



# IMPROVING STUDENT LEARNING

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A Self Study For:  
**St. Anthony of Padua School**  
**1003 W 163rd Street**  
**Gardena, CA, 90247**

Continuous School Improvement Focused on High Achievement of All Students

5/22/20

2019-2020

## Preface

We, the faith community of St. Anthony of Padua School, wish to welcome you! We pray that your visit is a fruitful and productive experience for you and our school. We hope that you see firsthand the commitment of our parents and the hard work and achievements of our K-8 students. We sincerely hope that you witness how our Catholic Identity is infused into every aspect of our school life and reflected by the dedication and integrity of our pastor, administration, faculty, and staff. All these individuals collectively shape our school culture on a daily basis.

St. Anthony of Padua School conducted this Self Study with the goal of improving learning for all students. The following narrative is the product of the collaborative efforts over the past 18 months, of all stakeholders – pastor, principal, faculty/staff, parents, students, Parent Leadership Committee (PLC) leads and members, community members and St. Anthony of Padua Church parishioners - all of whom are dedicated to fulfilling the school's mission. In addition, under the directives of the Department of Catholic Schools (DCS), the faculty and staff conducted the WASC/WCEA Annual Report of Progress (WARP Report) every year, since 2015, when the current principal took over, as part of an ongoing Self Study. Since the last accreditation visit in 2014, the school has continued to grow in faith, stewardship, and excellence. In 2015, the school won the honor of being voted Best Private School in the South Bay for the first time in history, since the school's inception in 1940, by the readers of the local paper, the Daily Breeze. This same honor was given for a second time in 2018.

This Self Study sparked many thoughtful and important discussions, and inspired our team to be the best version of ourselves. Every effort has been made to accurately represent the school community, while highlighting the strengths and identifying opportunities for growth in order to meet the needs of every student at St. Anthony of Padua School.

The St. Anthony of Padua community is excited to welcome the 2020 WASC/WCEA Team to our school campus; we express our gratitude and appreciation for saying yes to the call of leadership. We look forward to the thoughts and constructive feedback from the Visiting Committee as we engage in a cycle of continuous growth together, and we thank you for sharing your time, talents, professionalism, and expertise with us. May the Christ we emulate and serve bless you during your visit at St. Anthony of Padua School.

Best wishes,

Mrs. Angela Grey  
Principal, St. Anthony of Padua School

## **St. Anthony of Padua School Mission Statement**

St. Anthony of Padua School, a ministry of St. Anthony of Padua Parish, is a K-8 Catholic elementary school that strives to meet the religious, moral, intellectual, social-emotional, cultural, and physical needs of its 21st century learners. We prepare them for high school, college, and heaven. Looking to the Eucharistic Jesus as our Lord, Brother, and role model, the school is committed to the transmission of the teachings and values of the Catholic Church and Christian culture to all students.

## **St. Anthony of Padua School Philosophy Statement**

Since quality education demands an environment in which learning is appreciated and respected, the administration, faculty, staff, parents, and students are dedicated to the task of creating a positive, effective learning environment. St. Anthony of Padua School recognizes that a successful environment requires self-discipline, which is fostered and encouraged within the basic framework of the curriculum. At St. Anthony of Padua School, students learn that they are responsible to themselves to develop their potential and God-given abilities so that they accept the consequences, both good and bad, of their free choices. Students learn that they are not only individuals gifted by God but also members of an imperfect society in which they learn to exist, not by conformity, but by striving with others of good will to build a better world. All school personnel recognize the unique gifts of each student and realize that building self-esteem by developing programs that afford opportunities to share these talents is extremely important. Success instills confidence and a positive attitude allowing growth of each one's special God-given talents.

The administration, faculty, and staff recognize and accept their role as partners with the parents. Acknowledging the parents as primary educators, school personnel makes time to communicate with the parents to offer concerns, support, and encouragement in dealing with any problems that affect their children.

## **Table of Contents**

School Personnel and Positions

### **Chapter 1 - Introduction**

A - How the Self Study was Conducted

B - Involvement and Collaboration of Shareholders

### **Chapter 2 - Context of the School**

A - School Profile

B - Use of Prior Accreditation Findings

### **Chapter 3 - Quality of the School's Programs**

A - Assessment of the School's Catholic Identity

B - Defining the School's Purpose

C - Organization for Student Learning

D - Data Analysis and Action

E - SLEs and Standard-Based Curriculum

F - Instructional Methodology

G - Support for Spiritual, Personal, and Academic Growth

H - Resource Management and Development

### **Chapter 4 - Action Plan**

A - Design and Alignment of the Action Plan with the Self Study Findings

B - Capacity to Implement and Monitor the Action Plan

## St. Anthony of Padua School Administration, Faculty, and Staff

Pastor	Msgr. Sabato “Sal” Pilato
Principal	Mrs. Angela Grey
Vice Principal & 8th Grade Teacher	Mrs. Alicia Navia
Kindergarten Teacher	Ms. Rebecca Strohm
Kindergarten Instructional Aide	Mrs. Carolina Doughty
1st Grade Teacher	Ms. Nicole Martinez
1st Grade Instructional Aide	Mrs. Sarah Ray
2nd Grade Teacher	Ms. Angelica Gomez
2nd Grade Aide & Daycare Teacher	Mrs. Lourdes Islas
3rd Grade Teacher	Ms. Genesis Garcia
4th Grade Teacher	Sr. Tho Pham
5th Grade Teacher	Ms. Jamison Mahar
6th Grade Teacher	Mrs. Marianne Dyogi
7th Grade Teacher	Mr. Sean Perry
Music and Theater Teacher	Mrs. Jessica Garcia
Physical Education Teacher & Daycare	Mrs. Monica Rubalcava
Administrative Assistant	Ms. Maria Grimaldo
Business Manager	Mr. Carlos Aguilar
Office Aide	Ms. Linda Hernandez
Custodian	Mr. Pablo Flores

# CHAPTER 1 - INTRODUCTION

## A. HOW THE SELF STUDY WAS CONDUCTED

The current Self Study for St. Anthony of Padua School is the culmination of an in-depth Self Study process that began in 2017 and continued through a follow-up Self Study and evaluation in 2020, both of which served to provide the Critical Goals and Action Plan that have since guided the school's efforts to improve student learning. Implementation of the Action Plan has involved all shareholders, at various levels of participation, and the school has consistently sought to create a unified effort throughout the community to improve student learning at St. Anthony of Padua School.

Following the hiring of a new principal in 2015, and a new pastor assigned to our parish in 2018, in an effort to more effectively address the demands of the Self Study process, an ISL leadership team (overseen by the new pastor and the new principal of the school) was established in February of 2019. Several members of the ISL team served on previous WASC/WCEA visiting committees, whose experience proved very insightful during the Self Study process. Guided by the seminars and workshops offered by the Los Angeles Archdiocese, the ISL leadership team established goals and deadlines (aligned with the timelines provided at workshops) for the progressive completion of different sections of the Self Study.

The ISL team regularly communicated with the staff to clarify and establish goals and objectives, and also to identify appropriate strategies and practices to accomplish those goals and objectives. The faculty and staff maintained a central role in conducting and completing the Self Study, meeting regularly every Wednesday afternoon, during allotted faculty meeting time, with the administration and leadership team to carry out the numerous tasks required by the study including: the collaborative completion of the yearly WASC/WCEA Annual Report of Progress (WARP report), analysis of diagnostic test data, and the completion of WASC feedback sheets provided by the Los Angeles Archdiocese; all these materials were used to write the narrative. The principal assigned three staff members to compile all data/materials and write the narrative to have a more concise voice throughout the narrative. Although the faculty suggested edits, all edits were approved/finalized by the writing team and/or principal. In an effort to ensure alignment with WCEA/WASC criteria, all progress was reported to the Los Angeles Archdiocesan WCEA Commissioner for informal evaluation. Guided by the goals and strategies outlined in the previous action plan, responses to the ISL discussion questions provided by WASC/WCEA for the Self Study, yearly WCEA Annual Report of Progress (WARP) reports, the conclusions drawn from the staff-wide analysis of a variety of appropriate qualitative and quantitative data, the indirect and direct feedback offered by the school's shareholders, and the suggestions of the Los Angeles Archdiocesan WCEA Commissioner and her team, the school developed the current document as an articulation of its accomplishments, goals, and plans regarding the improvement of student learning at St. Anthony of Padua School as of March 2020.

The school sought to include all shareholders in the process, issuing surveys to parents, teachers, students, as an effort to properly assess the thoughts, feelings, attitudes, and concerns of the entire St. Anthony of Padua School community. These surveys were submitted to parents and staff in the Spring of 2018, and again submitted to staff/parents/ students in the Spring of 2019. Classroom teachers also sent out informal surveys to parents throughout the year to garner feedback. The combined results served to inform and guide the Self Study, providing the context necessary to accurately identify the critical goals this document aims to justify, as well as the plans to accomplish them. Furthermore, shareholders were kept informed of the accreditation process via mandatory general parent meetings (there are three a year), weekly faculty meetings, Parent Leadership Committee (PLC) meetings, student government meetings, parent/staff weekly bulletins, newsletters and email blasts, the school website, and school assemblies. Many suggestions from shareholders have already been implemented that support student learning. Although the pastor's involvement in the Self Study was limited, the principal presented the community's suggestions to the pastor at their weekly meeting to inform him and get approval if needed. Although no parents were officially part of the St. Anthony of Padua School WASC/WCEA writing committee, PLC leads (identified and elected by the school principal) were asked to give their feedback. These leaders represented the parent community during meetings with administration. This is where parents/guardians were given the opportunity to get involved, voice concerns and offer suggestions. The principal values parent feedback and has an open door policy. The ISL team constantly communicated with the PLC leads to clarify any discrepancies in the writing of the narrative on topics that pertain to parents.

A major obstacle to the completion of the Self Study arose from Fall 2018 - Spring 2019, when the current principal was on a modified schedule due to health concerns. The principal was given a serious diagnosis and had to take medical leave for 2 months. The vice principal stepped in as interim principal, and led the WASC/WCEA discussions during faculty meetings and questions were deferred to the principal for clarification as necessary. Thus, development of the WASC narrative was affected slightly because communication slowed down, due to the principal being off campus and only available via email, with limited access and availability.

Another obstacle during this Self Study was collecting data regarding instructional methodology/curriculum since the school's last accreditation visit, due to the turnover of teachers since the writing of the last Self Study in 2014. The ISL team reached out to a previous St. Anthony of Padua School teacher, Megan Galarza, to help fill in the gaps in between. She was there to write the last Self Study and made herself available for the writing of this narrative as well, since she was still substitute teaching at the school, when she returned from her maternity leave (the reason she left her third grade teaching position). Her insight and input proved extremely valuable, especially because Mrs. Galarza was the former lead teacher for the diagnostic testing analysis and was able to fill in many gaps and answer questions. The most difficult obstacle was getting feedback from shareholders via surveys in a timely manner. Initial surveys were sent out to parents in the Spring of 2018, but only 34 responses were received. A second survey was sent out to parents in the Spring of 2019. The school kept the survey open for one month. Parents were reminded via newsletters & morning assemblies, and a raffle was held at the general parent meeting as an incentive for completing the survey; a total of 121 responses

were received for the 2018-2019 parent survey. It was difficult to survey students in grades K-2 because primary grade students do not have a stanhonygardena.org email, and primary grades teachers/teacher aides had to administer surveys to students individually, which was time consuming. The school did not send the primary grade survey out to parents to help their children to complete because administration felt that there would be discrepancies between the student responses and parent responses. Due to this, only 36 primary grade student responses were recorded. Students in grades 3-8 were sent the link via email. However, because responses were minimal, the principal mandated a schoolwide “survey time” for students to log in and record their responses during regular school hours.

### **Evidence**

- Prior Accreditation Findings
- Prior Action Plan
- PLC/ Parent Committee Meeting Minutes
- Faculty/Parent/ Student Survey
- WASC meeting agendas/notes
- Faculty Meetings Minutes/Agendas
- Yearly WARP reports
- School Bulletins

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

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

Over the course of the last two years, St. Anthony of Padua School heavily involved all shareholders in the process of collecting data, analyzing the data, review of data, dialogue, and overall collaboration and involvement of discussion and strategies for improving student learning. The numerous shareholders that have taken part in the completion of the Self Study include the pastor, principal, the Parent Leadership Committee (PLC) leads, faculty, and students. The document was primarily written by the principal and WASC/WCEA leadership team; however, feedback from all shareholders was implemented into the narrative. Furthermore, teachers used weekly Wednesday faculty meeting time to review and edit the working document (on their Macbook laptops on Google docs) to ensure accuracy between what was written and what was actually being executed in K-8 classrooms.

Goals were created based upon the input of parents, staff and students, which highlighted strengths and needed improvements. The first round of surveys was sent out to parents and staff in the Spring of 2018. The second round of surveys went out to parents, faculty, and students in the Spring of 2019. All surveys were conducted using Google Forms.

Many parents were not familiar with the accreditation process, and thus, the principal explained the accreditation process via email blasts and gave in-person updates during general parent meetings, PLC lead meetings, newsletters, school bulletins in the weekly parent envelopes, and during all-school assemblies. The parent survey was open for approximately one month. Time was allotted during parent meetings for parents to complete the survey, and those who were unable to attend were constantly reminded at school assemblies, and newsletters. In Spring 2018, only 36 responses were collected from parents. In Spring 2019, that number significantly improved, with 121 responses.

Similarly, the principal used morning assembly and time after all-school Mass days to inform/update the student body and faculty about the accreditation process - encouraging them to complete their student surveys. She explained the meaning and importance of the presence of WASC/WCEA visiting team on campus and in the classroom. Students were surveyed in the Spring of 2019. Some students in grades 3-8 submitted responses independently; however due to a lack of responses collected, in the Spring of 2019, the principal mandated a day for "survey time" to ensure that students submitted responses. Younger students in grades K-2 were surveyed in small groups or individually, but due to their lack of student emails being assigned to them, only 36 responses were collected. Furthermore, since students vote for their student government representatives yearly, this group of student leaders represent the youth in our community and the president often voice concerns and makes suggestions regarding student needs to administration via email and in-person meetings.

Through numerous staff, parent meetings, and assemblies, all shareholders received updates on the Self Study process, as well as the opportunity to voice concerns or suggestions for future goals.

The principal presented the school community's suggestions to the pastor during their weekly meetings, as they arose. The principal communicates with the pastor via email, text, and in person. The parish staff has meetings once a month, and the principal and pastor meet several times a month. Many suggestions have already been implemented that support student learning and spiritual development.

As the Self Study document developed, faculty revised the School's Mission and Philosophy Statement together via email communication and in person at faculty meetings by splitting up into grade levels and working together on Google docs so everyone had a voice. All faculty had a chance to give their input and edit the statement till everyone agreed upon the statements. Together, they assessed the execution of SchoolWide Learning Expectations (SLEs). The Pastor added the phrase "Eucharistic Christ" to the school's Mission Statement to better align the school's mission with the beliefs of the Catholic Church. After a healthy discussion, the faculty and pastor all agreed upon our current Mission and Philosophy statements. These are shared during general parent meetings and the principal also sent it to all parents via email so all are continuously aware of the reason why our school exists. With every school inquiry, the principal also points parents to these statements on the school website so parents are aware that St. Anthony of Padua is not just a private school, but a Catholic school. This is clearly reflected in the mission statement.

After an honest reflection regarding Student Learning Expectations, faculty and staff admitted that while the SLEs were clearly defined and students were aware of them (they say the Paduan pledge at assembly every day stating SLEs), measuring student progress of the SLEs was an area of much-needed improvement. Consequently, the staff reintroduced the SLE rubrics created from the last accreditation visit in the 2019-2020 school year. In addition to the school's trimester report cards, teachers collectively said they could incorporate an "SLE" report card for students, where a teacher "check marks" the SLEs that the students have mastered and/or demonstrated throughout the trimester. The teachers will work on this in the third trimester of this school year.

In addition to the SLE rubric, the school implemented other means of measuring the SLEs and making them known to the school community such as recognizing students at morning assembly for those who exemplify the SLEs (the principal will give incentives for these students "caught being good", aligning SLEs with lesson plans and objectives, displaying age-appropriate SLE posters in school classrooms (one for primary grades, and one for upper grades), ordering limited time SLE sweatshirts through the school's uniform company, and handing out St. Anthony prints to recognize students who demonstrate outstanding behavior encompassing the spirit of the SLEs. Administration hired a graphic designer to design and create SLE banners for the second floor of the building in the summer of 2019 to expose the students in grades 3-8 repeatedly to the SLEs and schoolwide Tribes agreements. The banners also have positive character traits listed on

them, which remind students how to behave daily. The banners have contributed to a more positive school culture and mindset. Students are exposed to SLEs daily and teachers strive to make the connection for them that these are goals and expectations of a St. Anthony of Padua student, and eventually the profile of a graduate of St. Anthony of Padua School.

