Crowning
- Participation in emergency donations/aid to local catholic schools/ministries abroad
- The school's Catholic identity is manifested through daily prayer, regular liturgies, service to the poor, and fostering an awareness of people in need leading to structured service projects throughout the year.
- The school's mission statement and SLEs were reviewed and analyzed by faculty members in order to update and verify their validity for the school's Catholic identity.
- Implementation of New Religion Standards
- Faith Formation programming provided once a month to involve and educate families in the Vincentian charism.
- Interventions provided for low achieving students
- Daily implementation of adaptive programs and supplementary curriculum materials to

close the achievement gap (measured through Lexile growth, ACRE scores, ALEKS, and adaptive programs data.)

- Community partnership with LAUSD, USC JEP, counseling, and therapy services, speech therapy, MSMU tutoring, CSC
- Improved systems implemented (cameras, visitor policies, carline process, etc.) to provide a physically and emotionally safe environment for all students
- Support transparency to stakeholders through learning management systems and schoolwide communication systems
- The use of STAR and adaptive data to improve student learning and inform instruction
- Continued participation and commitment in the CSC professional development
- Student awareness of the purpose of the adaptive programs
- Transitioning to the Common Core Standards
- Purchase of more devices and transition to one-to-one learning
- Improved Teacher Technology
- New ELA curriculum for TK-6th
- Adaptive Programs: Smart Antz, DreamBox, Redbird ELA/Math, Aleks, Horizons
- Implementation of the Core Instructional Practices
- Weekly faculty meetings
- Weekly lessons plans
- School wide service projects
- STEP Team
- Health Clerk and Case Manager
- St. Vincent School is financially stable with resources to carry out the mission, philosophy, Schoolwide Learning Expectations, and curricular programs in support of high achievement of all students.
- The St. Vincent School offers parents affordable tuition while supporting high achievement of all students.
- There is strong financial support from the Daughter of Charity Foundation.
- Doheny Foundation
- Federal Title Services

### **Significant Goals:**

- Continue to find ways to incorporate families into spirituality and faith life through the Sacraments and Mass
- Develop a structure that incorporates the Schoolwide Learning Expectations in the daily lives of the students, faculty, and families that ensure that Christ is at the center of the educational purpose.
- Examine and track data trends and outcomes of current Reading and Math curriculum, methodologies, and adaptive technologies on a regular basis to determine what is effective and what needs adjusting in order to provide optimum instruction to support high achievement of all students.
- Implement multiple methods of data collection and analysis that can be disaggregated in a manner that allows for interpretation by students, parents, and faculty

- Design and implement a measure of student progress toward achieving Schoolwide Learning Expectations that includes a method of reflection and adjustments as needed for student achievement
- Developing a framework to incorporate religion standards throughout the academic subjects
- Ongoing analysis of ACRE test
- St. Vincent School will continue monitoring the completion of Teacher Catechist Formation in order to ensure that teachers are adequately prepared according to the Catholic Doctrine.
- Continue to improve Family Mass attendance outside our weekly mass
- Continue to find ways to incorporate families into spirituality and faith life through the Sacraments
- It is a goal to develop a form of measurement for the SLEs across grade levels.
- Embed SLEs into the daily lives of the students, faculty, and families
- Constantly and consistently check to make sure Christ is at the center of all that is done; monitor for evidence in all academic subjects, athletics, and even letters/notes being sent home.
- Continue to educate families in the knowledge of Vincentian Saints
- Provide professional development to support teachers in the disaggregation of data.
- Provide professional development for teachers on effective implementation of vertical alignment.
- Student tracking their own data
- Implementation of rubric for the SLEs
- To devote designated time in bi-weekly staff meetings to interpret student progress data across programs
- Create an SLE rubric to measure and assess progress toward mastery
- Professional development of data analysis of adaptive programs
- The school plans to provide more opportunities for professional development moving forward that focuses on all the adaptive programs and how to use data more effectively
- Redesign PLC meetings to include additional times during the week outside of faculty meetings
- The school plans to research more opportunities more extra-curricular activities for the lower grades
- The school with the assistance of CSC will be providing professional development on how to analyze and disaggregate data from the adaptive programs and how to better support our students.
- Professional development via Butterfly Behavior to support Restorative Practices
- Full transition to a blended learning model as well as the present and new curriculum
- St. Vincent School will establish a Consultative Board
- Ongoing communication of our school's mission, philosophy, and the SLEs

## 5 Critical Goals:

### CHAPTER 3A: ASSESSMENT OF THE SCHOOL'S CATHOLIC IDENTITY

- Continue to find ways to incorporate families into spirituality and faith life through the Sacraments and Mass

The school believes that finding ways to incorporate families into spirituality and faith life will lead to a stronger Catholic Identity. When home and school work in cooperation, students will be further immersed in their faith and can deepen their spirituality. Families who are more involved with school faith activities will also deepen their spirituality both at home and in the community.

### Ch 3B DEFINING THE SCHOOL'S PURPOSE

- Develop a structure that incorporates the Schoolwide Learning Expectations in the daily lives of the students, faculty, and families that ensure that Christ is at the center of the educational purpose.

When the school created the Schoolwide Learning Expectations, being Christ-centered was the compass for creating SLEs. This was a significant factor to be woven throughout the daily lives of the students, faculty, and families. Therefore, it is the goal of the school to make sure that there is a structure in place to ensure that the SLEs are embedded in all school endeavors.

### CHAPTER 3C: ORGANIZATION FOR STUDENT LEARNING TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

- Examine and track data trends and outcomes of current Reading and Math curriculum, methodologies, and adaptive technologies on a regular basis to determine what is effective and what needs adjusting in order to provide optimum instruction to support high achievement of all students.

The school recognizes that tracking trends in curriculum, methodologies, and adaptive technologies are critical to understanding what is effective in reaching student goals. Instruction can then be adjusted to support student learning. Only through examination of trends and outcomes can student achievement be assured.

### CHAPTER 3D: DATA ANALYSIS AND ACTION TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

- Implement multiple methods of data collection and analysis that can be disaggregated in a manner that allows for interpretation by students, parents, and faculty

The school believes that all members of the community have a role to be aware of and give feedback regarding student growth and achievement. Finding methods of examining data that are easily accessed and providing students, families, and faculty with tools to interpret data will be key to valid feedback to support high achievement of all students.

## CHAPTER 3E: HIGH ACHIEVEMENT BY ALL STUDENTS TOWARD CLEARLY DEFINED SLE'S AND CURRICULUM STANDARDS

- Design and implement a measure of student progress toward achieving Schoolwide Learning Expectations that includes a method of reflection and adjustments as needed for student achievement

The school, since before the pandemic, has worked to create clearly defined Schoolwide Learning Expectations that truly reflect the Christ-centered purpose of the school. In order to assure that the SLEs are fully embraced by the school, creating a measure is critical. The school's goal is to create a measure that allows for reflection and room to adjust as needed to assure high achievement for all students.

### **B. CAPACITY TO IMPLEMENT AND MONITOR THE ACTION PLAN**

*The school demonstrates the capacity to implement and monitor an Action Plan that ensures high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

#### **How goals will result in the high achievement of all students:**

St. Vincent School has demonstrated a dedication to creating and following Action Plans to promote high achievement of all students as measured against the Schoolwide Learning Expectation and the Archdiocesan curriculum standards, as well as the expectations of the school community.

Since the last accreditation process, the school was on track to achieve the goals set forth through the Action Plans in our ISL. However, due to the Covid pandemic, adjusted goals and actions were needed to address student learning in a remote classroom setting. The school, in collaboration with Catholic Schools Collaborative, designed an adaptive, blended learning environment to assure that students' continued to receive a high quality education that promoted high achievement for all students. These circumstances accelerated our goal to achieve a blended learning environment. The school is proud of its ability to quickly shift to a remote classroom with blended learning tools. Our students were immediately able to access the curriculum required to promote their learning.