The staff works towards communicating student progress and student achievement in relation to curriculum standards and SLEs. Teachers send out report cards to parents every trimester and host one formal parent teacher conference each year in October, but parent meetings are welcomed at any time. Open and honest communication is encouraged, and teachers send out email reminders and weekly newsletters to keep parents in the loop. They also post homework and assignments on their blogs, found on the school website at [www.stanthonygardena.org](http://www.stanthonygardena.org). Parents enjoy having access to their child's grades via Gradelink (the school's online grading and communication system) at any time, except during blackout periods during the end of each trimester when teachers finalize grades and comments for report cards.

Furthermore, STAR diagnostic test scores are sent home at the end of each testing window with report cards, and each student receives a copy of their student diagnostic report for tests taken. Information regarding STAR tests and details on how to read the reports are discussed at the October parent conferences. Teachers are trained to read these reports and they communicate with parents on how to read them. The principal also periodically sends out information to parents and guardians about the STAR Growth Assessment Tool (GAT) via email blast with a slideshow created by STAR Renaissance.

To ensure continued involvement among all its supporters, St. Anthony of Padua School gives regular opportunities for all shareholders to voice opinions and give feedback through surveys, regular general parent meetings, weekly faculty meetings, PLC meetings, and student government meetings. Moreover, the teachers and school principals have open door policies to discuss issues and encourage open and honest communication between shareholders. These collective and collaborative efforts among shareholders create an environment for new ideas and improvements to continually be brought to St. Anthony of Padua School. Through the creation of the action plan, St. Anthony of Padua School will continue to systematically involve each shareholder in these various ways to ensure continuity, review and measure goals accomplished, and keep a pace of improvement that is in line with the action plan.

### **Evidence**

- SLEs
- PLC Meeting Minutes
- Staff Meeting Minutes
- Weekly Staff Bulletins
- Weekly Parent Bulletins
- School website ([www.stanthonygardena.org](http://www.stanthonygardena.org))
- Teacher/Parent/Student Survey
- SLE rubrics
- Student work samples

- Parent Meeting Agenda
- Pastor/Principal meeting dates on weekly staff bulletins
- Regular meetings among the Parent Leadership Committee
- Regular meetings between principal and pastor

## CHAPTER 2 - CONTEXT OF THE SCHOOL

### A. SCHOOL PROFILE (with supporting data)

St. Anthony of Padua School is dedicated to the sacred task of educating the whole person, morally, mentally, physically, and spiritually. Guided by its mission statement and the concomitant Schoolwide Learning Expectations (SLEs) that extend from it, St. Anthony of Padua School executes a curricular program that provides each of its students with authentic Catholic faith formation (**F**ollowers of Jesus), progressive and relevant development of the academic skills and knowledge necessary for success in higher education (**A**cademically Prepared), an awareness of the contemporary global society in which they live and the skills and values necessary to minister to it in a Catholic way (**S**ocially Aware), and consistent opportunities for physical and spiritual betterment (**T**otally Healthy). The SLEs are conveniently referred to using the acronym **FAST**.

In recognizing that a highly effective and quality education demands an environment in which learning and mastery are considered paramount, all shareholders of the school are united in their commitment to create an ideal learning environment, constantly assessing its effectiveness and seeking methods and resources to improve it. Because each student possesses gifts unique to their individual self, shareholders strive to build an environment that validly develops self-esteem in each student. St. Anthony of Padua School therefore seeks to provide programs that afford opportunities to build and share these talents, knowing that high expectations, combined with effective procedures and instruction, will lead to valid successes that instill confidence and develop the skills and habits necessary for achievement in a highly competitive world. St. Anthony of Padua School likewise recognizes that success in education requires self-discipline, which must be fostered and encouraged within the basic framework of the curriculum. At St. Anthony of Padua School, students learn that it is their responsibility to develop their God-given abilities to their highest potential, and that it is their duty in life to strive with others of good will to build a better world for all mankind. As an essential aspect of character development, students learn to accept consequences, both good and bad, of their individual choices.

The administration, faculty, and staff of St. Anthony of Padua School recognize and value their role as educational partners with the parents of the students of the school. Acknowledging the parents as the primary educators, school personnel consistently takes the time and makes an effort to effectively communicate with parents and offer concerns, support, and encouragement in dealing with any issues that affect the child.

In 1910, Fr. William Powers established St. Anthony of Padua Parish. In 1940, the church established St. Anthony of Padua School under the auspices of the Roman Catholic Archdiocese of Los Angeles to foster and pass on faith to families and individuals within the judicial boundaries of the parish. The Sisters of Providence of St. Mary-of-the-Woods, Indiana, founded

the school, administered it, and comprised the entire staff and administration.

Throughout the 1940s and 1950s the school experienced immense growth under the Sisters of Providence and reached a peak enrollment of 1,036 students in eighteen classrooms, grades 1-8. There were about 65 students in each class. At one time, St. Anthony of Padua School had the highest school enrollment in the Archdiocese of Los Angeles. Vatican II is the popular name for the Second Vatican Council, an assembly of all the Roman Catholic bishops held from 1962-1965. The bishops ordered a large-scale liberalization and modernization of practices in the church in the 1960s. This consequently affected enrollment. Due to economic and demographic change, the school's enrollment gradually dropped by approximately 600 students, leveling off at around 500 students, where the enrollment numbers remained until 1989. This decrease in enrollment created space for the inclusion of a music room, an art room, a faculty room, and a school library.

In the fall of 1989, in response to social, economic, faculty, and demographic changes, and in an effort to fill each individual classroom to maximum operating capacity, St. Anthony of Padua School began to scale down from two classrooms per grade to a single classroom per grade. The process began in the first grade, with each subsequent first grade class similarly limited to a single classroom. By 2001, the school had single grade-level classrooms from grades first through eighth, with a total enrollment of 254 students.

Between 1989 and 2001, with the gradual increase in classroom availability and space, St. Anthony of Padua School added quality programs and resources that enhanced the curriculum. For example, the school built a science lab for the use of the junior high. The school also updated the music room, brought in multiple pianos, and equipped it to effectively accommodate an entire choir and band. St. Anthony of Padua School also took advantage of the added space in unused classrooms to create an after-school daycare program, allowing the school to better serve its population, by accommodating working parents, and providing an opportunity for an affordable, extended academic day for its students.

Between 2001 and 2006, the school remained at a consistent enrollment of approximately 225 students. In 2006, a new pastor, Fr. George Aguilera, came to the parish. He hired the school's first female lay principal, after decades of having a nun from the Sisters of Providence as the school leader. She served from 2007-2012. From 2006 to 2012, enrollment numbers slowly but steadily dropped, primarily due to the challenging economic conditions facing many of the families in the St. Anthony of Padua parish and school community. Growing economic hardships, coupled with the increasing operational expenses of the school, made it difficult for parish families to afford tuition rates, and led many parents in the parish to choose a public education, supplemented by after school catechism offered by the parish for their children. Over the years, enrollment in parish catechism classes rose in inverse proportion to the school's dropping enrollment. By the end of the 2011-2012 school year, St. Anthony of Padua School had an enrollment of 189 students with 135 students registered for the following 2012-2013

school year. A new lay principal was hired in 2012. He was the first and only male principal of the school.

In Spring 2012, St. Anthony of Padua School administration, in union with the pastor, initiated discussions with the Poor Clare Missionary Sisters concerning the Kindergarten program at the St. Anthony Day Nursery School administered directly across the street from the St. Anthony of Padua School campus. After jointly concluding among the director of the nursery school, pastor, principal, and regional superior of the Poor Clare religious order that the inclusion of a Kindergarten class would be in the best financial interest of St. Anthony of Padua School and its long term viability, the Nursery School agreed to relinquish the Kindergarten to St. Anthony of Padua School thus expanding St. Anthony of Padua School to a K-8 institution. This transition was of vital importance for the financial stability for St. Anthony of Padua School, due to the strength of the relationship between St. Anthony of Padua School and the St. Anthony Day Nursery, the consistent strength of enrollment at St. Anthony Day Nursery, and the effective recruiting structures now in place to attract students and families from the program. St. Anthony of Padua School has had full Kindergarten classes of 30-35 students since 2015, due to the number of applications received from the preschool across the street, and new applicants who hear of the school via word of mouth, social media, and online parent reviews on Yelp, Google, and greatschools.org.

In 2012, the school was in danger of shutting down with only 135 students, the lowest enrollment number since the school was started by the Sisters of Providence in 1940. Currently, for the 2019-2020 academic year, there are 220 students enrolled at the school, with the biggest classes in Kindergarten through 3rd grade. 220 was the number reported on the October census. The school lost a good number of families in the 2018-2019 school year, when the principal was out on medical leave. However, the current school principal returned after two months, and embarked on a focused initiative with shareholders to create an Enrollment Management Team (EMT) that brainstormed specific strategies to recruit and retain students. In 2018 and 2019 Catholic schools all over the country were also closing down or losing students at a rapid pace, after scandals about the Catholic church broke in the news. In deanery meetings and Pastor/Principal meetings, school leaders were told that they did not have to worry about enrollment on their own, and that this was a systemic issue that needed to be addressed with school teams.

The school has incorporated many initiatives to attract families to the school which include school beautification projects to increase curb appeal, upgrades to the physical plant, and additional resources for students through fundraisers and grants. The administration has invested time and money into Marketing and Development efforts to increase the school's visibility in the community and update the branding of the school. This included creating an updated school seal, which is also the new logo, that is now used on business cards, school folders, school uniforms, and on all letterhead and media for consistency. All previous logos were phased out.

Academic initiatives included the addition of programs like ST MATH from the Mind Research Institute and Accelerated Reader through STAR Renaissance Learning. In 2014, the principal applied for a grant through Catapult for training in the Core Instructional Model, and the school won the 2-year grant, which included professional development for faculty and administration and 16 coaching sessions on campus with a consultant. In 2017, the current principal applied for the Onward Readers ELA grant through the Smet Foundation, and the school was awarded the 3-year grant, which included training, coaching, and material resources focusing on Word Study, Phonemic Awareness, Fluency, Comprehension, and Differentiation using Multi-Tiered Systems of Support.

The school increased its access to technology in 2015 when the principal applied for a C3 grant (through the Archdiocese) and got 10 new Macbook computers for the faculty. The Shea Foundation donated iPads, and updated the schoolwide Wi-Fi infrastructure. They also donated magnetic whiteboards, short-throw projectors, 40 new Chromebooks and a charging station to the school, and they renovated the Science Lab and added an electrical panel in 2016 to sustain the newly installed refurbished air conditioners provided by the school. More grants through C3 were given to upgrade the infrastructure and replace the old access points with new ones in 2017. Students at St. Anthony are 21st Century learners and have 1-1 access to devices such as tablets and Chromebooks.

Over the years, the school recruited vendors to offer extra-curricular activities on campus that cater to all students and their interests such as Ballet Folklorico, martial arts and Polynesian Dance, LIFT Enrichment (a healthy cooking class), Spanish classes, STEM/Engineering classes, and performing arts (choir and theater). All these enhancements greatly improved student learning by aiming to educate the whole child.

St. Anthony of Padua School is dedicated to its mission of providing academic excellence and is committed to Christian stewardship to its students. Throughout the over 100 years of the parish's history (since 1912), dozens and dozens of pastors and parochial vicars have passed through St. Anthony of Padua and have served as the spiritual leaders of not only the parish, but the school. Always with the same mission in mind of bringing the good news of Christ into the lives of its parishioners, St. Anthony of Padua parish continues in this good work under the guidance of the current pastor and parochial vicars.

Since the founding of the school in 1940, the pastor and principal have consistently worked closely together in order to fulfill their respective and joint missions. From 1940 until 2007, the administrative role of school principal was always conducted by one of the religious Sisters of Providence. In 2007, the school saw its first lay female principal, and in the fall of 2012 the school hired its first lay male principal. In 2015, the current principal transitioned from her role as vice principal to principal.

The staff and personnel at St. Anthony of Padua School work collaboratively to create a Catholic environment that is conducive to highly effective learning and spiritual growth for all shareholders. All classroom teachers at St. Anthony of Padua have bachelor's degrees and teaching credentials, with the exception of one teacher who is currently in the LMU PLACE Corps program, working towards his credential and master's degree. He will graduate from Loyola Marymount University in May 2020. This is his second year teaching and he will return next year. Three teachers hold master's degrees in Education. The teaching staff includes nine classroom teachers in grades Kindergarten through 8, and three teacher aides in grades K-2. One of the nine teachers is an alumna of the school. In addition to the nine classroom teachers, there are 2 part-time teachers dedicated to music/theater and physical education. The remaining staff includes a full-time administrative principal, a vice principal that is also the 8th grade homeroom and junior high math teacher, a full-time business manager, a full-time office secretary, a part-time office aide, 2 part-time after school daycare teachers, 1 part-time daycare coordinator, and 5 contracted (on-call) substitute teachers.

The school currently does not have a school board in place, but the new pastor is looking into creating one in the future. He is working to form a parish council in preparation for the Capital Fund Campaign, and if all goes well, he will begin to form an official school board. Currently, the school relies heavily on parent groups such as the Parent Leadership Committees (PLCs), and the Enrollment Management Team (EMT) for support, ideas, manpower, and suggestions on how to improve the school. The parent leaders help faculty and staff ensure achievement of all students and help to elevate the school's presence in Gardena and nearby areas in the South Bay. As of the 2019-2020 school year, St. Anthony of Padua School has 26 working PLC committees which include marketing and development, fundraising, grant writing, and many more! These PLCs and descriptions of what each one does can be found on the school website at [www.stanthonygardena.org](http://www.stanthonygardena.org).

The entire staff takes part in multiple professional growth opportunities each year including spiritual formation retreats, seminars, technology training, subject area workshops, religious education training, individual teacher seminars, and curriculum mapping training. The staff also meets weekly to share professional best practices among each other and holds at least two staff retreats per year: one in August before school starts, and one in March.

Collectively, the pastor, administration, and faculty work together in teaching the whole child – preparing St. Anthony's students for the challenges of the 21st century. This is evidenced in the classrooms through modern pedagogy, regular integration of technology in the classroom, teaching, modeling and reinforcing the SLEs, scheduling ongoing classroom visits from the pastor and principal, and the collective vision among teachers of incorporating meaningful technology into their daily lessons. Middle school teachers use Google Classrooms to teach students note taking, work on informative papers, and do group work. These important technical skills prepare students for high school, college, and career.

St. Anthony of Padua parish and school rests in the heart of the city of Gardena surrounded by

two other parishes, four parochial schools, and ten public elementary schools. As part of its mission, St. Anthony of Padua School serves the needs of the individuals within the community. It caters to a diverse ethnic community consisting of a Hispanic majority. The school also serves the Asian community as well as a significant number of African Americans, with very few White/Caucasian students. The socio-economic status of the families at St. Anthony of Padua School is predominantly middle to lower-middle class. The median income per household is about \$48,000 a year.

As of Fall 2018, the total student enrollment was at 116 males and 113 females with an average class size of 29 students. 91.7% of the students at St. Anthony of Padua School were Catholic and the predominant ethnic group at St. Anthony of Padua School were Hispanic, which made up 55.02% of the school population. As of 2018, 12.23% of students at St. Anthony of Padua School were Filipino, 1.31% were Asian, 13.1% were African American, 17.47% of students identified as multiracial, and less than 1% of students were Caucasian. Many families consisted of two full-time working parents and took advantage of the after school care provided by St. Anthony of Padua School. Annual updates from the diocesan census report and private school affidavit were used as formal documentation for these numbers.

As of 2019-2020, the total student enrollment is 111 males and 109 females. Currently 25 students are receiving Title 1 services, and 78 students are eligible for free or reduced lunch. 94.0% of the students at St. Anthony of Padua School identifies as Catholic, and the predominant ethnic group at St. Anthony of Padua School is Hispanic, which makes up 54.09% of the school population. Per the 2019-2020 census report, 15.91% of students at St. Anthony of Padua School are Filipino, 1.36% are Asian, 10% are African American, 17.73% of students identify as multiracial, and less than 1% of students are Caucasian. To date, many of our families consist of two-full time working parents. Although daycare attendance varies from day to day, there are currently 45 students on the daycare roster. Annual updates from the diocesan census report and private school affidavit were used as formal documentation for these numbers.