Because of this need to accelerate the blended learning goal and due to remote learning, the incorporation of the new Schoolwide Learning Expectations was delayed, but nonetheless remained a clear focus for the school. Although incorporating the Schoolwide Learning Expectations into the school community has been delayed, the school has incorporated into the current self-study what remains to be done to ensure that the Schoolwide Learning Expectations are fully incorporated into the school community. In addition, a system of measurement will be created to assure that all students are on track to achieving the Schoolwide Learning Expectations and the curriculum as outlined by the Archdiocese.

The goals that were chosen specifically target the goal of fostering high achievement in all students. Essential to achieving this goal is the measurement of progress through data collection and analysis. Therefore, the gathering and disaggregation of data must be done systematically and examined through a knowledgeable lens. Supporting teachers in their understanding of data is essential to achieving goals.

Fundamentally, as a Catholic school driven by Vincentian charism, students and families must ultimately be given opportunities to embrace their spirituality and faith. Embracing our mission asks the family and school community to work in cooperation to develop the student's faith. Therefore, providing access to prayer, worship, and sacraments within the school community is essential. This focus is attainable through both the availability and the desire within the community.

For the most part, the goals selected require minimal financial resources beyond what is already in place. The achievement of these goals is attainable with specific planning and implementation. The school has demonstrated, especially during the Covid pandemic, that it can rise to the occasion and complete the task. The goals were chosen due to a desire by the community to ensure that measures and tools are in place to assure student progress, despite obstacles. The goals, as outlined, specifically include measurements to demonstrate student growth.

The school is confident that the shareholders agree that the goals chosen are essential to growth for the coming years. Through the assessment of data, the school can use the information to drive curriculum to support all students in achieving the expectations outlined in the Schoolwide Learning Expectations and the Archdiocesan curriculum guidelines.

Within the Action Plan, the school specifically outlines that progress toward the goals will be communicated clearly to the community at large through meetings, newsletters, and reports. Constituents will have avenues to give feedback in an ongoing manner.

In reflection, the school was highly effective in achieving a blended learning program that proved to be essential during remote learning due to the Covid pandemic. The school continues to monitor the program and adjusts as needed to meet the needs of the students. The school constructed new SLEs and although delayed slightly, is implementing them throughout the school. The implementation of comprehensive, in-depth religion instruction is ongoing and in pace with the new Archdiocesan benchmarks.

The successful history of progress toward ISL goals demonstrates that the school consistently dedicates time and resources toward reaching goals that support high achievement of all students. With the Covid pandemic, the school showcased that even with disruption in the normal school day,

the school can adapt appropriately to keep students’ progress as a focal point. Therefore, the school community is confident that they can work together to achieve the new goals and be successful in addressing obstacles that may arise, continuing to maintain high achievement for all students and “nourishing every student at every level: body, mind and soul” (taken from the school philosophy).



**Improving Student Learning for Catholic Schools**

**Action Plan Template**

**Action Plan for: St. Vincent School  
WCEA School Code:E269**

**Goal #1:** (from Chapter 3-A) Continue to find ways to incorporate families into spirituality and faith life through the Sacraments and Mass.

**Rationale for this Goal:** (How will the accomplishment of this goal increase student achievement?)

The school believes that finding ways to incorporate families into spirituality and faith life will lead to a stronger Catholic identity. When home and school work in cooperation, students will be further immersed in their faith and can deepen their spirituality. Families who are more involved with school faith activities will also deepen their spirituality both at home and in the community.

**Alignment with mission, philosophy, SLEs:** The mission, philosophy, and SLEs clearly state that the school works in cooperation with the parents, who are the primary educators to develop the spirituality of the students as Vincentian leaders. By sharing responsibilities and working cooperatively with families and students, the school believes that this will develop a faith-filled worshipping community that nourishes each student’s soul.

Strategy #1	Build in programs to ensure initiation and Mass attendance
Activity #	<ul style="list-style-type: none"> <li>● Monitor Mass attendance across all grades.</li> <li>● Implement a one-year Baptism program to prepare students that have not been baptized. This could target lower graders, for example.</li> <li>● Collaborate with the parish religious education office in ways of how to prepare for students third and up that have not made their first Holy Communion.</li> </ul>
Cost or Resources &	Purchase of sacramental preparation books

<b>Sources</b>	
<b>Person(s) Responsible For Implementation</b>	Principal, Vice Principal, Faculty, School Faith Formation Director, Pastor, and Parish Faith Formation Director
<b>Process For Monitoring</b>	<ul style="list-style-type: none"> <li>● Keep a running record of student sacraments in the student's files.</li> <li>● Monitor and update a monthly log with Mass attendance.</li> <li>● Agenda and minutes in collaboration with parish through meetings with pastor</li> </ul>
<b>Baseline Assessment</b>	<ul style="list-style-type: none"> <li>● Inventory of sacramental records</li> <li>● Dates of school masses on calendar</li> <li>● School attendance records to monitor student Mass attendance</li> </ul>
<b>Ongoing Assessment</b>	<ul style="list-style-type: none"> <li>● Monthly updates in faculty meeting</li> <li>● Communication in school newsletter</li> </ul>
<b>Timeline Start/Stop</b>	Fall 2023-ongoing
<b>Process for Communicating to Shareholders</b>	School newsletter, Parish bulletins, faculty meetings, parent meetings, and Parish collaboration meetings

<b>Strategy #2</b>	<b>Parent-directed Masses</b>
<b>Activity #</b>	<ul style="list-style-type: none"> <li>● Parents collaborate with administration and Pastor to orchestrate Mass Ex: Create a theme, decorations and donation collection for an after-Mass social</li> <li>● Parents and students lead the mass Ex: Parents would be lectors, Eucharistic ministers, pass out song sheets / Ex: Two classes per month that are in-charge would sit in the front of the Church</li> <li>● Collaboration between parent organizers and the rest of the school community to promote the theme Ex: Parents collect donations for decorations, flowers and food</li> </ul>
<b>Cost or Resources &amp; Sources</b>	Donations from parents/families
<b>Person(s) Responsible For Implementation</b>	Principal, Vice principal, Faith Formation Director, faculty, students, and parents
<b>Process For Monitoring</b>	<ul style="list-style-type: none"> <li>● Dates of family Mass on calendar</li> <li>● Template for Mass preparation</li> <li>● Meeting with Faith Formation Director at Parish</li> </ul>
<b>Baseline Assessment</b>	This a new activity that will begin with a new approach and vision to increase family faith formation. Attendance will be monitored and surveys

	distributed to gain feedback from the community to measure and guide the goal.
<b>Ongoing Assessment</b>	Principal meeting with Faith Formation Director monthly
<b>Timeline Start/Stop</b>	Fall 2023-ongoing
<b>Process for Communicating to Shareholders</b>	<ul style="list-style-type: none"> <li>● School newsletter</li> <li>● Parish bulletins</li> <li>● Faculty meetings</li> <li>● Parent meetings</li> </ul>

<b>Strategy #3</b>	<b>Community outreach to actively participate in Mass and faith formation</b>
<b>Activity #</b>	<ul style="list-style-type: none"> <li>● Invite different members of students' family circle to participate in mass. This may include extended family, caregivers, etc.</li> <li>● Parents/families participate in Mass bringing in the offertory, singing, lectors, etc.</li> <li>● Invite parents to participate in weekly Mass/Eucharist with their child, confessions, and a teaching Mass to prepare for First Holy Communion</li> </ul>
<b>Cost or Resources &amp; Sources</b>	Donations from parents/families
<b>Person(s) Responsible For Implementation</b>	Principal, Vice Principal, Pastor, Faith Formation Director, faculty, Parent Board, students, and parents
<b>Process For Monitoring</b>	<ul style="list-style-type: none"> <li>● Dates of family Mass on calendar</li> <li>● Template for Mass preparation</li> <li>● Meeting with Faith Formation Director at Parish</li> </ul>
<b>Baseline Assessment</b>	This a new activity that will begin with a new approach and vision to increase family faith formation. Attendance will be monitored and surveys distributed to gain feedback from the community to measure and guide the goal.
<b>Ongoing Assessment</b>	Principal meeting with Faith Formation Director and Parent Board
<b>Timeline Start/Stop</b>	Fall 2024-ongoing
<b>Process for Communicating to Shareholders</b>	<ul style="list-style-type: none"> <li>● School newsletter</li> <li>● Parish bulletins</li> <li>● Faculty meetings</li> <li>● Parent meetings</li> </ul>



Western Catholic Educational Association  
Catholic Schools Accrediting Commission

## Improving Student Learning for Catholic Schools

### Action Plan Template

**Action Plan for: St. Vincent School**  
**WCEA School Code: E269**

**Goal #2:** (from Chapter 3C Examine and track data trends and outcomes of current reading and math curriculum, methodologies and adaptive technologies.

**Rationale for this Goal:** (how will the accomplishment of this goal increase student achievement?)

The school recognizes that tracking trends in curriculum, methodologies, and adaptive technologies are critical to understanding what is effective in reaching student goals. Instruction can then be adjusted to support student learning. Only through examination of trends and outcomes can student achievement be assured.

**Alignment with mission, philosophy, SLEs:** The school philosophy calls on teachers, parents, and students to take “appropriate responsibilities” toward achieving student success. Creating a system to track data of student progress by all parties allows each entity to acknowledge and accept responsibility for student achievement. Fostering curiosity and innovation by demonstrating progress nourishes the mind of each student as stated in the school mission.

Strategy #1	Clear time and procedures for tracking data
Activity #	<ul style="list-style-type: none"> <li>● Implementation of “data day” in which teachers are on campus and covered by subs. Teachers would review and analyze data independently and in PLCs. A data sheet will be created that contains figures from adaptive programs, curriculum, STAR, and any other assessments found important to add. The data would be updated periodically and reviewed for progress or need for adjustments.</li> <li>● Consistent built-in Friday PLC time to access, track, and/or analyze data.</li> <li>● Provide students a day to discuss and implement goals for math and ELA.</li> </ul>

<b>Cost or Resources &amp; Sources</b>	Minimal cost per day: \$175.00
<b>Person(s) Responsible For Implementation</b>	Principal, Vice Principal, faculty, students, and support through Catholic Schools Collaborative (CSC)
<b>Process For Monitoring</b>	<ul style="list-style-type: none"> <li>• Data spreadsheet provided by CSC</li> <li>• Monthly data review and analysis</li> <li>• Student self review of personal data</li> </ul>
<b>Baseline Assessment</b>	Initial collection of data
<b>Ongoing Assessment</b>	Monthly data review and analysis of student growth
<b>Timeline Start/Stop</b>	Reading/ELA: Winter 2023-2024 Math: Winter of 2024-2025
<b>Process for Communicating to Shareholders</b>	<ul style="list-style-type: none"> <li>• School newsletter</li> <li>• Parish bulletins</li> <li>• Faculty meetings</li> <li>• Parent meetings</li> </ul>

<b>Strategy #2</b>	Once a month collaboration
<b>Activity #</b>	<ul style="list-style-type: none"> <li>• Faculty collaboration for an entire day to discuss, share data and implement strategies for math and ELA</li> <li>• Faculty prints reports to track data</li> <li>• STEP: Focus on strategies and implementing goals for students on STEP</li> </ul>
<b>Cost or Resources &amp; Sources</b>	Minimal cost per day: \$175.00
<b>Person(s) Responsible For Implementation</b>	Principal, Vice Principal, STEP Team, and faculty
<b>Process For Monitoring</b>	Monthly meeting discussion, with predetermined dates
<b>Baseline Assessment</b>	Currently 2-3 times a year of collected data
<b>Ongoing Assessment</b>	Agenda and minutes from faculty meetings
<b>Timeline Start/Stop</b>	Winter 2023-2024

<b>Process for Communicating to Shareholders</b>	<ul style="list-style-type: none"> <li>● School newsletter</li> <li>● Parish bulletins</li> <li>● Faculty meetings</li> <li>● Parent meetings</li> </ul>
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<b>Strategy #3</b>	<b>Implement a student tracking folder</b>
<b>Activity #</b>	<ul style="list-style-type: none"> <li>● Develop tracking folders (grade level appropriate)</li> <li>● Prioritize which measure we are focusing on per trimester, year etc.</li> <li>● Goal-setting meetings monthly with students (in small groups or on-one-one) to progress monitor</li> <li>● Incentive for students that have reached their data goals</li> </ul>
<b>Cost or Resources &amp; Sources</b>	Student folders and student incentives
<b>Person(s) Responsible For Implementation</b>	Principal, Vice Principal, students and faculty
<b>Process For Monitoring</b>	<ul style="list-style-type: none"> <li>● Teachers meeting with students monthly</li> <li>● Evidence in student progress folders</li> </ul>
<b>Baseline Assessment</b>	This is a new approach for students to be more goal-oriented and accountable in their learning. The baseline will be their first goal of the year.
<b>Ongoing Assessment</b>	Monthly meeting to review and discuss their monthly goals and reassess if needed.
<b>Timeline Start/Stop</b>	ELA: Winter 2025-2026 Math: 2026-2027
<b>Process for Communicating to Shareholders</b>	<ul style="list-style-type: none"> <li>● School newsletter</li> <li>● Parish bulletins</li> <li>● Faculty meetings</li> <li>● Parent meetings</li> <li>● Student assembly</li> </ul>



Western Catholic Educational Association  
Catholic Schools Accrediting Commission

## Improving Student Learning for Catholic Schools

### Action Plan Template

**Action Plan for: St. Vincent School**  
**WCEA School Code: E269**

**Goal #3:** (from Chapter 3E) Design and implement a measure of student progress toward achieving Schoolwide Learning Expectations that includes a method of reflection and adjustments as needed for student achievement.

**Rationale for this Goal:** (how will the accomplishment of this goal increase student achievement?)

The school, since before the pandemic, has worked to create clearly defined Schoolwide Learning Expectations that truly reflect the Christ-centered purpose of the school. In order to assure that the SLEs are fully embraced by the school, creating a measure is critical. The school's goal is to create a measure that allows for reflection and is flexible as needed to assure high achievement of all students.

**Alignment with mission, philosophy, and SLEs:** The school philosophy calls on teachers, parents, and students to take “appropriate responsibilities” toward achieving student success. Creating a system to track progress toward SLEs by all parties allows each entity to acknowledge and accept responsibility for student achievement. Fostering curiosity and innovation by demonstrating progress nourishes the mind of each student as stated in the school mission.