One of the key goals for St. Anthony of Padua School is to prepare our students for success in high school, college, and beyond. In the long history of St. Anthony of Padua School, thousands of graduates have moved through the school's challenging academic and spiritual programs, have successfully gone on to high school and college, and have led successful lives. 100% of St. Anthony of Padua students graduate from 8th grade and move on to high school, with more than 50% of students being accepted into and then go on to attend Catholic high schools. Many parents at St. Anthony of Padua School commit themselves financially even after 8th grade, to continue sending their children to Catholic high schools because they see the value in this investment. In 2018, a Catholic High School PLC was added to inform parents about local Catholic high schools and encourage the pursuit of a Catholic secondary education.

Overall, St. Anthony of Padua School thrives in the area of Catholic Identity and academics because these are highly valued by the faculty, staff, and administration. Six of the staff members

have children at the school and that makes a world of difference. The community is close-knit and teachers treat students as if they were their own children. According to survey data, the vast majority of parents felt that their children were receiving a high quality religious and academic education. The student surveys showed that the majority of students were pleased with their teachers and felt that the teachers care for them as a person.

## **Evidence**

- SLE Posters in all classrooms
- SLE banners on 2nd floor
- SLE Rubrics
- Published Math Curriculum Maps
- Classroom Observation
- Parent handbook (posted online) and acknowledgement forms
- Mission Statement and Philosophy of St. Anthony of Padua School
- Parish Centennial records and history
- Census reports
- Private School Affidavits
- Personnel records/files
- PLC Meeting minutes
- General PTO agendas
- Weekly staff and school bulletins
- Evidence of professional development

## **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.*

Following the most recent accreditation visit in 2014, St. Anthony of Padua School utilized the five Critical Goals it established for itself in the 2014 Action Plan and the accreditation findings of the 2014 Visiting Committee to provide the focus for its continuous efforts to improve student learning and ensure high achievement for all students. In summary, the results of these efforts over the last six years are:

### **1. To further increase student proficiency in all areas of Language Arts.**

In addressing the target goal established in 2014, St. Anthony of Padua School's Improving Student Learning (ISL) Team made adjustments to the English Language Arts (ELA) curriculum by implementing Accelerated Reader (AR) and Onward Readers (OR) and by supporting students with more ELA resources (a new, functioning AR library, providing Title I academic counselors to struggling students, implementing Support Team Education Plans (STEP), adding a learning lab with computers, and 1-1 access to school-owned student devices for students in grades K-8 to increase student proficiency in Language Arts.

Onward Readers is a partnership with the John and Cynthia Lee Smet Foundation and the Archdiocese of Los Angeles, and is an intensive research-based literacy initiative designed to support students, parents, teachers, and principals in achieving proficiency in reading. St. Anthony of Padua School applied to this program in 2017 and was selected to be a participating school. Onward Readers utilizes a multi-component approach to reading instruction explicitly addressing word study, fluency, and text comprehension. Tiered levels of intervention are built into each component to ensure that the needs of all students are met. This three-year training program constitutes professional development. Over the course of the three years, teachers and principals attend workshops in order to gain guidance and support in strengthening best practices in reading instruction from the Onward Readers Instructional Coaches. The strategies, resources, and lessons also align with the Archdiocesan Core Instructional Practices (CIP). Each year, Onward Readers focuses on a different area of literacy, scaffolding the implementation of new resources. During the first year, Onward Readers provides lessons and resources for foundational skills, including word study, phonemic awareness, and vocabulary. In the second year, Onward Readers shifts its focus to standards-based text comprehension and reading fluency. Lastly, the third year of Onward Readers focuses on differentiation within literacy, training teachers on incorporating multi-tiered systems of support for students with varying ability levels. In June 2018, St. Anthony of Padua School completed the first year of Onward Readers (OR). The 2019-2020 school year marks the 3rd and final year of this ELA grant.

The success of this program is contingent on principal buy-in, advocacy, and faculty

collaboration. In addition to workshops and coaching, faculty and grade level meetings also support professional growth. Teachers work together to examine student performance, using formative and summative data to drive instruction. Some resources offered to teachers through OR, was the use of the Journeys curriculum and Benchmark Advance subscription.

In addition to Onward Readers, St. Anthony of Padua School implemented Accelerated Reader (AR) in 2015, as part of the ELA curriculum to support student improvement in Language Arts. This program is approved by the California Department of Education. The goal of Accelerated Reader, as stated in its name, is to help students accelerate in literacy, and to promote a love of reading. This program is implemented rigorously in 2nd grade and above at St. Anthony of Padua School as part of the Language Arts curriculum; 1st graders may begin AR in the third trimester, only if students have scored high on the STAR Early Literacy Test. Students need a Scaled Score (SS) of 850 or more to test out and start taking STAR Reading and Math, because at that point, they can read. Some first and second graders have also used the program Raz-Kids to gain access to leveled readers that are appropriate to a child's reading level. Both AR and Raz-Kids have contributed to a culture of literacy at St. Anthony of Padua. Moreover, Accelerated Reader collects student data through reading assessments and practice tools. This data assists teachers in seeing where students are scoring in the California learning progression and what they need to learn to progress to the next level. Based on STAR data, Renaissance Enterprise provides Zone of Proximal Development (ZPD) scores for Accelerated Reader, as both programs are affiliated with one another. STAR scores in reading and math, along with the Instructional Planning report/Student Diagnostic Report also help teachers adjust their lesson plans and stations/centers to focus on areas in need of student improvement. Universal Access (UA) time was incorporated this school year after our Year 3 Training sessions for OR. We call this time to close foundational gaps in learning What I Need (WIN) Time. Students who are struggling get their needs met with extra practice on skills they missed in earlier grade levels. Those who are excelling get to have more challenging work to meet their needs. Other diagnostic tests used at St. Anthony include the ESGI program (for primary grades) and Words Their Way (WTW) for grades K-8.

When the current principal took over in 2015, after teaching one year of middle school ELA at St. Anthony's in 2014, she realized that the students did not have a Grammar or Spelling curriculum, or Handwriting curriculum. She added Handwriting as a subject on the report card and she ordered Grammar and Spelling workbooks to help increase knowledge of ELA. The English teacher ordered Voyages as a spiraling curriculum to put a focus back on Grammar. This year, the junior high has begun to use Quill.org, an interactive online writing and grammar tool.

To improve proficiency in Language Arts, St. Anthony of Padua School had a Title I teacher on site for several years in a row. In 2018-2019, there was also a Title I academic counselor on campus once a week, along with a Title I Math teacher. After funding was cut in the 2019-2020 school year, the ELA Title I teacher and academic counselor were both taken away. Students struggling in Language Arts used to be pulled out of class for additional support, often working

in small groups with the Title I teachers. Once students showed improvement, they were able to test out and return to the mainstream classroom. St. Anthony of Padua School has seen growth in every single student receiving these Language Art services, as evidenced in their assessment scores through the LAUSD. These scores are in the principal's office. Title I Teachers collaborated quarterly with the classroom teachers to close any foundational gaps found in their students, and to go over assessments and progress with the teachers. This proved to be very effective. Parent workshops offered by LAUSD also contributed to the rise in STAR ELA scores over the past few years, as parents were given tools to help support their children at home.

Thanks to the efforts of the dedicated and selfless parent community, St. Anthony of Padua School was able to renovate the school library and the learning lab (computer lab) during the 2015-2016 school year. New books were added to the library and a dewey decimal library scanning system was established for the first time. Parent volunteers gave up their summer to set up the library and it was truly a team effort that benefits all students. The school library is congruent with Accelerated Reader; books are marked according to a child's Zone of Proximal Development (ZPD) levels. Most titles found in the school and public library have an online AR quiz available to students, which allows them to test on books within their interest and reading level, and check for their comprehension of that book. Students keep reading logs to track the books they have read and tested on, and teachers give students approval to take a quiz. Quizzes must only be taken at school. Students conference with their teacher to set goals and reach them each trimester. Their AR goal is 10% of their reading grade. Students in grades K-8 are on a rotating schedule. Classrooms visit the library and learning lab once a week at minimum, so students have the opportunity to check out books that they can later take an AR quiz on. Teachers sometimes utilize the learning lab when students need to perform research for projects or practice keyboard skills when writing essays or informative papers.

In the 2016-2017 school year, fewer classes were reaching at least 80% correct and only 3 of the 2nd-8th grades were reaching 80% or higher on comprehension tests. However, in the 2017-2018 school year that number increased to 5 classrooms and every class showed improvement. Between 2017 - 2019, the school year showed improvement in preparing and challenging students to reach their AR goals, in terms of both reading and comprehension of texts. **In 2017, the school was at 45% in reading for median school percentage rate, compared to 2019, where the school was at 58% in reading for median school percentage rate.**

March 2, 2020 kicked off Read Across America Week and the teachers invited parents to read aloud to their students during the school day. Every day of the week had a special dress up day (ex: Crazy Socks because reading will knock your socks off!) One day was cultural day, and teachers chose books to read aloud to their class that reflect their own culture and build identity, or stories that offer a view into someone else's experience and range of possibilities in the world.

With continual usage of AR and a focus on a love of reading books that are relevant to students,

the St. Anthony of Padua School staff only expects more growth in the years to come, as it promotes a culture of literacy.

## Evidence

- STAR Scores
- ZPD student levels for Accelerated Reader
- Renovated School AR Library
- Renovated Learning Lab
- Onward Readers 3-year grant information
- Teacher Lesson Plans on SAP Google Drive/Planbook.com
- ELA Curriculum Maps on website
- Recorded Teacher Lessons with OR practices and CIP
- Formative & Summative Assessments (exit tickets, formative.com, Nearpod)
- Read Across America Flyer/Classroom activities
- Title I Services and Assessment Scores (principal's office)

## **2. To further develop St. Anthony of Padua School's ability to meet the needs of all students.**

St. Anthony of Padua School is committed to guiding and supporting the high achievement of all students. The faculty and staff recognize that each student is unique and that each student learns differently.

The Support Team Education Plan (STEP) was installed at St. Anthony of Padua School during the 2013-2014 school year. STEP is a collaborative process that brings together students, parents/guardians, teachers and administrators to seek positive solutions based on a student's strengths and special needs to help that student benefit from his or her education and to facilitate participation in the Catholic School curriculum. Similar to the public school's Individualized Education Program (IEP), St. Anthony of Padua School uses a STEP Plan to support students.

Since its installment, the school has continued to adjust and improve this program so that students can receive maximum benefits. In 2013-2014, each teacher had only one student in the STEP program. That student was identified and tracked by the classroom teacher and accommodations were turned in to the STEP coordinator. The first year served more as a trial period, until each teacher had a better understanding about STEP. During the 2014-2015 school year (second year), each classroom teacher was asked to identify one student in his or her classroom that could benefit from the program. Each teacher had to complete a "Referral" page that outlined the student's basic information along with their strengths and weaknesses (academically or socially). Students with STEP contracts were provided with various **support strategies and minor adjustments** to help them succeed in and out of the classroom which includes, but is not limited to: preferential seating, special rewards, alone time, tutoring, and

access to graphic organizers. As of 2015-2016 all teachers were required to keep a “classroom support log” for all students in their classrooms that were in STEP. As of the 2017-2018 school year, St. Anthony of Padua School had 15 students on a STEP Plan.

A student who is struggling academically is identified using STAR scores and a variety of classroom assessments. Any student consistently testing in STAR and is in need of urgent intervention can be on a STEP plan. If a child comes to the school with a diagnosed disability, or if a parent brings an IEP from their public school, the teacher creates a STEP plan based on the existing IEP. Otherwise St. Anthony staff members work together with parents to create a STEP plan for a student not previously identified, in order to help that student succeed. STEP plans can be for gifted or struggling students, although most of the students on STEP plans are usually those performing below grade level. Students on a STEP plan are monitored closely by teachers and parents. Teachers keep documentation of the different strategies being used in the class to help the student become academically proficient. Parents are communicated with often and follow up meetings are scheduled to check for progress.

If a student becomes academically proficient they are taken off STEP. If students continue to struggle, different strategies and minor adjustments are put in place. If St. Anthony of Padua School deems it can no longer provide services or resources for students on academic contracts, (which inherently promote accountability and mutual responsibility) – after all support has been exhausted – the administration will have a meeting with students and his/her parents to discuss alternative options for education. This includes the options of either being home schooled or attending another public, private, or charter school that can better support the child.

Some students who leave St. Anthony of Padua School after STEP plans have been put in place without much progress, end up pursuing their education at public institutions, where more resources are readily available to students with special needs. The school accepts students of all backgrounds and abilities; however, during the interview and testing process, the principal gives a full disclaimer to parents letting them know that the school has limited resources and aides are only available to teachers in grades K-2. The staff is strong and highly qualified, but if they feel that they don’t have the capacity to meet the needs of a particular child, or if the child needs a small class size with close monitoring and assistance, administration will notify the parents up front if they are able to provide the services a child needs to succeed.

STAR scores and formative assessments allow teachers to identify and address areas of improvement. As of the 2018-2019 school year, St. Anthony of Padua School implemented a schoolwide classroom set up that allows for small group instruction that is flexible and adjustable to students’ individual needs. During instruction teachers set up in stations/rotations/centers so that each station can have a specific focus respective to the subject and accommodate nuances in learning due to shifts to the conventional classroom set up. The stations allow for a change of routine and flexible seating around the classroom promotes problem solving with one’s peers and

encourages students to be self-directed learners, while the teacher moves around the classroom and works with small groups who need additional assistance. Additionally, because the primary grades have larger class sizes, students in K-2 are provided with a part-time classroom aide to assist the classroom teacher, especially during small group instruction, and to maximize academic learning time.

## **Evidence**

- STEP binder outlining services and documentation
- STAR Assessments
- Formative Assessments
- Universal Access (UA) Classroom set up/WIN Time for Tier 2 and 3 students
- Instructional periods that include rotating stations and centers
- Teacher aides for primary grades, K-2
- Data Snapshot Reports

### **3. To further increase opportunities for students and the school community to engage in meaningful service.**

In evaluating the school program, it was determined that the creation and integration of consistent, well-organized community service opportunities for students and shareholders would further develop and strengthen three of St. Anthony of Padua School's core elements. First, it would further aid in the fulfillment of its mission, specifically "the transmission of the ideas and values of Catholic doctrine and Christian culture," through active participation in social justice work. Secondly, it would reinforce the school's Catholic Identity by further deepening the alignment of St. Anthony of Padua School's academic program with its religious program. Lastly, it would increase student achievement of the Schoolwide Learning Expectations, specifically: F.1 Is knowledgeable of the traditions and practices of the Catholic Faith, F.2 Actively seeks opportunities to serve others, F.4 Is guided by a sense of respect for oneself and others, S.4 Is aware of the impact of his/her choices, both as an individual consumer and a member of society at large, on the ecological health of our planet Earth, and S.5 Actively seeks to advance the social agenda of the Church, with particular emphasis on the Social Gospel.

In the area of prayer, students attend a weekly all-school mass celebrated by the pastor. Additionally, the school congregates each morning in prayer during assembly. After morning prayer, students recite the SLEs and pledge to be "FAST": Followers of Jesus, Academically Prepared, Socially Aware, and Totally Healthy in Mind, Body and Spirit. The school celebrates feast days and holy days of obligation. As a student body, the school gathers for weekly Stations of the Cross and benediction every Friday during Lent, rosary prayer and instructions emphasized during the months of May and October, and May Crowning honoring Our Blessed Mother, during which the 8th graders lead an all-school rosary. Parents are always welcomed to attend assembly, weekly mass, and special celebrations. In the 2018-2019 school year, Family Mass days were scheduled once a month, on Sundays at 11am. As of 2019- 2020, students attend

mass twice a week during the school day. Grade level masses take place on Tuesdays from 8-8:30am (for grades 2-4) and on Thursday (for grades 5-8) so homilies by the priests can be catered to those specific grade levels. The weekly schoolwide mass occurs every Friday, unless there is a holy day that falls on another weekday (i.e. Ash Wednesday). In those instances, the school celebrates Mass together at least once a week on that day for the all-school Mass, as opposed to that Friday.

Students in every grade level rotate in leading the choir at each school Mass. They also have students proclaim the readings and Responsorial Psalm, read the petitions, and present the gifts during Offertory. On special occasions, like when the Bishop comes to visit and celebrate Mass, the multi-grade school choir, comprised of students in grades 3-8, sings and leads the congregation in praise and worship. The Music teacher oversees the school choir, along with a parent volunteer, who accompanies the school choir on the piano. The St. Anthony School Choir has about 40 students this year and they sing at special events like the Catholic Schools' Week Mass at St. Pius X-St. Matthias Academy in Downey.