Strategy #1	SLE tracking portfolio
Activity #	<ul style="list-style-type: none"> <li>• End of the year reflection for each grade level</li> <li>• Monthly reflection about how students lived out the SLEs in their academic or personal life</li> <li>• Schoolwide digital SLE portfolio with the above assignments and evidence of living SLEs</li> </ul>
Cost or Resources & Sources	No cost
Person(s) Responsible For Implementation	Principal, Vice Principal, Faculty and Staff, Students

<b>Process For Monitoring</b>	Teachers and students will review monthly and share reflections.
<b>Baseline Assessment</b>	The initial reflection will be the baseline; this will be modeled by the teacher to the students, using a template created as a faculty.
<b>Ongoing Assessment</b>	Monthly review of reflection, evidence, and assignments that live out the SLEs
<b>Timeline Start/Stop</b>	Fall 2023-ongoing
<b>Process for Communicating to Shareholders</b>	<ul style="list-style-type: none"> <li>● School newsletter</li> <li>● Parish bulletins</li> <li>● Faculty meetings</li> <li>● Parent meetings</li> <li>● School assembly</li> </ul>

<b>Strategy #2</b>	<b>Cumulative SLE Work Digital Folder</b>
<b>Activity #</b>	<ul style="list-style-type: none"> <li>● Each grade-level is assigned an SLE and creates a project; project at each grade-level is consistent yearly to ensure that all SLEs are addressed throughout a student's academic experience</li> <li>● Projects are saved electronically on a Google Drive for each student</li> <li>● By eighth grade, students create a final slideshow project reflecting on all SLEs</li> </ul>
<b>Cost or Resources &amp; Sources</b>	No cost
<b>Person(s) Responsible For Implementation</b>	Principal, Vice Principal, Faculty and Staff, Students
<b>Process For Monitoring</b>	Teachers and students will review digital portfolios each trimester. The administration will meet with faculty to monitor the progress toward the goal of utilizing portfolios to support student reflection and progress monitoring.
<b>Baseline Assessment</b>	The initial SLE assignment will be modeled by the teacher utilizing criteria created by the faculty.
<b>Ongoing Assessment</b>	The administration will monitor the progress each trimester. Teachers and students will review digital portfolios, evidence, and assignments that live out the SLEs.
<b>Timeline Start/Stop</b>	Fall 2025-ongoing
<b>Process for Communicating to Shareholders</b>	<ul style="list-style-type: none"> <li>● School newsletter</li> <li>● Parish bulletins</li> <li>● Faculty meetings</li> <li>● Parent meetings</li> </ul>

	<ul style="list-style-type: none"> <li>● Student assembly</li> </ul>
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<b>Strategy #3</b>	<b>Integrate SLEs across the curriculum</b>
<b>Activity #</b>	<ul style="list-style-type: none"> <li>● Each trimester, students select one work product and reflect on how it connects with the SLE; this can be a written or pictorial reflection, depending on grade level.</li> <li>● Connect a field trip to an SLE, followed by a discussion, reflection, etc.</li> <li>● Verbalize the SLE connection in already established activities; this includes activities such as flag salute, daily prayer, etc.</li> </ul>
<b>Cost or Resources &amp; Sources</b>	Cost of SLE-aligned field trip
<b>Person(s) Responsible For Implementation</b>	Principal, Vice Principal, Faculty and Staff, Students
<b>Process For Monitoring</b>	<ul style="list-style-type: none"> <li>● Lesson plan evidence</li> <li>● Digital portfolios</li> <li>● Student work products</li> <li>● Classroom discussions / reflections</li> </ul>
<b>Baseline Assessment</b>	Current examples of what students and teacher are using to internalize and represent the SLEs
<b>Ongoing Assessment</b>	Teachers and students will review digital portfolios each trimester. The administration will meet with faculty to monitor the progress toward the goal of utilizing portfolios to support student reflection and progress monitoring.
<b>Timeline Start/Stop</b>	Fall 2026-ongoing
<b>Process for Communicating to Shareholders</b>	<ul style="list-style-type: none"> <li>● School newsletter</li> <li>● Parish bulletins</li> <li>● Faculty meetings</li> <li>● Parent meetings</li> <li>● Student assembly</li> </ul>

## Improving Student Learning for Catholic Schools

### Action Plan Timeline

The purpose of this form is to ensure that the school is not stressed by trying to accomplish too much at one time, i.e., use too many of the school's financial or personnel resources during the same limited time period. The data for this form comes from the Action Plan. If too many things are happening at the same time, the school should revise its Action Plan to spread out the use of resources. Complete this form and consider the impact each month/year will have on staff and budgets.

Month/Year	Goal	Strategy or Activity	Cost	Person Responsible	Other
Fall 2023-ongoing	<i>Continue to find ways to incorporate families into spirituality and faith life through the Sacraments and Mass.</i>	Incorporate programs to ensure initiation and Mass attendance	Purchase of sacramental preparation books	Principal, Vice Principal, Faculty, School Faith Formation Director, Pastor, and Parish Faith Formation Director	N/A
Fall 2023-ongoing	<i>Continue to find ways to incorporate families into spirituality and faith life through the Sacraments and Mass.</i>	Parent-directed Masses	Donations from parents/families	Principal, Vice Principal, Faculty, School Faith Formation Director, students, faculty, and parents	N/A
Fall 2024-ongoing	<i>Continue to find ways to incorporate families into spirituality and faith life through the Sacraments and Mass.</i>	Community outreach to actively participate in Mass and faith formation	Donations from parents/families	Principal, Vice Principal, Faculty, School Faith Formation Director, Parent Board, students, faculty, and parents	N/A
Reading/ELA : Winter 2023-2024	<i>Examine and track data trends and</i>	Clear time and procedure for tracking	No cost	Principal, Vice Principal,	N/A

Math: Winter 2024-2025	<i>outcomes of current reading and math curriculum, methodologies, and adaptive technologies.</i>			Faculty, students, and support through Catholic Schools Collaborative (CSC)	
Winter 2023-2024	<i>Examine and track data trends and outcomes of current reading and math curriculum, methodologies, and adaptive technologies.</i>	Once a month collaboration	No cost	Principal, Vice Principal, STEP Team, and faculty	N/A
Winter 2023-2024	<i>Examine and track data trends and outcomes of current reading and math curriculum, methodologies, and adaptive technologies.</i>	Implement a student tracking folder	Cost: folders and student incentives	Principal, Vice Principal, faculty, and students	N/A
Fall 2023-ongoing	<i>Design and implement a measure of student progress toward achieving Schoolwide Learning Expectations that includes a method of</i>	Tracking portfolio	No cost	Principal, Vice Principal, faculty, and students	N/A

	<i>reflection and adjustment as needed for student achievement.</i>				
Fall 2023-ongoing	<i>Design and implement a measure of student progress toward achieving Schoolwide Learning Expectations that includes a method of reflection and adjustment as needed for student achievement.</i>	Cumulative SLE work digital folder	No cost	Principal, Vice Principal, faculty, and students	<b>N/A</b>
Fall 2026-ongoing	<i>Design and implement a measure of student progress toward achieving Schoolwide Learning Expectations that includes a method of reflection and adjustment as needed for student achievement.</i>	Integrate SLEs across the curriculum	Cost when field trips are incorporated into the SLEs	Principal, Vice Principal, faculty, and students	<b>N/A</b>



**Improving Student Learning for Catholic Schools**

**Appendix A-1  
School Profile – Basic Information**

**E269**                      **St. Vincent School**                      **TK-8th Grade**                      **(213) 748-5367**  
 School Code                      School Name                      Grades                      School Phone

**2333 S. Figueroa St.**                      **Los Angeles**                      **CA 90007**  
 Address                      City                      State                      Zip

**Mrs. Erika Avila-Auzenne**                      **principal@stvincentla.net**                      **(213) 748-5367 ext. 160**  
 Principal                      E-mail Address                      Home Phone

**Fr. Gary Muller, C.M.**                      **LAUSD**  
 Pastor                      Public School District

**N/A**  
 Director of Education for Religious Community in School                      Religious Community

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Address                      City                      State                      Zip

Does your school have a school board?                       Yes                       \*No  
 If yes, is it an advisory body or a governing body?                       Advisory                       Governing

Who is the chair/president? \_\_\_\_\_

Do you have a Preschool Program?                       Yes                       \*No

What are the hours of operation? \_\_\_\_\_

Do you have an Extended Day Program?                       \*Yes                       No

What are the hours of operation? **Morning: 6:45 a.m.-7:15 a.m.**  
**After school: 2:45 p.m.-5:30 p.m.**

What are the fees? **Morning \$2.00 per student, \$3.00 per family**  
**After school: \$5.00 per student, \$10.00 per family for more than one student**

How many families participate? **Due to COVID we have now about 15-25 students**



For which grades do you have waiting lists? **none**

Do you have an approved Technology Plan?

Yes

**No**

## Improving Student Learning for Catholic Schools

### Appendix A-2

#### School Profile – Current Enrollment Information

	Male	Female	Total
<b>Preschool</b>			
<b>1</b>			
<b>Pre-K</b>	6	9	15
<b>K</b>	9	14	23
<b>1</b>	11	13	24
<b>2</b>	15	15	30
<b>3</b>	9	11	20
<b>4</b>	11	16	27
<b>5</b>	15	11	26
<b>6</b>	12	11	23
<b>7</b>	15	13	28
<b>8</b>	13	18	31
<b>TOTAL</b>	116	131	247

Race and Ethnicity	Catholic	Non-Catholic	Total
<b>Black</b>	10	0	10
<b>Asian</b>	0	0	0
<b>Hawaiian / Pacific Islander</b>	1	0	1
<b>Native American / Native Alaskan</b>	1	0	1
<b>White</b>	230	0	230
<b>Other</b>	5	0	5
<b>TOTAL RACE</b>			
<b>Hispanic</b>	229	0	229
<b>Non-Hispanic</b>	17	1	18
<b>TOTAL ETHNICITY</b>	246	1	247

School Year	Number of Graduates Boys / Girls	Number applying to Catholic high schools Boys / Girls	Number accepted by Catholic high schools Boys / Girls
2015-2016	5/24	4/19	4/19
2016-2017	13/15	14/13	14/13
2017-2018	13/16	10/10	10/10
2018-2019	8/19	6/19	6/19
2019-2020	11/18	9/14	9/14
2020-2021	18/15	13/13	13/13
2021-2022	13/18	13/16	13/16
Current Year	Pending	Pending	Pending

The composition of the school is not fully reflective of the parish. The parish population is a mixture of elderly, neighboring communities, and visitors. The school population has a very low attendance in our parish.

We have 90-100% acceptance of graduates into local Catholic high schools every year. Due to COVID the numbers attending Catholic high schools have decreased due to the financial constraints that families are currently facing. Our 8th grade teacher and the principal have attended a few articulation meetings with our local Catholic high school teachers. This is an area of growth that needs to be articulated with the entire junior high team. To help prepare students for entrance exams, students participate in the Loyola High School Preparation program and teachers weekly focus on certain areas of the test with the 8th grade students. The academic strength for the 8th grade class is ELA and the area for growth is Math.

## Improving Student Learning for Catholic Schools

### Appendix A-3

**Adhere to Diocesan Policy in publishing this appendix**

#### School Profile – Instructional (Teaching) Staff

Name	Grade Subj.	Catholic/ Non-Cath.	Highest Degree	Teacher License	Catechist Cert.	Total Yrs. Exp.	Exp. this school	Ethnicity	
Cindy Del-Rio-Gal arza	TK	Catholic	MS	N/A	Yes	9	9	Hispanic	F
Elise Munoz	K	Catholic	MS	N/A	Yes	16	16	Hispanic	F
Wendy Lucatero	1st	Catholic	MS	YES	No	9	2	Hispanic	F
Maria Dominguez	2nd	Catholic	MS	YES	No	13	7	Hispanic	F
Myrna Mendez	3rd	Catholic	MS	N/A	Yes	18	6	Hispanic	F
Judith Vasquez	4th	Catholic	MS	N/A	Yes	20	16	Hispanic	F
Christine Cirillo	5th	Catholic	MS	N/A	No	6	5	White	F
Kristiann Castro	6th-8 Religion/ Social Studies	Catholic	MS	N/A	No	6	2	Hispanic	F
Yvette Serrano	6th-8th Math/Science	Catholic	BA	N/A	No	12	5	Hispanic	F
Sonia Cortez	6th-8th ELA	Catholic	MS	N/A	No	21	4	Hispanic	F
Josh Alcaraz	PE/Health	Catholic	MS	N/A	No	10	2	Hispanic	M

Questions to be discussed – trends & causes

1. What are the Arch/diocesan requirements for teacher credentialing? How is this being implemented at your school?

**To be employed as a teacher, an applicant must possess a BA/BS degree from an accredited institution and be enrolled in a California credential program to be completed in five years.**

**During the rehiring, the principal reminds the teachers where they stand in the pay scale and that a credential is essential. The principal has supported teachers in this process and since the last accreditation has had six teachers either graduate with a Master and or credential or are currently enrolled.**

2. What are the Arch/diocesan requirements for teacher catechist certification? How is this being implemented at your school?

**All elementary school teachers are required to participate in catechetical formation, and all elementary school teachers who are Catholic are required to obtain and maintain certification as catechists as set forth by the California Catholic Conference.**

**The principal in the beginning of the year and at the end of the year follows up with teachers and their certificate status. Teachers are responsible to update the principal on this important information every year. Opportunities are provided to teachers to complete the requirements toward certification.**

2. How many teachers are new since the last accreditation visit? Why did teachers leave? How are teachers being recruited?

**Since the last accreditation in 2015-2016, we have had seven new teachers. Six classroom teachers and one Physical/Health Teacher/Athletic Director. Three teachers left for the public school system, two left because of COVID, two were not a good fit in our school community. The administration utilizes the archdiocesan employment site, The LMU Placer program and recommendations from trusted colleagues.**

## Improving Student Learning for Catholic Schools

### Appendix A-4

**Adhere to Diocesan Policy in publishing this appendix**

#### School Profile – Support (non-teaching) Staff

Name	Assignment	Hours per day Worked	Days per year worked	Years Worked at this school	Qualifications (degree, certification, etc.)
Erika Avila-Auzenne	principal	8	200	9	BA Liberal Studies, Master in Ed, Master Catholic Admin.
Cathy Logan	vice principal	8	200	30	BA
Maria Cardenas	Business Manager	8	200	11	N/A
Alejandra Sanchez	Front Office Manager/Health Clerk	4/4	200	4	N/A
Sylvia Zaragoza	Cafeteria	4.5	200	6	N/A
Monique Garcia	Case Manager/TA	4/1.5	200	5	N/A
Ariel Guzman	morning reception	4	200	2	BA
Angela Diaz	TK Instructional Aide	8	200	26	N/A
Rina Vega	K Instructional Aide	8	200	32	N/A
Irma Ticas	1st grade Instructional Aide	6	200	31	N/A
Giselle Arnanda	2nd grade Instructional Aide	8	200	4	N/A
Gabriella Bonet	Daycare Supervisor	3.5	200	5	BA



California schools only: note that California Ed Code 48203 (SB 1327) lists specific reporting requirements of California schools to the County/District Superintendent regarding issue addressed in question #11.

## Improving Student Learning for Catholic Schools

### Appendix A-6

#### School Profile – Participation in Federal Programs

**St. Vincent School is part of the Archdiocesan Consortium for LAUSD Title Services. Funding amounts are not shared to the school.**

#### Title I, Part A – Improving the Academic Achievement of the Disadvantaged

1. How many students are eligible for Title IA services? **92 (ELA)**
2. How many students are receiving Title IA services? **31 (ELA)**
3. What services are being offered at your school for Title IA students? **ELA and MATH**

#### Title II, Part A – Teacher and Principal Training and Recruiting Fund

1. What is your per-pupil allocation for Title IIA services? \$ \_\_\_\_\_ per child.
2. What is your total Title IIA allocation for School Year \_\_\_\_ - \_\_\_\_? \$ \_\_\_\_\_
3. Have you developed/filed an approved Title IIA Staff Development plan? **No**
4. Attach a copy of your staff development plan to this section.
5. If you don't have a staff development plan, describe the staff development in-services you will be requesting.