The students of St. Anthony of Padua School are invited to prepare for the sacraments when they reach the age of reason (age 7). The majority of our students are Catholic and receive the sacrament of the Eucharist at the school Masses. Although some of our younger students are not of age and thus cannot receive the sacrament of the Eucharist, students in grades K-2 are encouraged to receive a blessing instead. The school coordinates penance services during Advent and Lent for students and staff who have already received the Sacraments of Baptism, First Holy Communion, and Reconciliation. Parents are also invited to attend penance services and school Masses.

There are many signs and sacramentals around campus that serve as constant reminders of the Catholic faith. Each classroom has a "prayer corner" or altar that includes a statue of Mary or a saint, a crucifix, bibles, candles, and rosaries, meant to exemplify Catholic Identity. In the junior high there is a holy water font near the door for students to bless themselves as they exit Religion class. The school has bible sets for junior high and a rotating set for primary grades to provide students the opportunity to physically interact with the Word of God. In addition to our country's flag, there is also a secondary flag pole that has the Vatican flag, symbolizing our allegiance to America, as well as the Roman Catholic Church. There is also a colored banner on the wall that corresponds and gives meaning to the liturgical calendar. Banners on the wall near the flagpole are switched out with every change in the liturgical season. Currently, the banner displayed is purple, to signify the season of Lent.

Retreats are vital to help build and develop one's relationship with Christ. The school holds retreats in grade levels during Holy Week, and families are encouraged to fast, pray, and give alms. The 8th graders lead the Live Stations of the Cross on Holy Thursday, and the school has a walking recess, where students have only water and pretzels for their snack. Dismissal is at noon, and everyone leaves campus solemnly. The school families are invited to attend Holy Thursday

Mass, where there is a Washing of the Feet to commemorate the way Jesus served others. In order to receive one's First Reconciliation and First Holy Communion, students and parents participate in a Saturday retreat to fully understand the meaning of the sacraments. Every year, 8th grade participates in a class retreat and a 4-day class trip aimed to foster their faith as they transition into adolescence. It's a retreat filled with faith, fun, and fellowship. Students attend Mass, have an opportunity for Adoration, and are able to go to Confession. They also bond with their classmates on this special trip, which is the highlight of their school year.

An essential aspect of the St. Anthony of Padua School's efforts to improve faith formation and manifest its Catholic Identity through action is its commitment to developing the desire and habit to selflessly serve others. The school hosts a yearly clothing drive with Goodwill or Clothing for a Cause, and a food drive during the Thanksgiving season to encourage almsgiving within the community, helping families in need. Students have also donated to Pennies for Patients and have collected money for Catholic Relief Services using Lenten Rice Bowls. The school hosts a hair donation drive annually for Children with Hair Loss, where many female students, teachers and parents donate their hair to cancer patients. This tradition started in 2014 and continues today. Although this hair-cutting event no longer takes place during morning assembly, students are encouraged to bring in their hair and a teacher sends out their donations, after they are recognized at assembly. In 2015, in partnership with the Italian Catholic Federation (a ministry of St. Anthony of Padua Parish), the school participated in a Sock drive, which collected socks for the shelter, Los Angeles Mission. In the Fall of 2018, in partnership with God's Closet, a nonprofit organization, the school held a clothing drive to collect children's clothing. The school decided to participate in this drive in particular because it encourages humility as students were asked to donate their own clothing that they may no longer use. Adding to these efforts, parents of the St. Anthony of Padua Community Service PLC actively encouraged community building by extending service opportunities in the Gardena community outside of St. Anthony of Padua School. Previous invitations have included a Restoration Work Day at the Gardena Willows Wetlands in 2018 and A Community Clean Up for Gardena Beautiful Day in 2019 to remove litter, plant flowers, and minor landscaping in the surrounding Gardena areas; participation in these events was not mandated, but it was highly encouraged for students and their families to participate - especially for junior high Students who are required through their Religion class to complete between 10-20 service hours every year.

## **Evidence**

- Weekly Mass
- School Bulletins
- Morning assembly
- Charity Receipts & Checks
- Flyers made for Charitable Events
- Religious signs and signifiers on Campus
- PLC minutes and flyers
- Junior high community service hour logs

- SLE banners
- PLC Community & Outreach Committee (meetings, email blasts, & notes)

#### **4. Ensure that St. Anthony of Padua School remains consistently current and effective in its use of technology.**

Part of our school’s mission is to prepare students for the challenges of the 21st century; this constitutes teaching our learners in a technology-driven age.

In 2014, the school received a C3 technology grant through the Archdiocese, enabling the school to purchase 10 new MacBooks for teacher use. In November 2016, the school received a grant from Shea Family Charities to make renovations to the existing Science Lab. The new space was redesigned to encourage students to work in a collaborative setting. The flooring was replaced, walls were painted, cabinets were built, and the old structures were demolished and replaced. Students now have access to top-of-the-line science technology, which includes microscopes, a magnetic whiteboard, a short-throw projector, 40 new Chromebooks with a charging station, and a new access point for high-speed internet. Access to this new technology inspired junior high students to launch their own STEM club in the Spring of 2017-2018. The STEM club used the Science lab as their headquarters and the resources available for their projects. In 2016 the school applied for another grant and received 40 new school-owned iPads. In 2018, another grant was awarded to upgrade the existing school technology infrastructure, catapulting the 78-year old school well into the 21st century.

These iPads are incorporated into the school’s curriculum and used on a daily basis for ST Math and Accelerated Reader(AR), which are online programs that are supplements to the core curriculum. They are also used for STAR testing during the three annual testing windows. Students in grades 3 and up have to bring their own iPads to school, per the “Bring your Own Device” policy; all students are asked to sign an Electronic Use Policy form each year. Grades K-2 have priority access to the school-owned iPads; older students may use the school’s iPads if they are available. Also, each junior high teacher has about 3-5 iPads on hand, should a student’s iPad be insufficiently charged or not functioning.

Every classroom is equipped with a projector and Apple TV, and each teacher has access to an iPad if needed, so that teachers may use visuals to assist with the learning process and supplement lessons with multimedia educational applications. The 10 MacBooks acquired from the 2014 C3 grant were given to teachers to utilize for lesson planning and classroom instruction. Some teachers use a document camera regularly to model activities and “think aloud” with students.

During the 2015-2016 school year, the school revamped the campus bungalows to make a Computerized Learning Lab with refurbished PC desktop computers, and modernized the School Library by expanding its book collection through donations, establishing a Dewey Decimal

scanning system, and adding a projector and Apple TV. The Learning Lab housed the first generation iPads and charging station donated by the Shea Foundation in 2012. This room allowed teachers a space to have students do AR tests after they borrowed library books. Teachers also used the Learning Lab to incorporate a typing program into their school day via Typingclub.com to teach students the basics of typing on a keyboard. They also utilized this space by assigning projects that required students to do research create slide show presentations. Now that the desktop computers are becoming obsolete, with everything being done on Apple iPads and Chromebooks, the learning lab is in the process of being transformed to a meeting room or makers' space to encourage those who are artistically inclined to practice fine arts and build things, finding an outlet for their creativity.

Students in grades 3-8 are provided with their own "@stanthonygardena.org" email accounts. This allows for greater use of technology in and out of the classroom setting, and exposes students to using Google classrooms at a younger age. Students are encouraged to interact with technology by emailing their teachers and checking the teacher blogs on the school website for homework assignments and class updates/announcements. The junior high classes all use Google Classrooms on a regular basis, while the 4th and 5th grade students use Prodigy and Nearpod more often, and simply get introduced to Google Classrooms for early exposure. Students go online to answer questions on goformative.com, Kahoot!, and they also have the ability to complete student surveys online via Survey Monkey or menti.com.

#### **Evidence:**

- Science Lab
- School Library
- Grant receipts/correspondence emails
- Learning Lab
- iPads, Chromebooks, MacBooks
- Teacher lesson plans that incorporate technology-driven lessons
- ST MATH
- Accelerated Reader
- Parent Handbook - iPad policies
- Student & Teacher Emails
- WiFi throughout the school with access points
- Acceptable use policy waiver for technology

#### **5. To further increase the participation of parents and other stakeholders.**

Rather than only communicating with parents when a child is having behavioral or academic problems in the classroom, St. Anthony of Padua School encourages teachers to also communicate with parents to celebrate a child's achievements. Each teacher has their own means of communicating with parents but some methods include: class website blogs, emails, positive notes and phone calls home, newsletters, meet and greets in the morning or during carline, online

or paper surveys, and parent conferences. Teachers also take the time to call each parent the week before school starts and introduce themselves as well as learn about their new students. This information is captured on a spreadsheet and sent to the principal to confirm enrollment in each class for the new year and to be used as a tool for teachers to get to know their students before the first day of school.

St. Anthony of Padua hosts a Back to School Night in early September and an Open House in January to kick off Catholic Schools' Week. Both serve as opportunities for parents to learn what is going on in their child's classroom and build rapport with their child's classroom teachers. Parent/family socials and class meetings are also a good way to build community and solidify the relationship between a teacher and their students' families. Each class plans one family social a year, on top of the school socials. These events are usually coordinated by the room parents and the teacher.

Parents are required to attend a Parent Teacher Conference at the middle of the first trimester to discuss student progress. For second and/or third trimester, parent teacher conferences are not mandatory, but parents are welcome to schedule a meeting with the teacher at any time, if they have any questions or concerns regarding their child's performance. Teachers hold classroom parent meetings on an as-needed basis to inform parents about what is happening in the classroom, what to expect for the year ahead, and to answer any questions or concerns parents have for the teacher with regards to their child's overall progress. The chain of command encourages parents to try to resolve any issues with the child's teacher first, and if concerns still exist, an administrator can get involved.

Since its installment in 2012, parents continue to have access to Gradelink, an online computerized grading system, where parents can log in and view student's grades in every subject, check attendance, and view upcoming assignments. Additionally, parents of students in grades 3-8 have access to Accelerated Reader (AR) through student accounts, where they can monitor student progress. Parents of K-2 students do not have access to AR since younger students and parents are still adjusting to these programs and some may not be able to read and test in AR yet. Students and parents can view their progress towards AR goals through the Renaissance Learning website on the "Progress page". However, neither parents nor students have access to STAR Test results. The school provides students and families with that information through email or a printed copy after each testing window.

The school administration keeps in constant contact with parents and guardians through the weekly Tuesday family envelopes (given to the "oldest" and "only" children in each family), via Gradelink email blasts and through texts via the Remind app. This communication has been in place for the past 6 years, and because of the effectiveness of this communication, it continues to be used. The envelopes typically include a school bulletin with a newsletter from the principal with important dates, invoices by the business manager, and flyers with school information and happenings in the community. Since 2018, a parish bulletin began to be inserted into the parent

envelopes weekly to build the relationship between church and school. To further communicate school news with shareholders, the principal writes a “Principal’s Message” that is attached to the weekly school bulletin sent out to families each Tuesday in the Family Parent Envelope. This message is also posted on the school website electronically every Monday morning on the homepage for easy access. This helps parents plan for the week ahead. Additionally, the principal constantly oversees all maintenance of the school website, making sure that parents are up to date and can access all pertinent school information, including slides from general parent meetings, the school handbook, and school forms. Any pressing news is updated on the News and Events section on the website. A monthly calendar with clip art is also sent home each month so parents can see a snapshot of the entire month’s events.

Since 2011, the Parent Leadership Committees, PLCs, have evolved to include all school parents participating on multiple committees within their interest and expertise, in order to have greater involvement among parents and build community by serving the school. These committees meet regularly with the principal to meet the various needs of the school. As of 2019-2020, the PLC has 26 working committees with parent leaders, identified and recruited by the principal. Some of the PLCs include fundraising, safety, school beautification, musical theater productions, grant writing and development, and many more! Families of the school are required to fill out a Parent Resource form and participate in up to four PLCs of their choosing, per the school tuition contract. Also, each classroom has at least one room parent, and no more than four. A room parent serves as a liaison between the teacher and the classroom parents, and often supports the teacher to plan fun activities for students and coordinate class events and bake sales. Room parents also go on field trips as chaperones and teach the Meet the Masters art classes after they have attended the art training. Parents are required to complete service hours, per tuition contracts. Families must complete a total of 25 service hours during the school year, in addition to 8 hours for Fiesta. Next school year, it will increase to 30 service hours a year and the three mandatory General Parent Meetings will increase to 4 meetings a year, with one meeting earmarked as a Parent Faith Formation retreat in November, where parents can participate in a session with the pastor and earn up to 2 service hours for attending.

## Evidence

- School Bulletin
- GradeLink
- Tuesday Family Envelope
- Parent Handbook
- School Tuition Contract and Parent Student Handbook
- STAR & AR logins
- PLC Committees minutes
- Updated Teacher Blog Posts
- Teacher emails via Google
- General Parent meeting slide shows

## 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, provides authentic Catholic teaching, opportunities for community worship and participation in the sacraments, and promotes evangelization and service to the community.*

St. Anthony of Padua School is a Roman Catholic school in Gardena, California, which provides authentic Catholic teaching, opportunities for community worship and participation of the sacraments, and promotes evangelization service to the community. Since its founding in 1940 by the Sisters of Providence of St. Mary-of-the-Woods, St. Anthony of Padua School has been fostering and improving the spiritual formation of students, staff, and parents.

In recent years, among its efforts to improve spiritual formation and reinforce its Catholic Identity, were the changes made through the reevaluation and revision of the school's mission and composed a philosophy statement to supplement the school's mission. The changes made to these documents prove a more effective articulation of the principles and objectives of the school and also, reinforce the Catholic Identity of the School. In the Spring of 2019, per input of the school pastor, the mission statement was revised, stating, "*St. Anthony of Padua School, a ministry of St. Anthony of Padua Parish, is a K-8 Catholic elementary school that strives to meet the religious, moral, intellectual, social-emotional, cultural, and physical needs of its 21st century learners. We prepare them for high school, college, and heaven. Looking to the Eucharistic Jesus as our Lord, Brother, and role model, the school is committed to the transmission of the teachings and values of the Catholic Church and Christian culture to all students.*" **Although similar to our previous mission statement, the addition of "Eucharistic Jesus" proclaims the Catholic beliefs of the school. Furthermore, by introducing a philosophy statement to supplement the mission statement, the school is better able to articulate its commitment to education and spiritual formation, in collaboration with teachers and parents.** Moreover, we have been privileged to partner with the Lovers of the Holy Cross Sisters since 2015 and seminarians since 2018. Given the scarcity of religious and priestly vocations, we are blessed that the Lovers of the Holy Cross Sisters and Queen of Angels seminarians share their significant gifts with our community.

St. Anthony of Padua School continuously provides for the spiritual formation of students, staff, and parents, especially through daily opportunities for community worship. **Morning Assembly encourages students, teachers, and parents to gather as a community of faith, and worship in prayer together.** During morning assembly, students recite the Paduan Pledge that reflect the Student Learning Expectations, "*We, the students of St. Anthony of Padua, in order to live out the Christian calling, pledge to be Followers of Jesus, Academically Prepared, Socially Aware, and Totally Healthy in Mind Body and Spirit.*" This consistent, formal, public declaration instills the SLEs into the minds of the community, unites the school as singular, and serves as a daily

reinforcement of Catholic Identity. Other daily opportunities for prayer include recitation of prayers in classrooms before instruction, meals, and the end of the school day. Likewise, weekly faculty meetings begin and end with prayer, as do all other gatherings, including general parent meetings and Parent Leadership Committee (PLC) meetings, sports events, field trips (using the Guardian Angel prayer), and Student Government meetings. Periodically, the teachers will sanction a time to pray with the staff only, before school starts, meeting at the St. Jude statue.

The student body also attends weekly Mass on Fridays. Grade levels alternate in leading Mass by selecting students to serve as lectors, petitioners, and gift bearers. The school choir and various grade levels provide the music during Mass. **In the 2018-2019 school year, the school implemented school family Masses on the first Sundays of every month at 11am. In the 2019-2020 school year, the school added two additional masses each week for different grade levels: 2nd-4th grade on Tuesdays, and 5th-8th grade on Thursdays.** The homilies are somewhat catered to different grade levels so that the themes addressed are age-appropriate and compelling. Weekly Masses and monthly family Masses are always open to the entire community, providing students, staff, and parents with opportunities for ongoing spiritual formation.