**We do not have a written plan in place at the moment. However, we always attend a Title I professionals development and Religious Educational Congress. Since the pandemic, we have attended all the Catholic Schools Collaborative professionals development. Now we are going into the second full year with CSC and we have in our plan to attend a retreat in the beginning of the year before school begins. We will also continue to attend all the PDs that are assigned to us by CSC because of our curriculum.**

#### Title II, Part D – Enhancing Education Through Technology

1. What is your per-pupil allocation for Title IID services? \$ \_\_\_\_\_ per child.
2. What is your total Title IID allocation for School Year \_\_\_\_ - \_\_\_\_? \$ \_\_\_\_\_
3. How will you be using these resources? **No resources have been allocated since 2015-present.**

#### Title III, Part A – English Language Acquisition, Language Enhancement and Academic Achievement

1. Are you using any funds/services for Title III for your students? \_\_\_ Yes      **X: No**
2. If Yes, please describe the services that you provide/are provided.

Title IV, Part A – Safe and Drug-Free Schools and Communities

1. What is your per-pupil allocation for Title IVA services? \$ \_\_\_\_\_ per child.
2. What is your total Title IVA allocation for School Year \_\_\_\_ - \_\_\_\_? \$ \_\_\_\_\_
3. How are you using these funds? **No resources have been allocated since 2015-present.**

Title IV, Part B – 21<sup>st</sup> Century Community Learning Centers

1. Is your LEA participating in this program? \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**
2. How many students do you have that are a part of the target population for this program? \_\_\_\_\_
3. Describe the services that are provided for your target population. **No resources have been allocated since 2015-present.**

## Improving Student Learning for Catholic Schools

### Appendix A-7

**Adhere to Diocesan Policy in publishing this appendix**

#### School Profile – Standardized Testing Program (SS)

<b>Reading</b>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2018	232	341	427	564	630	803	890
2019	360	418	484	664	700	845	920
2020	2.8	3.6	4.4	5.3	5.7	6.8	7.3
2021	257	371	442	602	635	725	848
2022	891	990	1000	1054	1057	1082	1091
Current Yr.	828	920	962	1013	1047	1071	1098

<b>Math</b>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2018	417	517	576	643	687	749	789
2019	533	558	622	699	734	805	799
2020	442	550	579	662	701	758	814
2021	437	549	624	680	720	761	785
2022	892	950	954	1039	1047	1070	1072
Current Yr.	827	899	929	956	1034	1045	1068

#### School Profile – Standardized Testing Program (SS)

<b>Early Literacy</b>	TK	K	1st	2nd	3rd
2018	401	538	606	768	843
2019	493	662	768	852	842
2020	417	586	728	805	854
2021	648	591	722	790	843
2022	733	782	790	856	875
Current Yr.	619	710	764	827	915

## Improving Student Learning for Catholic Schools

### Appendix A-8 School Profile – Staff Development Program

In the following section, outline your staff development plans. Usually, a professional development focus will run for several years, be associated with In-Depth Studies, involve the entire faculty, be connected with your Action Plan, and have an impact on improving student learning.

Staff Development for 2017 - 2020 : Theme: **Onward Readers**

Activities/Cost: **Literacy Program: Words Their Way**

The faculty began the Onwards Readers program for three years. \$ 0.00

Staff Development for 2016 - 2021: **LAUSD**

Activities/Cost:

- Dr. Belinda Karge: Engage 11 flip book 11/7/16 \$ n/a
- Pat Quinn: Real Strategies to Reach ALL your students TEACH THE HARD-TO-REACH 2/25/18 \$ n/a
- Dr. Marcia Tate: Worksheets Don't Grow Dendrites: 20 Cross-Curricular Instructional Strategies That Engage the Brain 2/11/19 \$ n/a
- Dr. Maryanne Wolf: Dyslexia/The Science of Reading 1/24/20 \$ n/a
- Liesl McConchie will be presenting on Brain Compatible Learning 2/22/21 \$ n/a
- Dr. Peg Dawson: Author of Smart but Scattered, Smart but Scattered Teens, and Executive Skills in Children and Adolescents 2/25/22 \$ n/a
- The Distance Learning Playbook, School Leaders 2/27/22 \$ n/a

Staff Development for 2020 - 2023: CSC: Adaptive Curriculum at no cost to the school.

Activities/Cost: PD on all the adaptive programs and curriculum. These have been virtual PDs.  
\$ N/A



# Improving Student Learning for Catholic Schools

## Appendix B – Data Analysis Templates:

These templates will provide space to enter very specific data (e.g., enrollment over time) followed by questions about the data. The questions are Discussion Questions. Keep notes of your discussion to help write the narrative in Chapter 3-C. All templates are available in a pre-designed spreadsheet, or you can create your own spreadsheet based on the tables presented in this Appendix.

### Appendix B-1 Data Analysis – Enrollment Trends

#### Grade Enrollment Over Time

Year	Preschool	PK	K	1	2	3	4	5	6	7	8
2016		22	30	28	24	32	28	30	29	29	29
2017		16	24	29	27	23	31	26	28	26	28
2018		18	25	24	28	29	27	31	26	26	29
2019		21	24	28	25	27	33	31	32	28	27
2020		18	28	23	28	24	26	32	31	33	29
2021		13	20	29	20	27	24	23	30	31	33
2022		15	22	24	30	20	27	26	23	28	31
2023		15	22	18	29	30	19	28	28	22	30
Current		15	22	18	29	30	19	28	28	22	30

- As you trace a class diagonally (K-2003, 1-2004, 2-2005, etc.) do you see an enrollment trend? Are students entering or leaving at a specific grade level? What is the cause of this trend? What can the school do to change this trend, if a change is needed? For example, a significant number of students are leaving after 5<sup>th</sup> grade in order to attend the new public middle school with a brand new computer lab? What must you do to keep these students at your school?

**Students tend to enter in waves in Kindergarten through 6th grade. The local public schools are overpopulated, especially in grade 5 and above. This contributes to the trends that the school experiences as students enter in various grade levels. But in the most recent years, the education and the religious component have been a factor in student enrollment.**

#### Total Enrollment Over Time

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023__	Current
281	258	263	276	272	250	246	241	241

- As you look at total school enrollment, what has been the 10-year trend? What has been the most recent 5-year trend? What are the causes of increased or decreased enrollment? What have parents told you in their exit interviews when they leave school?



**During the years 2015-2018 the enrollment had dropped. The school remodeled the classrooms in a two year phase and enrollment dropped due to late start dates that were out of the control of the school. Following the remodeling, enrollment increased and then the pandemic hit and we have been struggling ever since.**

3. What is the trend in public school? Is there a similar increase/decrease?

**Enrollment in the public schools is the same since the pandemic. They are struggling as well with students attending online schools or charter schools.**

4. What recruitment efforts are you using to attract new students? Knowing that, in most cases, the mother decides what school her child will be attending before the child is 3 years old, what efforts are you making to put the name of your school before these parents?