Some classes have additional specific worship opportunities available to them throughout the year. The eighth grade class goes on a pilgrimage in the spring and also participates in a spiritual retreat as well as a special graduation Mass before the commencement exercises. During Advent, Kindergarten and fourth grade pair up for a Posada (A Latin American tradition that is celebrated nine days before Christmas to relive Joseph and Mary's Journey to Bethlehem and subsequent rejection), where it incorporates visits to every classroom and includes the involvement of students, teachers, and parents. The families of 2nd graders are required to attend parent retreats before children receive First Holy Communion. Last year, a sister from the Lovers of the Holy Cross Community taught the 2nd graders. This year, a lay teacher has taken over in 2nd grade, and she invited a Master Catechist as a guest speaker to the parents during their retreat. The catechist's presentation on Reconciliation was powerful and effective.

Additional opportunities for student faith formation include: praying one decade of the rosary every morning in October during morning assembly in observance of the month of the rosary, celebrating All Saints' Day on November 1 by writing a report about a specific saint and dressing up as a saint (all K-8 students and teachers process into the church before Mass dressed as a saint each year: this year the focus for the schoolwide saint research project was on North American saints, next year it will be Franciscan saints), participating in a Christmas Program to celebrate the birth of Jesus, participating in the Stations of the Cross every Friday during Lent with Benediction, and participating in a Holy Thursday Lenten retreat to learn about the Triduum, ending with a live Stations of the Cross put on by the eighth-graders. Eighth-graders also host May Crowning, which includes praying the rosary as a school.

St. Anthony of Padua School provides opportunities for regular participation in the sacraments to improve the spiritual formation of students, staff, and parents. **The second grade teacher visited**

**every class in grades 3-8, asking students if they were interested in getting baptized and receiving their First Holy Communion.** Students were then given an interest form to be filled out by parents to have students start the preparation for the sacraments. In addition to weekly Masses, each Advent and Lenten season, students who have received the sacrament of Reconciliation participate in Penance services officiated by the pastor and other priests. As part of their curriculum, second grade students prepare throughout the year to receive First Reconciliation and First Holy Communion. Students in third to eighth grade who have not received the Sacraments of Baptism, Reconciliation, and Holy Communion and are interested, are invited to prepare for these Sacraments along with the second grade students. Parents of these students are required to attend a couple of retreats to help them prepare their children for the reception of these sacraments.

The pastor also offers parent faith formation retreats. In 2019, the first parent retreat was offered in November. About 30 families showed up and the attendees enjoyed the experience. This year it was optional, and parents had the opportunity to earn family service hours for attending. Next year, this retreat will be a requirement for families as part of their tuition contract and the parent student pledge that each family signs at registration. Parents will still be able to earn service hours for this retreat, even if it is required. Many parents who attended the retreat this year were grateful for the experience, and said they would have attended it without receiving hours because it was a much needed and valuable retreat.

St. Anthony of Padua School provides authentic Catholic teaching to all students. In 2016, St. Anthony of Padua School **integrated the Loyola Press print series, *Christ Our Life***, into the curriculum. The school chose to adopt this resource because it aligned more accurately and effectively with the fundamental principles and objectives of the school, and adequately correlated with ACRE testing and former Archdiocesan standards. Along with *Christ Our Life*, the school also purchased the handwriting books, *Writing Our Catholic Faith*, in 2016, to help students learn and improve handwriting, while simultaneously engaging with the Catholic faith. Students practice manuscript and cursive handwriting by focusing on a letter of the alphabet and writing Bible passages, faith facts, or Catholic prayers. In 2018, **in alignment with its mission to effectively instruct students in the teachings of the Catholic Faith, St. Anthony of Padua School adopted the new Archdiocesan Religion Standards in an effort to increase ACRE scores and better instruct students.** Teachers use these new standards as a guide to create Religion curriculum maps and lesson plans that can be found on the school website and Planbook.com for each grade level.

Teachers also utilize a plethora of supplemental materials to enrich their daily religion lessons, including the Holy Bible, Archdiocesan approved prayers in the correct vertical progression through the years from K-8 listed in the St. Anthony Student Planner, inspirational music, iPad applications and informational religious videos. Kindergarten also uses “5 Minute Children’s Bible Retreat” books. First-graders use supplemental activities from Teachers Pay Teachers (TPT) that are aligned to the topic and Bible story. Second Grade is supplementing with We Believe, TPT, Mass Weekly Journals, and Gospel Weekly. Fourth grade uses The Mass Series by

Archbishop Mark Colleridge, Catholic websites, and other self-created activities and projects. Fifth grade uses Catholic resources (for the Rosary and the Holidays), Nearpod Lessons, and TPT. Junior high uses the book Memorize the Faith!, online articles to strengthen knowledge of Catholic teachings, Joy of the Gospel Weeklies, Youcat and DoCat, and novels. Moreover, Church history is also integrated within the Social Studies curriculum. In Music class for K-8 students, the hymnal, We Celebrate, is used to teach students the traditional hymns of the Catholic faith, and grade levels rotate singing as the choir on days they are leading the Mass with readings, petitions, and the offering of gifts. Additionally, in 2017-2018, the school purchased classroom sets of Bibles (for elementary and junior high) to help aid in religious instruction and a deepening of faith through a more focused study of the Scriptures.

**St. Anthony of Padua School continues to create new opportunities for students to learn about real-life applications of their Catholic faith.** In 2015, the school implemented a **Chastity Education program for junior high (grades 6-8)**, which has evolved to include a study of St. Pope John Paul II's **Theology of the Body, and invites young missionary college-aged speakers from the Culture Project.** These student guest speakers, talk about issues such as sexual integrity, morality, internet safety and social media, and ethics to the junior high students, through the lens of the Catholic faith. These issues are addressed during the speakers' 2-3 scheduled visits each year. Before the speakers come, parents are asked to attend a mandatory parent meeting preparing them for what's to come.

**The entire school community is currently participating in a preparation for Total Consecration to Jesus through Mary,** inspired by St. Louis de Montfort, with focus on the Good News, transformation in Christ, awareness of self, Our Lady, and Our Lord. Age-appropriate books are being used throughout the various grade levels: Consecration to Mary for Little Ones (K-3rd), Marian Consecration for Children (4th-5th), and Totus Tuus: Totally Yours - 33 Day Preparation for Marian Consecration for Teens (6th-8th). Faculty, Staff, and Parents are encouraged to use Fr. Michael Gaitley's 33 Days to Morning Glory: A Do-It-Yourself Retreat in Preparation for Marian Consecration. This program follows 33 school days to ensure full participation of all students and will conclude with a Mass on the feast of the Annunciation on March 25, 2020, with a Consecration Ceremony led by the pastor. A few days later, the pastor will invite the school community to bring in holy objects to be blessed, and he will visit each room in the school building, and bless the classes with holy water.

In the 2019-2020, "St. Anthony Faith Facts" returned to the school. A former alumna, who is now a parent, shared her original folder with the staff. She credits the Sisters of Providence for her solid faith formation and applauds them for introducing Faith Facts to her as a student. Although Faith Facts were reintroduced this year, St. Anthony of Padua would like to fully implement this program in 2020-2021 as part of the school's action plan. **The Religion Department Co-Chairs are currently reviewing Faith Facts to ensure alignment with Archdiocesan Religion standards as well as the topics on the 5th and 8th grade ACRE tests.** "Faith Facts" are based off of the Baltimore Catechism document. This was a prior practice within the Religion curriculum practiced by the nuns when the Sisters of Providence made up

the entire faculty and administration at St. Anthony of Padua School. Former students who are now parents at the school, have asked for the return of this practice of learning about the Catholic faith. The teachers will review the facts with the children and add a new page each year, in an effort to have vertical alignment through the grade levels. The students will be well-versed in the faith by the time they graduate from St. Anthony of Padua School. The school planner has all the prayers that every 8th grader should know. These prayers are incrementally learned in order, starting as early as Kindergarten. Each year, there is a Spelling Bee, and teachers have discussed the possibility of introducing a Religion Bee for 5th and 8th graders that will be a type of “Holy Jeopardy.”

St. Anthony of Padua School provides spiritual development opportunities for staff focused on faith formation and religious instruction. Every year, the staff participates in an all-day retreat in August before the school year officially begins. This gives the staff the opportunity to bond, pray, and spiritually prepare for the school year ahead. The pastor runs the retreat and invites guest speakers to address the entire school staff. Teachers also participate in a mid-year retreat (in March) to revitalize their faith before school lets out. **Teachers are also required to complete their Basic Catechetical Certification within 1-3 years after they are hired. All faculty, once certified as catechists, are asked to continue their ongoing faith formation annually, showing at least 10 hours of specialization requirements.**

The school purchased Jonathan Doyle’s Going Deeper series in 2016, and uses it for mini retreat experiences at in-house faculty meetings. Teachers are also encouraged to pray together before school (led by our Spirit team coordinator) or watch the 3-minute retreat slide shows and reflections, from Loyola Press. Staff members pray for each other and offer special intentions during faculty meetings. Emails are sent to uplift one another with inspirational quotes and Bible passages to reignite the staff throughout the week.

The staff is encouraged to download apps (such as iBreviary and Laudate) on their phones or devices to be able to access Daily Readings, Catholic prayers, and the Saint of the day. The Liturgy of the Hours was recited together at the retreat using the iBreviary app. Some teachers also downloaded the Laudate app to gain access to Catholic prayers and Scripture readings. This application also has a section for Confession, and students and teachers are able to do an examination of conscience by reading their phones or tablets to prepare for the Sacrament of Reconciliation.

St. Anthony of Padua has assessed the success of the changes it has implemented into its programs to reinforce Catholic Identity by utilizing surveys, Los Angeles Archdiocese Religion standards-based assessments, graduation and high school enrollment figures, and School-wide Learning Expectations (SLE) rubrics. In a survey issued to parents in the Spring of 2019, 91% of parents agreed that the mission of St. Anthony of Padua School is aligned with the Catholic Church. Additionally, 88% of parents indicated that they are satisfied with their child’s spiritual development at St. Anthony of Padua School.

Students in the fifth and eighth grade take the annual Assessment of Catechesis Religious Education (ACRE). In 2018-2019, fifth grade scores increased compared to previous years, bringing the average from 56.15% to 68% in two years. Although students scored higher, there is still room for improvement. 52.4% of fifth grade students scored at a proficient level with 47.6% scoring at the needs of improvement level. In the year 2017-2018, the 8th grade student average was 56.1% compared to 60.2% in 2016-2017. 33.3% of the students scored at a proficient level, while 66.7% scored at a Needs Improvement level. Though a decrease was evident, St. Anthony of Padua has taken steps to increase ACRE Test scores, including introducing Faith Facts to each grade level, supplying a Bible set for classes, and enhancing faith enrichment activities. The junior high students also experience a Chastity Education program and learn about Pope John Paul II's Theology of the Body.

Moreover, **the Vatican Flag now flies above the school and can be seen in the courtyard, banners for every liturgical season** are hung near the flagpole, the Parish Hall and church were renovated to include more images of saints and symbolism of our faith as consistent, prominent, and visible signs to all families. The sculpture of the Risen Christ that hung above the altar in the church was recently replaced by a special edition crucifix that depicts the Crucified Christ, just hours after his death. Furthermore, **every classroom has a prayer corner, and several saint statues can be found throughout campus, which publicly proclaims the school's Catholic Identity** and serves as a reminder to the community to be Followers of Christ.

The pastor has encouraged all classrooms to hang up pictures of saints and do research during the month of November on North American saints. The junior high Religion teacher has a holy water font in her classroom, and students are able to bless themselves when they enter and leave her room. The pastor and principal have planned a Marian Consecration of the school to the Sacred Hearts of Jesus and Mary, set to culminate on the Feast of the Annunciation. All these actions undoubtedly help to strengthen the school's collective Catholic Identity.

St. Anthony of Padua School is continuously discovering areas of Catholic Identity that can be improved. **During the last WASC/WCEA visit, the school identified the goal of increasing the number and types of schoolwide religion projects to enhance the spiritual formation of students, staff, and parents.** To meet this goal, the school provides multiple service opportunities throughout the year. To encourage almsgiving, students participate in **Pennies for Patients**, a fundraiser for the Leukemia and Lymphoma Society, as well as **Rice Bowls** during Lent. From 2013-2019, willing female students, faculty, and parents donated at least eight inches of their hair to benefit Children with Hair Loss. **As part of their religion curriculum, junior high students complete between 10-20 hours of community service, depending on their grade level.** The school also **hosts 2 clothing drives a year through Goodwill and Clothing for a Cause, and a Food Drive** during the Thanksgiving season, in conjunction with the parish. In Fall 2018, in partnership with God's Closet, a nonprofit organization, the school held a drive to collect children's clothing. The school also held a toy drive during the Christmas season and donated all the toys to Gardena Fire Department. During the Lenten season, staff assembled and donated blessing bags filled with toiletries and prayer cards, among other things to give to

Maryvale, a school and housing for orphaned girls. Adding to these efforts, parents of the **St. Anthony of Padua Community Service PLC actively encourage community building by extending community service opportunities to students and families such as volunteering** at St. Paul Methodist Church's food pantry and toy drive, cleaning up the city during Gardena Beautiful Day, and volunteering at Gardena Wetlands. This year, the whole school will be assigned areas of the campus to clean up as part of a Lenten service project. The staff and school families will also begin collecting baby shower items to be donated to a pregnancy center in Los Angeles.

After analyzing ACRE scores from previous years as a faculty, the teachers identified a need to improve Catholic Identity to Catholics and non-Catholics alike. By introducing new curriculum aligned with the new Archdiocesan Religion Standards and using supplemental resources (including St. Anthony Faith Facts), the school hopes to see an improvement in ACRE scores. In addition, the school has identified the need for students in all grade levels to improve in their knowledge of traditional prayers, signs and sacramentals, and major feast days. This is a major goal for the school going forward. **Starting in Fall 2019, student planners had all the required prayers listed in them so students could study and memorize their prayers.** This has already proven to be fruitful. 8th graders have the most prayers to learn, but they are learning them through the resource Memorize the Faith! Most importantly, students are evidently growing in their faith and are being transformed by developing a closer relationship to Jesus through the Marian Consecration prayers.

**St. Anthony of Padua school recognized that it can reinforce its Catholic Identity by strengthening its relationship with the larger parish.** The pastor is very present in the school, and meets at least monthly (and more often as needed) with the school principal to discuss and assess the school's faith formation, to ensure that all school happenings are in alignment with the Catholic Church's teachings. The pastor noticed that Altar servers were dwindling, and consequently, he set up a meeting with all 4th-8th grade boys and actively recruited them to become altar servers. The pastor spoke about his own vocation and the boys had many terrific questions. Ultimately, about 6 students signed up to be altar servers. In January 2020, seminarians from the Queen of Angels Center across the street from the church began aiding in classrooms and parish priests made more frequent visits to classrooms. These visits will surely help our students to discern their vocation. Having sisters from the Lovers of the Holy Cross community on our campus regularly, as well as having vibrant religious guest speakers such as Bishop Marc Trudeau, has already led to students discerning their vocations as nuns and priests.

### **Significant Accomplishments**

1. Application of the New Archdiocesan Religion Standards
2. Integration of many aspects of the curricula with Catholic Values and teaching. This includes reintroducing St. Anthony Faith Facts, and the Handwriting book *Writing Our Catholic Faith*, which allows students an extension and/or review of the Archdiocesan Religion standards.

3. Increase in the consistency and variety of opportunities for worship, prayer, and participation of the sacraments, as well as a variety of opportunities for students to act in service to others.
4. Faith formation opportunities for students and staff through retreats and personal development
5. Development and evolution of the Chastity Program for junior high Students, which included lectures on Theology of the Body. Additionally, inviting guest speakers to give religious-based presentations to the student body, including one about Catholic vocations. The school Pastor, priests, and seminarians visit the school and promote vocations.

### **Goals**

1. Provide more spiritual opportunities for shareholders to take action
2. Build a stronger relationship with St. Anthony of Padua Parish, St. Anthony's Day Nursery, and the parish's Religious Education Program
3. Develop and enhance students' faith formation through the adoption of Faith Facts

### **Evidence**

- Copy of Mission statement and Philosophy (found on website and posted in all classrooms)
- School Mass schedule: Regular mass participation 2 times a week for grades 2-8, weekly all-school Mass on Fridays
- Mass journals and reflections in various classrooms
- School-wide daily prayer assemblies
- Christ our Life student books (Loyola Press)
- Writing our Catholic Faith (handwriting book)
- Memorize the Faith! Book and weekly tests in 6th-8th grades on prayers and Catholic Teachings
- Teacher lesson plans and curriculum maps (Planbook.com and on website)
- Student work (evidence bins and on digital evidence folders on drive)
- Parent and student surveys (2 times a year, anonymous responses on school drive)
- ACRE analysis of test results and one-page summary each year
- Pictures of religious celebrations (Stations of the Cross, Rosary, Retreats)
- End of the year retreat for graduating eighth grade students
- Graduation Mass program
- Faith Formation Personal Development for Faculty and Staff
- PLC meeting minutes
- Pictures of Sr. Lisa Valentini from Missionary Childhood Association (discussions about Missions)
- Pictures of Fr. Mike Perucho, Associate Director of Vocations (3/2019 visit)
- Bishop Marc Trudeau visit to classrooms
- Visits from Msgr. to 4th-8th grade boys about vocation and altar serving
- Visits from seminarians and priests to school (aiding in PE classes, 2nd grade and 8th grade)

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

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

St. Anthony of Padua School communicates the Catholic Identity and the school's purpose, through its mission and philosophy statements. The school's mission statement and philosophy are as follows:

### **St. Anthony of Padua School Mission Statement**

St. Anthony of Padua School, a ministry of St. Anthony of Padua Parish, is a K-8 Catholic elementary school that strives to meet the religious, moral, intellectual, social-emotional, cultural, and physical needs of its 21st-century learners. We prepare them for high school, college, and heaven. Looking to the Eucharistic Jesus as our Lord, Brother, and role model, the school is committed to the transmission of the teachings and values of the Catholic Church and Christian culture to all students.

### **St. Anthony of Padua School Philosophy**

Since quality education demands an environment in which learning is appreciated and respected, the administration, faculty, staff, parents, and students are dedicated to the task of creating a positive, effective learning environment. St. Anthony of Padua School recognizes that a successful environment requires self-discipline, which is fostered and encouraged within the basic framework of the curriculum. At St. Anthony of Padua School, students learn that they are responsible to themselves to develop their potential and God-given abilities so that they accept the consequences, both good and bad, of their free choices. Students learn that they are not only individuals gifted by God but also members of an imperfect society in which they learn to exist, not by conformity, but by striving with others of good will to build a better world.

All school personnel recognize the unique gifts of each student and realize that building self-esteem by developing programs that afford opportunities to share these talents is extremely important. Success instills confidence and a positive attitude allowing growth of each one's special God given talents.

The administration, faculty, and staff recognize and accept their role as partners with the parents. Acknowledging the parents as the primary educators, school personnel make time to communicate with the parents and offer concerns, support, and encouragement in dealing with any problems that affect the child.

**The current mission and philosophy statement was the final product from a revision that occurred in 2019. The pastor, school administration and teachers all gave their input during the revision process.** The revision process consisted of email chains and pastor/principal & faculty meetings where shareholders were able to provide their input. The discussion of the mission & philosophy statement commenced in September of 2018, and these documents were finalized March 2019.

St. Anthony of Padua School uses the Student Learning Expectations (SLEs) as an extension of the school's mission and philosophy statement. **The SLEs help students and the school community, better understand the school's mission and philosophy statement through more simpler terms and relevancy.** In our previous Self Study, **the school revised the SLEs by creating two versions: a simplified version for graded K-3 and and a more thorough version for the upper grades 4-8.** Upon reflection, the school decided not to make any revisions to the SLEs because shareholders felt that the SLEs as they are culminate the school's Catholic Identity and values.

The Schoolwide Learning Expectations (SLEs) are as follows:

### **Simplified version for grades K - 3**

Followers of Jesus:

- Knowledgeable of the Catholic Faith
- Serve others
- Incorporates prayer and self-reflection into daily life
- Respect for oneself and others

Academically Prepared:

- Effective communicators
- Proficient in Common Core State Standards
- Demonstrates strong work ethic
- Organized and capable of completing multiple tasks

Socially Aware:

- Gain Knowledge and understanding of cultures
- Social media responsibility
- Aware of their impact on the health of our planet
- Organized and capable of completing multiple tasks

Totally Healthy in Mind, Body, and Spirit:

- Responsible moral decisions
- Incorporates physical exercise into their daily life

- Responsible dietary choices
- Avoids situations and/or actions that negatively affects spiritual health

### **SLEs for grades 4-8**

#### Followers of Jesus:

- Knowledgeable of the traditions and practices of the Catholic Faith
- Actively seeks opportunities to serve others
- Incorporates prayer and reverence for the sacred into daily life
- Guided by a sense of respect for others and oneself

#### Academically Prepared:

- Effective communicators through a variety of media
- Proficient in Common Core State Standards
- Demonstrates a strong work ethic and a commitment to quality
- Highly organized and capable of prioritizing to complete multiple tasks on time
- Strives to create original content with real world applications

#### Socially Aware:

- Seeks to gain knowledge and understanding of all cultures, with focus on context for contemporary history and current events
- Utilizes digital technology and social media responsibly
- Media literate and a critical interpreter of media messages
- Aware of the impact of their choices on the health of our planet
- Actively seeks to advance the social agenda of the Church, with emphasis on the Social Gospel

#### Totally Healthy in Mind Body and Spirit:

- Responsible moral decisions in their social life
- Responsible, moral decisions about the media content to which they expose themselves
- Incorporates physical exercise into their daily life
- Responsible dietary choices based on knowledge of nutritional science
- Incorporates prayer and self-reflection into their daily life
- Strives to avoid situations and/or actions that may negatively affect their spiritual health

St. Anthony of Padua School works at integrating its SLEs into the total reality of the school. **The SLEs have a visible presence throughout the school and are posted in each classroom for easy reference. They are in school and faculty handbooks and teachers will use SLE rubrics to grade SLE projects. They are likewise displayed on the school website. To further reinforce the centrality of the SLEs to the school culture and mission, students, parents, and staff recite the SLEs each morning as part of the “Paduan Pledge” (written in 2012). The SLE rubric was created in 2014, and was reintroduced by faculty and administration in 2019-2020.** The school’s uniform company partnered with the school in 2019

to create a specially-designed, limited edition uniform sweatshirt that has the SLEs clearly emblazoned on the back of the sweatshirt. The acronym FAST is used to simplify the SLEs: **F**ollowers of Jesus, **A**cademically Prepared, **S**ocially Aware, and **T**otally Healthy in Mind, Body, and Spirit. St. Anthony prints are given out to students who are “caught being good” by teachers and administrators. Those exemplifying the SLEs will get an SLE brag tag (bookmark) with St. Anthony’s image on the front and the SLEs on the back, and some students even get recognized by the principal with a gift certificate as an incentive for modeling excellent behavior.

**The students exemplify the SLEs in connection to the Parish community. During school hours, students offer service to the Parish through Altar serving for funeral Masses, and on weekends, the school choir sings at the family Mass at 11:00 am once a month.** Students act as followers of Jesus when they receive the Sacraments of Reconciliation and First Holy Communion in the midst of other parish families. Parish ministries such as the Knights of Columbus and the Italian Catholic Federation give scholarships to 8th grade students annually for essays written about how they “light a fire” in the world, by virtue of their Catholic education and faith formation at St. Anthony’s. The Knights of Columbus also host an annual basketball free-throw tournament and invite our students to participate in the contest. St. Anthony of Padua School students pray for the Religious Education students who sit in the school desks throughout the week, and vice versa. School students help to collect food donations for the Thanksgiving drive and the annual Parish Fiesta held every May, the weekend after Mother’s Day. Families from the parish and school work as volunteers during these community events.

St. Anthony of Padua School uses curriculum standards to define the school’s purpose. **In 2018, St. Anthony of Padua School adopted the new Archdiocese of Los Angeles Religion Standards in an effort to increase the Assessment of Children/Youth Religious Education (ACRE) scores and better instruct students.** Teachers have applied the new Archdiocese of Los Angeles standards into instruction by using them as a guide to create their curriculum maps and lesson plans in all subjects they teach.

St. Anthony of Padua School adopted the California Common Core State Standards for instruction in Math and Language Arts. The adoption of these standards ensure that students will receive the most up-to-date instruction and enable them to be academically competitive with their peers when entering high school. These standards also provide vertical alignment across all grades. Teachers have applied these standards into instruction by using them as a guide to create their curriculum maps and lesson plans. All other subjects follow the California State Standards, which encourage students to become critical thinkers and academically prepared students.

St. Anthony of Padua School works to identify improvements needed to the statements that detail the school’s goals and values. During the process of this Self Study, it was discovered that there was a disparity with the mission and philosophy statements that were written in the previous Self Study, and those that were published on the school website and current school literature. The administration and teachers worked collectively to rewrite the school’s mission that accurately reflects the school’s values. The rewriting of the mission statement commenced in September

2018 via email where teachers gave their input as to which mission statement was best to adopt. However, it was deemed best if teachers discussed this in person at a faculty meeting instead. Teachers worked on the mission statement during the course of one month and submitted a final statement to be reviewed by the pastor and principal. **The school changed the second sentence of teachers' submitted mission statement to read as: "Looking to the Eucharistic Jesus as our Lord, Brother, and role model, the school is committed to the transmission of the teachings and values of the Catholic Church and Christian culture to all students" because it better reflects the school's Catholic beliefs and the church's influence on the education of students.** The previous mission statement was split into what is now known as our mission statement and philosophy statement. Shareholders decided to add the philosophy statement as a supplement to the mission statement, rather than combining the two documents to reinforce the school's Catholic beliefs that God comes first as the primary role model for our students. Consequently, **the philosophy statement was created to supplement the mission statement, to also emphasize the roles of the school parish, teachers, and parents/guardians in their roles of in their role of student's spiritual and academic development.**

The mission statement and philosophy can be found on the school website, in the school handbook, posted in each classroom, and in parent meeting slides to effectively communicate the mission of the school to all shareholders. Furthermore, the principal encourages all new parents to familiarize themselves with the mission and philosophy statement online before applying to the school.

### **Significant Accomplishments**

1. The continued publication and promotion of the school's mission statement and SLE indicators through a variety of media.
2. Review and revision of the current mission statement, philosophy, and SLEs.
3. Continued implementation of the Archdiocesan curriculum standards, the Common Core standards, and the California State standards.

### **Goals**

1. Further increase the integration of SLEs across the curriculum
2. Measure student understanding of SLEs through rubrics, projects, and classwork
3. Continue to increase ACRE scores through implementation of Los Angeles Archdiocesan Religion Standards

### **Evidence**

- Parent handbook
- Parent bulletins
- School website
- Report cards
- Faculty workshops minutes
- Faculty meeting minutes

- SLE official documents
- Grade level curriculum maps
- Teacher lesson plans
- Student pledge recitation
- Classroom posters of SLEs
- Classroom posters of mission statement and philosophy
- School website
- Curriculum guides in all subjects

## 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. Anthony of Padua School's organizational structures support the school's mission and create an environment focused on the high achievement of all students, as well as communicating student progress to all shareholders.

As a parochial school, the **official spiritual leader of St. Anthony of Padua School is the pastor.** In 2018, St. Anthony of Padua Parish and School was assigned a new pastor. The previous pastor was Fr. George Aguilera, who was assigned for the maximum of 12 years at the church. The current pastor, Msgr. Sabato "Sal" Pilato is a former high school principal of 12 years, and former Los Angeles Archdiocesan high school superintendent. He maintains a consistent presence in the school, as evidenced by his weekly celebration of the Mass with the entire student body, his leading of the Sacrament of Reconciliation for students and staff during Advent and Lent, his attendance at school events and general parent meetings, his occasional visits to the classrooms and faculty meetings, and his encouragement for families to attend Sunday Mass and his announcements during Sunda Masses promoting the school and Catholic education as a whole at the pulpit. **His standing monthly meeting with the principal is supplemented with numerous phone conversations and impromptu meetings when necessary. In his first year as pastor, the two would meet weekly.**

**The principal of St. Anthony of Padua School also helps to create an environment that is focused on the Catholic Identity and fulfills the school's mission.** The current school principal took on her leadership role in 2015 when she transitioned from vice principal to principal. **The principal has established policies and procedures that actively support the school's mission, including the reinforcement of consistent schoolwide discipline and the introduction of Tribes agreements** in each grade. Starting in 2015, and leading to an official Tribes training for the entire faculty in 2018, thanks to a Title II funding grant from the Los Angeles Unified School district, the faculty had a formal professional development training over the course of two 8-hour days (with a sister school), where teachers were trained in Tribes, a proven character education initiative. The five Tribes agreements infused throughout the school culture and curriculum are explicitly taught and reinforced daily. They are :

1. **Mutual Respect** - Treating others the way I want them to treat me, makes us a strong learning community.
2. **Attentive Listening** - I'll do my part and listen with my eyes, my ears, and my heart.
3. **Appreciations/ No Put Downs** - I will treat others kindly through my words, and deeds. I know that put downs are NOT what we need.
4. **Right to Pass/Right to Participate** - I have the right to pass if I don't care to share in the community circle or anywhere.

5. **Personal Best** - I will always do my personal best on every assignment, project or test.

In addition to Tribes, **another schoolwide initiative the school implemented is Rick Morris' classroom sign language.** These posters are hung in every K-8 classroom and they are also posted online for parents to print out and use with their children at home. The sign language helps teachers and students communicate more clearly with one another, without having to speak. This is especially helpful during direct instruction time or during Mass time, when the environment should typically be quiet.

- I have a question.
- I have an answer.
- I have a comment.
- May I use the restroom?
- One moment, please.
- May I get a drink of water?
- I am ignoring you.
- Lights on.
- Line up.
- That was off topic.
- Pencils down.
- Sit.
- Stand.
- Thank you.
- Volunteer.

The Tribes Agreements and Rick Morris's classroom sign language are infused into the school's daily culture and curriculum. All shareholders are aware of them, and they are practiced at school, but also encouraged to be practiced at home. **These character initiatives ensure that classrooms support students in a safe, healthy, and nurturing environment that is conducive to learning. These processes have helped to develop a stronger community, a sense of belonging and inclusion for all shareholders, and a more evident Catholic Identity of the school.**

In Spring 2019, the non-profit organization St. Sebastian Sports Project (SSSP) awarded the school with a grant to have teachers trained in the Positivity Project (P2), where positive character traits were explicitly taught to students and modeled by teachers. These monthly traits were integrated into the curriculum and some traits were displayed on banners hanging from the ceilings on the second floor of the school building, as positive affirmations for all to see. These overarching initiatives lend to the Catholic Identity of the school and are organizational structures that help to support the high achievement of all students. **When students feel safe and respected, have choices, and are empowered to use their voice, they can learn better and achieve excellence.**

The organizational structures of St. Anthony of Padua School create an environment that focuses on student learning. **The pastor helps create an environment focused on student learning by engaging the students during his homily at weekly Mass.** The pastor also started inviting the 8th grade students for lunch at the rectory, starting in 2018, as an opportunity to get to know the students and as a way for students to get into the practice of speaking to others in their social circle. The pastor also hosted a luncheon at the sisters' convent on school grounds in May 2018 for students in grades K-8 who earned the Citizenship award (excellent grades in Work Habits and Responsible Christian Behavior) or First and Second Honors (for grades 3-8) for two trimesters in a row. **These experiences allow students to develop their social intelligence.**

**The principal also encourages student learning by critically examining the curriculum and encouraging supplemental resources.** Every year in April, teachers are asked to take inventory of the books they have or need for the following year, based on enrollment. Teachers also review their current curriculum and discuss with the Curriculum Chairs for each subject if what they have is working or not. The principal has been working toward having a spiraling curriculum across grades in all subjects, to ensure vertical alignment. This has been a slow, but steady, and intentional process. The principal and business manager meet at the end of year to discuss budgeting for supplemental educational materials for the following academic year; however, **both principal and business manager are always in constant communication and adjust budget as needed to purchase/subscribe to resources that promote the achievement of all students.** Preliminary and adjusted budgets are devised yearly, in conjunction with the payroll company representative and the pastor, and the school considers teacher input when selecting new or continuing educational programs. The main concern is that resources that are purchased will be used to increase student learning. For example, **in 2016, the school subscribed to ST Math** as a supplement to the math curriculum for all grades. **In 2016, the school also added Accelerated Reader (AR) as a supplement to the ELA curriculum.** In 2017 **the school was awarded a grant to participate in Onward Readers (OR),** a reading specialization program that supports teachers through professional development workshops and a coach in reading instruction. In spring 2019, **the school began to use the program Accelerated Math (AM) in junior high (has recently changed to Freckle )and is now a schoolwide program.** Additional school subscriptions or supplemental online resources include Kahoot! (available for all grade levels), Raz Kids (primary grades), and Kiddle (primary grades).