**The school continues to have an open house in January during Catholic Schools Week, Eagle Shadow Days, and school tours throughout the year. Our MTRC and SVS Summer School is also a way that we enroll new parents into the school community.**

# Improving Student Learning for Catholic Schools

## Appendix B-2 Finances

### Per Pupil Cost Over Time

Year	2016	2017	2018	2019	2020	2021	2022	Current Year
Amount	\$6015	\$7373	\$6,668	\$6,628	\$7,582	\$6,972	\$9,431	\$8,278
% Increase	14.78	22.58%	-9.56%	2.39%	11.04%	-8.04%	35.26%	-12.23%

### First Child's Tuition Over Time

Year	2016	2017	2018	2019	2020	2021	2022	Current Year
Amount	5619.	3825.	3925.	3945.	4142.25	4350.	4350.00	4350.
% Increase	9.52%	.87%	2.60%	.46%	5%	5%	0	1.15%

### Tuition as a % of Per Pupil Cost

Year	2016	2017	2018	2019	2020	2021	2022	Current Year
%	48%	30%	34%	37%	23%	26%	25%	28%

### Budget Surplus/Deficit (Bottom Line)

Year	2016	2017	2018	2019	2020	2021	2022	Current Year
\$	-216,101	-352,866	-39,950	-17965	-100,373	-2549	-98,926	0

1. In light of the above statistics, what are you doing to keep tuition affordable?

**We are always focused on efficiency and ensuring that all expenditures support student outcomes. In addition to continued budget constraints, we are actively working to increase donor giving. We are working with the consultants hired by the Daughters of Charity to reach out to donors and invite them to become partners in our mission. The school needs to increase its donor pool in order to fund the mission beyond what our families can pay.**

1. What efforts are you making to stabilize your revenue mixture (tuition, fees, fundraising, subsidy, etc.)?

**We serve the working poor and provide people an opportunity to escape poverty through education and we see our ability to identify and connect donors to our mission as our best opportunity to stabilize our financial position into the future.**

2. How are you addressing budget deficits (if any)?

**We are fortunate to have the sponsorship of the Daughters of Charity who fund our mission even during budget deficits. The Daughters provide a safety net through a contingency fund. The school can apply to the Daughters for additional funding if the situation requires it. However, our primary effort to address budget deficits is to develop a robust donor program that allows our students to flourish.**

3. What is the role of the parish in addressing your school's budget deficits (if any)?

**The parish is responsible for maintaining school buildings and facilities. The school is responsible for the operating budget and works with the Daughters of Charity and donors to address any budget deficits. The parish does manage an endowment for the benefit of the school and up until the current year, the endowment has contributed around \$60,000 per year to provide tuition assistance to parish families.**

4. What is the role of the Arch/diocese in addressing your school's budget deficits (if any)?

**The Archdiocese has provided the school with a small subsidy based on our students' growing financial need. We received \$7,200 this year from the Archdiocese Together in Mission program. We also receive around \$100,000 from the Catholic Education Foundation (CEF) in support of the financial assistance we provide our families.**

# Improving Student Learning for Catholic Schools

## Appendix B-3 Disaggregation and Analysis of Test Results: Quartile Analysis

READING	2	3	4	5	6	7	8	2-8 Totals
75-99%	8	7	8	18	7	8	9	65
50-74%	4	2	7	3	4	7	10	37
25-49%	8	4	8	3	5	8	7	43
1-24%	10	5	4	1	7	5	9	41

MATH	2	3	4	5	6	7	8	2-8 Totals
75-99%	4	3	0	11	5	3	5	31
50-74%	6	2	5	5	4	13	4	39
25-49%	9	2	9	6	8	9	12	55
1-24%	10	8	13	2	9	2	8	52

### Data Analysis:

Scores are based on the most recent STAR Assessment data at the end of the Trimester 3 in the spring of 2021-2022 school year.

For the groups in each grade who scored in the first quartile (below the 25<sup>th</sup> %), what are their weakest areas of performance?

### READING

2	Setting, Point of View, Compare and Contrast, Sequence
3	Compare and Contrast, Sequence
4	Point of View, Sequence
5	Prediction, Sequence
6	Structural Analysis
7	Structural Analysis, Setting, Point of View
8	Structural Analysis, Setting,

### MATH

2	Measurement and Data
3	Number and Operations: Fractions
4	Measurement and Data, Geometry
5	Number and Operations: Fractions
6	Geometry, Statistics and Probability
7	Geometry, Statistics and Probability
8	Geometry, The Number System, Expressions and Equations

1. Are a significant number of students scoring in the bottom quartile?

**Reading:** Although there is not a significant number of students scoring in the lower quartile in grades 2nd-8th, there is a concerning number of students in the lower quartile. .

**Math:** There is a significant scoring in the lower quartile in grades 2nd-8th.

2. Why are a significant number of students scoring in the first (bottom) quartile?

**Reading/Math:** There are a variety of reasons why students in grades may be scoring in the lowest quartile. We had a pandemic that no one expected and contributed greatly to learning loss. We changed curriculum due to the pandemic for Reading in grades TK-8th. Students in grades 6th-8th have experienced a significant amount of teacher turnover in their years at St. Vincent School. This lack of consistency has made it difficult for adequate student growth.

3. What is being done to help these students?

**Reading/Math:** Interventions are put in place in the beginning of each school year to meet the needs of these students specifically. Since the pandemic, the school has now implemented adaptive programs which provide additional support for all students to master standards that have not been fully mastered. These adaptive programs also provide data for teachers to review and provide additional support. Teachers also use STAR resources to identify specific student needs and to address these at the individual level. Further, better communication has taken place between teachers to identify areas for improvement with the whole group to improve overall performance. Also, students who do not improve with intervention are referred to the STEP program to receive more intensive support.

4. What could be done that is not being done now?

**Reading/Math:** Due to the pandemic we have not had additional tutoring from our teachers. Prior to the pandemic, teachers stayed twice a week and provided tutoring for their students. Using the adaptive programs, teachers have now scheduled intervention time during school time with individual and small group support.

5. Are a significant number of students scoring in the top quartile?

**Reading/Math:** There is a significant number of students who are scoring in the top quartile, especially in reading.

6. What is being done to challenge these students?

**Reading/Math:** In 2014-2017 the school had accelerated math and language arts classes for the sixth through eighth grades for a number of years. The idea is for the higher achieving students to have the opportunity to be challenged in reading and writing. However, due to budget cuts both programs were eliminated. Due to the pandemic we were able to support all students through the adaptive programs which included challenges for those students in the top quartile.

6. What could be done that is not being done now?

**Reading/Math: We can expand the use of small groups within the class that teachers are currently doing. However, this is an area of growth for both ELA and Math.**

**NOTE: A spreadsheet is available that will do all the totals and calculations.**

**You still have to enter individual class data for the current year.**

**Templates are available at [www.westwcea.org](http://www.westwcea.org)**

**Other online templates provided by your standardized testing company may be used for identifying low performing students and answering the questions above.**

# Improving Student Learning for Catholic Schools

## Appendix B-4 Disaggregation and Analysis of Test Results: Student Growth Over Time

READING:

### RENAISSANCE® Star Longitudinal Report Star Reading Enterprise Assessment (English)

Generated Dec 27, 2022, 12:29 PM

School: 15 - St. Vincent School\*  
Grade: Four Grades  
Demographics: All Demographics

#### District Benchmark Distribution of Same Set of Students Over Multiple Years

Urgent Intervention Intervention On Watch At Benchmark Above Benchmark

Grade  
**5th**

School Year	Grade	% Benchmark Distribution	Below 25 PR		25 - 49 PR		50 - 64 PR		65 - 84 PR		At/Above 85 PR		# Students
			Number	%	Number	%	Number	%	Number	%	Number	%	
2022 - 2023 SY	5		8	31%	6	23%	3	12%	8	31%	1	4%	26
2021 - 2022 SY	4		8	32%	6	24%	8	32%	2	8%	1	4%	25
2020 - 2021 SY	3		8	35%	7	30%	5	22%	2	9%	1	4%	23
2019 - 2020 SY	2		2	9%	10	43%	5	22%	2	9%	4	17%	23
2018 - 2019 SY	1		3	15%	6	30%	4	20%	3	15%	4	20%	20