The principal and faculty meet once a week on Wednesdays from 1:45-3:30 (sometimes longer) for faculty meetings, professional development, retreats, meetings with guest speakers, or grade level collaboration. Every other week, the grade levels are scheduled to meet for STAR data analysis and action plan for specific students who are lacking in foundational skills. In group data dives, the principal and faculty work together not only to analyze, but prioritize curricular objectives and identify strategies that will help meet these objectives. The staff is always revisiting the Cycle of Continuous Growth flowchart to find ways to improve on existing practices.

The school periodically has OR coaches or ELA consultants come in to help with Math or ELA,

and the coaches observe teachers with the principal, working together to give teachers feedback based on trends they see in the classrooms. Recommendations are given, and there is a focus given to the staff to plan for future instruction and ways of modifying instruction to improve student learning. Title I teachers (Math, ELA, and Academic Counselor) meet with the principal and the teachers to give feedback on data collected and the teacher communicates progress to the students' parents. These data points help with planning for students who are on STEP plans and need to be on academic or behavior contracts.

In addition to improving the curriculum, the principal attained new technology through grants for St. Anthony of Padua School, providing an environment which is conducive to and focused on student learning. St. Anthony of Padua School received a grant in 2014-2015 to purchase 10 new MacBook Air laptops for all classroom teachers to use in their classrooms. In 2016, the school received another grant of over \$100,000 from Shea Family Charities to make renovations to the dated Science Lab and to replace an electrical panel (the school share was \$10,000, which was raised during a Jog-a-Thon Fundraiser). The grant also came with 40 Chromebooks, an Apple TV and upgraded access points for WiFi capability. The Archdiocese has helped the school improve their technologies with 40 new iPads through the C3 Ignite Program, and has provided funding to help the school update their Wi-Fi infrastructure. Each teacher now has access to an iPad when needed and all rooms have a classroom short-throw projector and magnetic whiteboard, allowing teachers to supplement their lesson plans with many multimedia educational applications. Collectively, these new technologies support the school's mission and offer opportunities for student learning, using different and varied modalities.

The principal is supported by a dedicated staff that performs a wide variety of adjunct duties essential to supporting the mission of the school and creating an environment that facilitates student learning. A full-time office school secretary oversees attendance records, answers phones, aggregates the census report, manages student files, coordinates cumulative record files, and helps manage Safeguarding the Children Volunteer Personnel Information Network (VPIN) accounts for parents, among many other daily duties. The full-time business manager/finance secretary coordinates the shopwithscrip.com ongoing school fundraiser, handles all major purchases and school supply orders, sends purchase orders to vendors for textbooks and consumable books annually, manages family financial accounts, coordinates and manages the finances of fundraisers, coordinates the collection of rebates with all the school vendors, does payroll, and works closely with the principal to complete budget and annual reports. In 2015, the school hired a part-time office aide to support the principal and office staff with the many daily administrative duties. The office aide helps the principal create and continuously update the yearly (or as needed) school calendar, student/parent handbook, and other written policies, which are available for shareholders online.

Each faculty member in the school performs a role beyond his or her basic classroom duties. The Kindergarten teacher assists with enrollment and registration for Kindergarten and is the grade level chair for grades K-2. The first grade teacher supports staff with ELA and choreographs dances for the school's musical theater productions. The second grade teacher prepares all

candidates for the sacraments of First Reconciliation and First Holy Communion, and is the Spirit Team coordinator and Teaching Touching Safety lead (as the Safeguard the Children school representative). The third grade teacher is the lead STAR teacher. The fourth grade teacher serves as secretary and takes faculty meeting minutes. She is also responsible for the yearbook. The fifth grade teacher is the acting Support Team Education Plan (STEP) coordinator, the Athletic Director, serves as a member of the WASC/WCEA leadership team, is grade level chair for grades 3-5, and co-chair of the Spirit Team. The sixth grade teacher is the Religion and English junior high teacher, Spelling Bee Coordinator, ELA and Religion curriculum lead, Onward Readers liaison, and a member of our WASC/WCEA leadership team. The seventh grade teacher oversees Student Government, is the History and Science junior high teacher and curriculum lead, Technology lead and assistant Athletic Director. The eighth grade teacher is the junior high math teacher and vice principal. She supports the principal with various administrative and educational aspects of the school, including discipline. She is also the Safety Coordinator, and Math lead, along with the grade level chair for grades 6-8. As 8th grade teacher she coordinates all eighth grade activities, including graduation, Pilgrimage, May Crowning, 8th grade breakfast, 8th grade dance, and Live Stations of the Cross. The school has a part-time music and theater teacher, who produces the small class shows and annual Spring Musical, and supports the school's Partners in Los Angeles Catholic Education (PLACE) teachers as an on-site mentor. The school has a part time P.E. teacher, who also acts as a K-2 after school daycare teacher. In addition to teachers, St. Anthony of Padua School has aides in grades K-2 to facilitate the high achievement of the youngest learners. Each aide also assists with yard duty at recess and lunch. The custodian and daycare coordinator also round out the support staff and are integral to the education and care of St. Anthony's students. Each staff member's additional duties, which taken on voluntarily, play a significant role in ensuring that the organization of St. Anthony of Padua School actively supports the high achievement of all learners.

Faculty members participate in personal ongoing education and professional development. **The staff and administration utilize weekly faculty meetings for curriculum development, professional development, and support in a professional learning community.** In 2017-2018, a different faculty member presented a lesson each week to the other members of the staff during faculty meetings, to encourage best practices. This exercise was halted during the 2018-2019 academic year because faculty meetings were utilized primarily for the writing of the Self Study narrative. Meanwhile, the principal was out on medical leave for two months. The school plans to return to this practice in Fall 2020. Faculty also focused on criteria for benchmarks as it related to Core Instructional Practices. Since 2015, the Department of Catholic Schools (DCS), a department of the Archdiocese of Los Angeles, has sponsored all Core Instructional Practices (CIP) seminars, which occur 4 times a year. CIP was initially called Core Instructional Model (CIM) but was later changed to CIP. Additionally, throughout the school year, teachers attend workshops hosted by the DCS. In 2019-2020, the school participated in a workshop that focused on Multi-Tiered Systems of Support. The DCS has provided training to teachers and administrators for STAR/Growth Assessment Tool Training, which helps teachers not only to better understand the data, but also be able to communicate this information with parents and students. These resources, provided by the Archdiocese of Los Angeles, have provided consistent professional development opportunities for faculty, to ensure that they are up-to-date

with the most efficient teaching practices to help all students achieve. Furthermore, administration utilizes faculty meetings to share topics presented in principal deanery meetings to ensure systemness, and to promote unity within the team with centralized and cohesive plans.

St. Anthony of Padua School communicates student progress through its organizational structures. The pastor communicates with shareholders by being a strong presence in the school community. He attends each mandatory general parent meeting that the school hosts, leading the invocation and addressing the parents as a spiritual director. He lends his public support for new school policies and helps to communicate student progress to the assembled shareholders at these meetings and during monthly Family Masses. **Serving as the major conduit between the school and the parish, the pastor also communicates student progress to the wider group of shareholders in the parish community, announcing major school accomplishments and events at the conclusion of Sunday Masses, and in the parish bulletin.**

The school has used an online grading system, Gradelink, since 2010. **Teachers input grades weekly, providing an effective means of supporting and communicating student progress and achievement to the appropriate shareholders (parents, guardians, and students). Student progress and achievement are also communicated to parents through interim progress reports (mid-trimester), trimester report cards, trimester award ceremonies, emails, phone calls, in-person parent conferences, effort notices, conducts slips, and other forms of communication, including postings on the school website under the teacher blogs.** Formal parent conferences are held each Fall (usually in October), to review each child's progress and establish individual goals for the year. Additional conferences are held on an as-needed basis to further encourage high achievement in all students and reinforce the communal nature of educational success. To keep close ties with parents and give families a chance to get updates on their children's learning, in Spring 2019, each grade level held a Parent Night to inform parents of accomplishments, review expectations from the school year and to update parents on what to expect for the remainder of the year. Additional parent meetings typically happen in January and April, to serve as touch points for families on academic contracts and to have frequent check-ins with those on STEP plans. Surveys are also sent each year to parents and students from the school to garner feedback and get parent input. Teachers are encouraged to send their own surveys out to their classroom parents to ensure open communication, and offer an outlet for parents to express concerns or give suggestions. Room Parents also serve as liaisons between classroom parents and the homeroom teacher and are able to voice concerns to administration as needed.

To further communicate school news with shareholders, **the principal writes a "Principal's Message" that is attached to the weekly school bulletin sent out to families each Tuesday in the Family Parent Envelope. This message is also posted on the school website electronically every Monday morning.** Additionally, the principal constantly oversees all maintenance of the school website, making sure that parents are up-to-date and can access all pertinent school information. Internal communication is primarily done through email, via radio handsets during the day, landlines in each classroom, the Public Announcement system, and

microphones and megaphones during assemblies and drills. For emergencies, the Remind app is used to contact parents quickly. For staff, texts and phone calls via mobile phones take place.

The staff meets and collaborates in grade level bands, where teachers discuss curricular and instructional matters with other teachers in their grade level (the bands are: K-2, 3-5, 6-8). Junior high teachers also meet on their own time during prep periods or after school, since they all share the same students. From 2017-2019, when students had the Arts Alive instrumental program embedded into the school day, the junior high team was able to meet every Tuesday. (The Arts Alive program is no longer available to students during the school day, as of 2019, due to budget issues and a change in leadership). Staff members also meet consistently outside of faculty meetings to ensure the quality and continuity of instruction across grade levels. Teachers in grades K-2 meet weekly with their instructional aides to reflect on and discuss what worked, what didn't, and what could be improved upon.

The teacher blogs on the website also communicate multiple aspects of school life and student progress including classroom news, digital copies of classroom documents available for download, homework assignments and projects, curriculum maps, supply lists, news and events, and student achievement. Students in grades 3-8 are able to have school email addresses (if they have received parent consent to have one), and they also have 1-1 access to iPads through the Bring Your Own Device policy. In junior high, (and in grades as young as 4th grade) teachers use Google Classroom to provide students with information on classroom assignments, projects, events, and homeroom announcements.

When differences arise between shareholders, the school has several structures in place to encourage healthy communication. **The principal regularly communicates with parents about behavior expected. The Christian Code of Conduct and Parent Student Pledge both detail expectations for parents and students.** These two forms must be signed at every re-registration event, and the Christian Code of Conduct can be found in our Parent Student Handbook. Students must sign the Parent Student Pledge as well. Every year, parents must sign a form, stating that they read the parent student handbook. If needed, the school will extract information from the handbook and send out a form, to remind parents of what they signed, and what they agreed to upon registration. Since the last visit, the principal has implemented Tribes and Rick Morris's sign language into the school culture. Teachers have been officially trained and now, and all students in K-8 utilize this structure on a daily basis. In addition, the school began implementing the Positivity Project (P2) schoolwide in 2019-2020, and **the principal purchased new character banners that have Tribes agreements, positive character traits, and the SLEs, made visible daily to all students and staff (on the 2nd floor of the building) as a reminder of schoolwide learning expectations.** Having these structures in place has been effective in resolving any differences or disagreements, because we have a culture of mutual respect.

All such efforts are aimed at maintaining a dynamic and supportive professional community on

campus that is confident in its technique and always striving to improve for the sake of its students.

The organizational structure of the school receives input from shareholders regarding policies and procedures that affect student achievement, as well as communicating student progress to those shareholders.

Staff members participate in weekly faculty meetings to offer their input concerning policies, procedures, curriculum, and events that impact student achievement. The concerns and input of the parish are expressed in the monthly parish meetings attended by the administration, as well as during the weekly principal/pastor meeting. Members of the school community likewise provide input on policies and procedures that affect student achievement through meetings, conversations, and phone calls with teachers, as well as through participation in parent committees and the attendance of tri-annual schoolwide General Parent Meetings (In the 2020-2021 school year, there will be four general parent meetings). In a survey sent out to parents in 2018-2019, 94% of parents said that they were satisfied with their communication with the school administration, and 88% of parents said that they were satisfied with the opportunities available for them for involvement and participation.

During the 2010 accreditation process, the school decided to form a new organizational structure similar in nature to a Parent Teacher Organization. The organization was called the Parent Leadership Committee (PLC). **The school currently does not have an official board in place, however, PLC is a crucial component of the school's organizational structure.** In 2012, the PLC underwent a number of changes, resulting in a re-evaluation of its role and structure. Ultimately this structure evolved into a new, more inclusive format that incorporated all parents and families of the school. **As of 2019, there are over 26 active committees and parents are encouraged to participate in up to four committees of their choosing.** Each committee is initially led by the principal, and parent "Chairs" and "Secretaries" are chosen from among the parent members who have been identified by administration as leaders. The committees meet regularly to address any pertinent task or issue related to its charge and fulfill any actions decided upon by its members. Minutes are taken at all meetings and relayed to other parents on the committee as well as teachers (ex: teachers are notified about meetings re: room parents and interior maintenance committees). Families are able to earn their family service hours by attending these meetings and serving on these committees. Because they are based on interest, many parents who serve will go over and beyond the required service hours because the families create bonds when they work together towards a common cause. Furthermore, these committees report to the entire school population during the General Parent Meetings. Every PLC provides an opportunity for shareholders to be involved in the school, comment on the policies of the school, and improve the school to enhance students' quality of life, while facilitating the high achievement of all students. The Room Parent PLC serves as an additional point of communication to families. Lastly, room parents facilitate communication between parents and the teacher, school administration, and/or PLC, and supports the teacher in needs that may arise during the school year. The principal is in constant communication with PLC leads, who

represent the parent community; when issues and or concerns arise, both work together to address problems, devise solutions, and create action plans to meet future goals.

As previously mentioned, the school currently does not have a school board in place. However, in 2018 the school created an Enrollment Management Team (EMT), which consists of the pastor, school administration, faculty & staff, and parents. **The objective of the Enrollment Management Team is to discuss and execute community ideas and suggestions for recruiting new families and retain current ones which include development and marketing projects to elevate the school's presence in the Gardena and nearby communities.** The Enrollment Management Team was instrumental in revamping the 2020 Open House, by making it more focused on new and prospective parents versus catering to existing families. Furthermore, members of the Enrollment Management Team (along with their children who are students), set up tents outside of church on Family Mass days to promote and market the school and handing out inquiry cards to prospective families.

The parent lead of the EMT has helped the school in creating an effective system for these inquiry cards which include: contacting families, filling out applications, and scheduling school tours and shadow days. The school also has a Marketing PLC which works closely with the EMT PLC. In the 2019-2020 academic year, the Marketing PLC chair, created new flyers, retractable banners, posters, stickers with the school logo, school pens with the logo, registration folders, and updated business cards for the front office staff, so that the school had a uniform look, and was consistent in its use of signage, banners, and logos. The school is currently in communication with the pastor and parish about developing a parish council, which could serve as a board for both the parish and the school. The establishment of the parish council is expected to take place in the next year or two in cooperation with the Capital Fund Campaign. Ideally, the parish council will help develop and monitor the strategic plans of school projects, including but not limited to enrollment, campus beautification, educational programs, and spiritual formation.

### **Significant Accomplishments:**

1. Direct involvement of the pastor with the school community to create an environment focused on high achievement.
2. The addition of office aides and effective delegation of duties among staff.
3. Schoolwide curriculum-mapping of Common Core Standards for Mathematics and ELA.
4. Subscription to ST Math, Accelerated Reader (AR), and Accelerated Math in junior high (AM)
5. Renovation of the School Library and Computer/Learning Lab in 2015, Science Lab Renovation in 2016.
6. Grants received for technology: Additional class set of 40 Sprint iPads and 40 Chromebooks for students to utilize. Updated classrooms equipped with projectors and Apple TVs. Macbook Laptops given to teachers to support day-to-day lesson planning.
7. Effective professional development opportunities focused on high achievement of all students, including participation in Onward Readers.

8. Regular weekly faculty and grade level meetings are utilized by the staff and administration for curriculum development, professional development, and professional support. Continued implementation of individualized learning plans and Growth Achievement Test (STAR) data analysis. Curriculum mapping and development completed before the start of school and posted on the school website, available to parents during Back to School night.
9. Continuous maintenance of the school website to maintain regular communication with all shareholders. Daily/weekly blogging by teachers to better communicate classroom news to parents, provide digital copies of classroom documents for students and parents to download, better inform parents and students of homework assignments and projects, and communicate student achievements to all shareholders.
10. Expansion of the PLC to 26 Active Committees in 2020, that provide service hours as well as advisory and consultative services to the administration.