Grade  
**6th**

School Year	Grade	% Benchmark Distribution	Below 25 PR		25 - 49 PR		50 - 64 PR		65 - 84 PR		At/Above 85 PR		# Students
			Number	%	Number	%	Number	%	Number	%	Number	%	
2022 - 2023 SY	6		7	26%	12	44%	4	15%	4	15%	0	0%	27
2021 - 2022 SY	5		5	22%	6	26%	6	26%	6	26%	0	0%	23
2020 - 2021 SY	4		3	15%	11	55%	5	25%	0	0%	1	5%	20
2019 - 2020 SY	3		4	20%	5	25%	4	20%	6	30%	1	5%	20
2018 - 2019 SY	2		2	11%	1	5%	5	26%	10	53%	1	5%	19

Grade  
**7th**

School Year	Grade	% Benchmark Distribution	Below 25 PR		25 - 49 PR		50 - 64 PR		65 - 84 PR		At/Above 85 PR		# Students
			Number	%	Number	%	Number	%	Number	%	Number	%	
2022 - 2023 SY	7		6	29%	11	52%	2	10%	1	5%	1	5%	21
2021 - 2022 SY	6		8	38%	8	38%	2	10%	3	14%	0	0%	21
2020 - 2021 SY	5		3	15%	11	55%	2	10%	4	20%	0	0%	20
2019 - 2020 SY	4		3	15%	7	35%	7	35%	2	10%	1	5%	20
2018 - 2019 SY	3		4	21%	5	26%	5	26%	4	21%	1	5%	19

Grade  
**8th**

School Year	Grade	% Benchmark Distribution	Below 25 PR		25 - 49 PR		50 - 64 PR		65 - 84 PR		At/Above 85 PR		# Students
			Number	%	Number	%	Number	%	Number	%	Number	%	
2022 - 2023 SY	8		7	23%	15	50%	4	13%	4	13%	0	0%	30
2021 - 2022 SY	7		9	33%	11	41%	5	19%	2	7%	0	0%	27
2020 - 2021 SY	6		8	31%	10	38%	3	12%	5	19%	0	0%	26
2019 - 2020 SY	5		5	20%	8	32%	5	20%	5	20%	2	8%	25
2018 - 2019 SY	4		9	36%	7	28%	3	12%	5	20%	1	4%	25

**MATH:**

RENAISSANCE<sup>®</sup> **Star Longitudinal Report**  
Star Math Enterprise Assessment (English)

Generated Dec 27, 2022, 12:27 PM

School: 15 - St. Vincent School\*  
Grade: Four Grades  
Demographics: All Demographics

**District Benchmark Distribution of Same Set of Students Over Multiple Years**

Urgent Intervention Intervention On Watch At Benchmark Above Benchmark

Grade  
**5th**

School Year	Grade	% Benchmark Distribution	Below 25 PR		25 - 49 PR		50 - 64 PR		65 - 84 PR		At/Above 85 PR		# Students
			Number	%	Number	%	Number	%	Number	%	Number	%	
2022 - 2023 SY	5		10	38%	9	35%	1	4%	3	12%	3	12%	26
2021 - 2022 SY	4		13	52%	10	40%	1	4%	1	4%	0	0%	25
2020 - 2021 SY	3		11	48%	4	17%	6	26%	1	4%	1	4%	23
2019 - 2020 SY	2		5	22%	8	35%	4	17%	4	17%	2	9%	23
2018 - 2019 SY	1		3	38%	1	13%	0	0%	4	50%	0	0%	8

Grade  
**6th**

School Year	Grade	% Benchmark Distribution	Below 25 PR		25 - 49 PR		50 - 64 PR		65 - 84 PR		At/Above 85 PR		# Students
			Number	%	Number	%	Number	%	Number	%	Number	%	
2022 - 2023 SY	6		9	33%	10	37%	2	7%	4	15%	2	7%	27
2021 - 2022 SY	5		7	30%	6	26%	1	4%	5	22%	4	17%	23
2020 - 2021 SY	4		4	20%	7	35%	2	10%	5	25%	2	10%	20
2019 - 2020 SY	3		4	20%	3	15%	5	25%	4	20%	4	20%	20
2018 - 2019 SY	2		2	11%	3	16%	2	11%	5	26%	7	37%	19

Grade  
**7th**

School Year	Grade	% Benchmark Distribution	Below 25 PR		25 - 49 PR		50 - 64 PR		65 - 84 PR		At/Above 85 PR		# Students
			Number	%	Number	%	Number	%	Number	%	Number	%	
2022 - 2023 SY	7		4	19%	7	33%	5	24%	4	19%	1	5%	21
2021 - 2022 SY	6		5	24%	11	52%	3	14%	2	10%	0	0%	21
2020 - 2021 SY	5		4	20%	9	45%	5	25%	2	10%	0	0%	20
2019 - 2020 SY	4		3	15%	9	45%	4	20%	4	20%	0	0%	20
2018 - 2019 SY	3		5	26%	7	37%	2	11%	5	26%	0	0%	19

Grade  
**8th**

School Year	Grade	% Benchmark Distribution	Below 25 PR		25 - 49 PR		50 - 64 PR		65 - 84 PR		At/Above 85 PR		# Students
			Number	%	Number	%	Number	%	Number	%	Number	%	
2022 - 2023 SY	8		9	30%	11	37%	3	10%	5	17%	2	7%	30
2021 - 2022 SY	7		8	30%	15	56%	0	0%	3	11%	1	4%	27
2020 - 2021 SY	6		16	62%	4	15%	1	4%	4	15%	1	4%	26
2019 - 2020 SY	5		4	16%	13	52%	3	12%	3	12%	2	8%	25
2018 - 2019 SY	4		8	32%	11	44%	3	12%	0	0%	3	12%	25

**EARLY LIT:**

RENAISSANCE® **Star Longitudinal Report**  
Star Early Literacy Enterprise Assessment (English)

Generated Dec 27, 2022, 12:26 PM

School: 15 - St. Vincent School\*  
Grade: Five Grades  
Demographics: All Demographics

**District Benchmark Distribution of Same Set of Students Over Multiple Years**

Urgent Intervention Intervention On Watch At/Above Benchmark

Grade  
**Kindergarten**

School Year	Grade	% Benchmark Distribution	Below 15 PR		15 - 39 PR		40 - 54 PR		At/Above 55 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023 SY	K		1	5%	2	9%	2	9%	17	77%	22

Grade

**1st**

School Year	Grade	% Benchmark Distribution	Below 15 PR		15 - 39 PR		40 - 54 PR		At/Above 55 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023 SY	1		2	15%	8	62%	1	8%	2	15%	13
2021 - 2022 SY	K		3	25%	4	33%	1	8%	4	33%	12

Grade

**2nd**

School Year	Grade	% Benchmark Distribution	Below 15 PR		15 - 39 PR		40 - 54 PR		At/Above 55 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023 SY	2		11	42%	6	23%	4	15%	5	19%	26
2021 - 2022 SY	1		10	48%	3	14%	2	10%	6	29%	21
2020 - 2021 SY	K		5	33%	3	20%	3	20%	4	27%	15

Grade

**3rd**

School Year	Grade	% Benchmark Distribution	Below 15 PR		15 - 39 PR		40 - 54 PR		At/Above 55 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023 SY	3		10	36%	5	18%	4	14%	9	32%	28
2021 - 2022 SY	2		10	36%	8	29%	2	7%	8	29%	28
2020 - 2021 SY	1		9	36%	5	20%	1	4%	10	40%	25
2019 - 2020 SY	K		1	4%	8	32%	5	20%	11	44%	25