## Goals

1. To further strengthen professional development opportunities for staff
  - 1.1 Implement Accelerated Math/Freckle.
  - 1.2 Training for teachers to set up and apply Accelerated Math/Freckle
  - 1.3 Ongoing training for all teachers for ELA differentiation
2. To further increase the participation of parents and other shareholders
  - 2.1. Re-establish the Development Board in a few years (Parish Council first)
  - 2.2. Nurture development and effectiveness of Parent Leadership Committees

## Evidence

- General Parent Meeting Slide Show Presentations (on website)
- Annual School Adjusted Budgets
- PLC meeting minutes
- Faculty meeting agendas and minutes
- Website pages, postings, and archives
- Gradelink.com Administrative account
- Parent-conference notes and documentation
- Kindergarten class picture
- Common Core Curriculum Mapping found on-line
- Parent Surveys
- Onward Readers' Meeting Calendar
- Organizational Chart
- PLC Detailed Descriptions online
- Meeting notes from pastor meetings with Parish Council

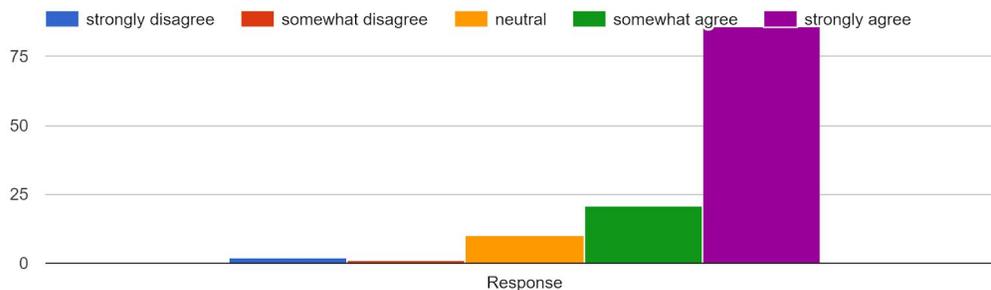
## D. Data Analysis and Action to Support High Achievement of All Students

*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. Anthony of Padua School employs research-based assessments to consistently generate and collect student performance data. The disaggregation and subsequent analysis of such data serves as the basis for decisions regarding instructional/curricular improvement to support the high achievement of all students. Data is primarily generated from the following sources: The Assessment for Catholic Religious Education (ACRE) test, Renaissance (STAR) Reading, Math, and Early Literacy assessments, and curriculum assessments (both teacher and publisher generated formative and summative assessments).

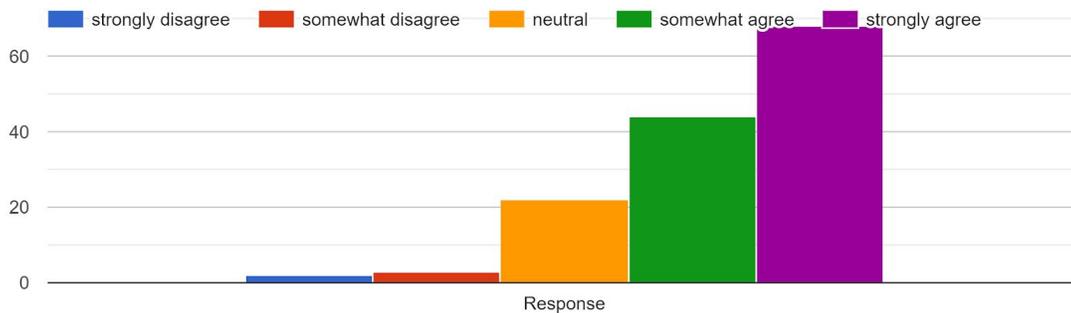
St. Anthony of Padua School is effective at using data about faith formation to strengthen its Catholic Identity. In Spring 2018, St. Anthony of Padua School sent home parent and student surveys, while staff surveys were similarly conducted early in the year. According to the results of these surveys, below, the community perceives St. Anthony of Padua School to have a strong Catholic Identity and a palpable commitment to faith and academic excellence.

3. As a result of his/her attendance at St. Anthony of Padua School, I feel my child is developing deeper faith.



2018-2019 Parent Survey Response to Question 3

3. As a result of my attendance at St. Anthony of Padua School, I feel I am developing deeper faith.



2018-2019 Student Survey Response to Question 3

In addition to the many faith-based activities available to our students, **St. Anthony of Padua School students in 5th and 8th grade are assessed through the Assessment of Catholic Religious Education (ACRE) testing once a year.** The results of this assessment are analyzed and used to inform Religion instruction and curriculum.

In 2018-2019, according to ACRE report results for 5th grade, it was found that students' Faith Knowledge was comparable to that of the National average. Students' knowledge on Liturgical Life was 12% higher than the National average. However, students needed to work on learning about the Missionary Spirit, as the school only scored 38.2%, as compared to the 54% National average score. There was a dramatic difference in the school's scores in Catholic vs. Non-Catholic students. Non-Catholic students performed much lower on the ACRE testing than our Catholic students. St. Anthony's returning students did out-perform the National average in all areas except Missionary Spirit, Moral Formation, and Communal Life. Based on the results, students needed improvement in the concepts surrounding the Immaculate Conception, Serving, Covenant being signaled by the rainbow, the term "God becoming man," Old Testament, why humans have dignity, the two Great Commandments, the definition of personal sin, different types of prayer, union between Church and Christ, and the definition of a diocese.

In 2018-2019, according to ACRE report results for 8th grade, it was found that students' Faith Knowledge was higher than the National average. While St. Anthony's students performed higher in most aspects, they did score 10% lower in the Prayer domain with 63.7%, compared to the national average score of 73%. Similar to the fifth grade Non-Catholic students, those who were Non-Catholic in eighth grade also performed lower than Catholic students. St. Anthony's returning students did out-perform the National average in all areas except Prayer. Areas of concern that need to be addressed in the future include: who was the first American-born Saint, the duty of a deacon, the meaning of sacramental, use of prayer, expressions of prayer,

ecumenism, meaning of Magisterium, and lay people's participation in the Church's mission to evangelize.

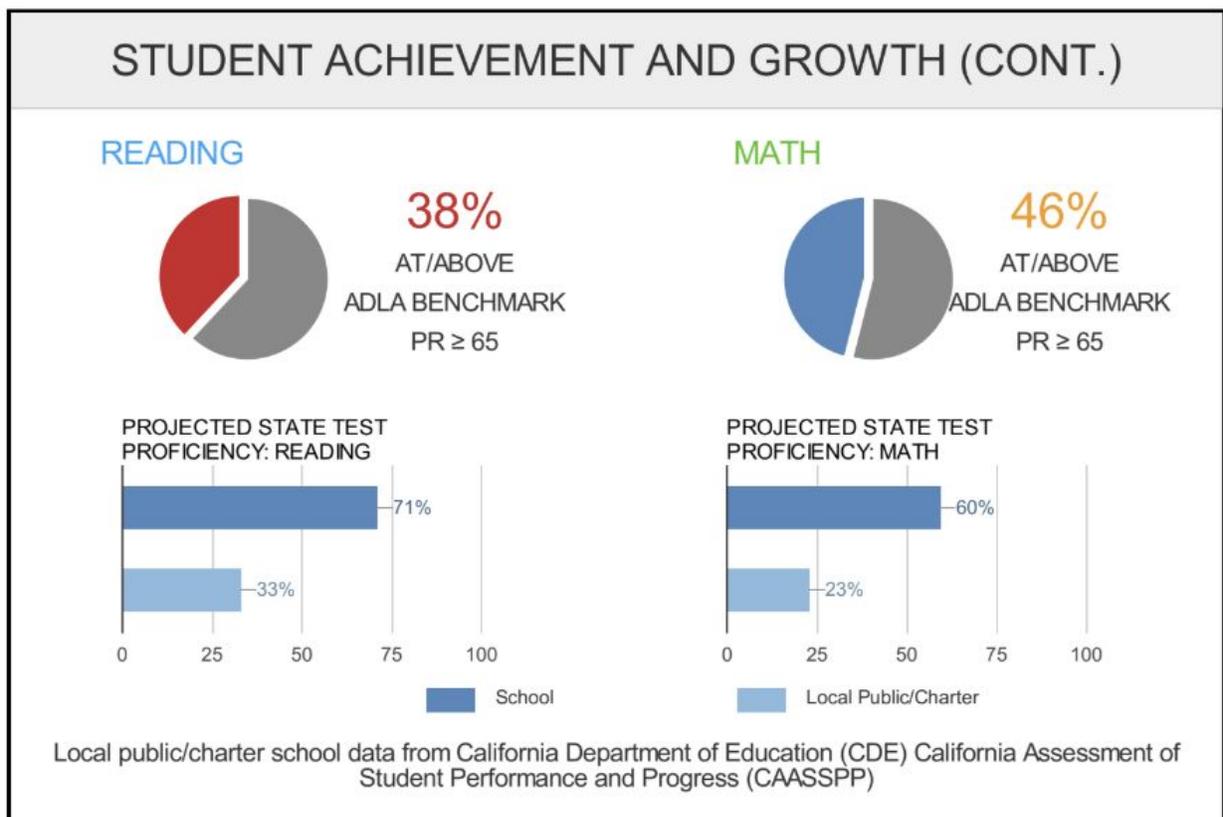
**St. Anthony of Padua School has taken steps to increase ACRE test scores by introducing the new Archdiocesan Religion standards in 2018-2019, which are better aligned with ACRE content areas. In 2016, the school implemented the *Christ Our Life* religion curriculum and the *Writing Our Catholic Faith* handwriting curriculum, also with the goal of increasing students' knowledge of our faith, while also helping to improve ACRE test scores.** Unfortunately, after this transition, the school discovered that the *Christ Our Life* book was not perfectly aligned with updated Archdiocesan Religion standards, but nonetheless, was aligned with ACRE standards. The school is currently working towards updating the *Christ Our Life* series to the newer version, as the new series is now aligned with and adequately correlates to ACRE testing and Archdiocese of Los Angeles standards. Additionally, during the 2019-2020 school year, the school reintroduced St. Anthony Faith Facts to each grade level. Faith Facts are questions and answers taken from the Baltimore Catechism document and were implemented at the school when it was run by the Sisters of Providence back in the 1980s. Parents who were former students, and are now current parents, wanted to revive this tradition, as memorizing the basic tenets of our faith helped them learn, understand, and live out the faith in their own lives, and they want their own children to experience this as well. In addition, junior high students have access to the book *Memorize the Faith!*, as well as *YouCat* and *DoCat*, to cultivate their knowledge of the Catholic faith.

St. Anthony of Padua School uses educationally sound assessment processes to collect, disaggregate, and analyze student performance data. **Students are assessed through STAR standardized testing once per trimester, but more often if the teacher feels it is necessary.** Previously the school tested for all 4 STAR Windows, but transitioned to 3 testing windows in 2019-2020 to better coincide with the school's trimesters and report cards.

The data produced from STAR testing shows the grade equivalency of each student and highlights their strengths and weaknesses in reading and math for grades 2-8, and early literacy for grades K-3. Students in early literacy must score a Scaled Score of 850 to test out of early literacy and commence STAR reading and math. Student data from STAR is disaggregated into instructional levels based upon the student's scaled score and grade equivalency. **Teachers view and print several data reports, including the class and student diagnostic report, the screening report, and the growth report. Using data from these reports, teachers adjust lesson plans to either challenge or further support their students. Teachers may use this data to create stations and differentiate lessons by creating small groups in the classroom based on ability level.** The data is also reviewed by the administration and faculty during faculty and grade level meetings in order to identify the school's performance as a whole. **Comparing the Student Growth Percentile (SGP) of Window 1 and 2 of the current year, 2019-2020, the data shows growth in two domains (STAR Early Literacy and STAR Math). For STAR Early Literacy, from 55 points with 61% to 60 points with 68% of students were At/Above Benchmark. For STAR Math from 41 points with 45% to 55 points but with a lower average of students At/Above Benchmark of 36%. However, for STAR Reading it**

shows that the school decreased by one point in SGP, from 43 points with 22% to 42 points but with a higher average of students At/Above Benchmark of 36%. **Furthermore, in 2017, the school was at 45% in reading for median school percentage rate, compared to 2019, where the school was at 58% in reading for median school percentage rate. Comparing 2017 and 2020 STAR Reading reports, the school is up 3% from 50 to 53 Median (PR). STAR Math reports comparing 2017 and 2020 we're up 1% from 66 to 67 Median (PR).** Between 2019 Window 4 and 2020 Window 2 for STAR Reading, the school went down 11%, 64 to 53 Median(PR). Similarly, for STAR Math, the school went down 6% from 73 down to 67 Median (PR) between 2019 Window 4 and 2020 Window 2. This decrease between the window period can be attributed to several reasons, including the loss of several Title services as well as the school break in between these two windows. Despite this decrease, St. Anthony of Padua School, overall is improving, and that is a victory which it celebrates.

**This growth is credited to teachers coaching other teachers on classroom successes.** The school often utilizes faculty meetings to provide “10 minute lessons” which showcase what works in the classroom and teachers are given the opportunity to receive constructive criticism and teacher feedback. Furthermore, collaboration in grade levels and an Onward Readers coach has helped improve student learning. The school uses the expertise and resources of other teachers to help maximize capacity.



Data from 2017 Data Snapshot Report

E-151 St. Anthony of Padua School

As seen in the data above, the school has struggled with reading scores. These low scores may be attributed to student demographics. **The school has a significant number of minority students.** As of 2019, the school has Per the 2019-2020 census report, 59.04% are Hispanic, 15.91% of students at St. Anthony of Padua School are Filipino, 1.36% are Asian, 10% are African American, 17.73% of students identify as multiracial, and less than 1% of students are Caucasian. Furthermore, because many of the students are minorities, English is not their first language. In 2017, based on the Data Snapshot Report, 39% of students were English Language Learners. Furthermore, many of our families consist of two-full time working parents. **Although teachers are supporting students in the classroom, parents might be limited to helping students at home due to language barriers and because they are unable to provide their time due to employment statuses.**

In addition to standardized tests, St. Anthony of Padua School uses other assessments to collect data. **As an extension of Onward Readers (OR), a school-wide 3-year ELA program started in 2017, various assessments are given to track student progress, including the Words Their Way Spelling Inventory and the CORE MASI-R Oral Reading Fluency Measures.** Kindergarten uses the Great Leaps Fluency Assessment as well as the computerized program ESGI, to assess new, incoming students. Teachers use an OR data sheet via Google Docs to collect assessment data regarding STAR Reading, fluency, and WTW scores, tri-annually. The Words their Way Spelling Inventory allows teachers to see specific spelling patterns that students need more support in learning. The CORE MASI-R Oral Reading Fluency Measures is a norm-referenced assessment and measures how many words students are able to read per minute.

Teachers **regularly use both formative and summative assessments**, as well as projects and assignments to collect and analyze student performance data. These assessments are teacher-created or taken from textbooks that are aligned with the CA State Common Core standards and objectives. **The results of these formative and summative assessments guide instruction and allow teachers to tailor their lessons to help students achieve curriculum standards. Teachers also use the data from formative assessments to create small groups for centers and rotations.** The small groups are also used as multi-tiered systems of support that help to reach students that need immediate intervention.

In order to bridge the gap between reading, and understanding STAR Data, the principal constantly provides professional development opportunities to the faculty. The resources for STAR professional development are provided by the Department of Catholic Schools which hosts many workshops throughout the year, and information gathered from the principal's deanery meetings, and resources webinars/workshops attended by the STAR department Chair and administration. The faculty primarily focuses on Percentile Rank (PR), Student Growth Percentile (SGP) and where students score on the 4 quadrants: high growth/high achievement, low growth/low achievement, high growth/low achievement, low growth, high achievement. The

goal is to have all students improve in achievement and grow with every testing window (high growth/high achievement).

The St. Anthony of Padua School faculty collaborates on a regular basis (every other week) to analyze student assessment data, which in turn, drives their curriculum and affects lesson planning. Although there has been significant improvement, according to STAR Student Growth Percentage (SGP) data, students have not yet collectively met the archdiocesan SGP of 65% for STAR Reading, Math, and Early Literacy. Students who have an SGP of 65% or higher indicate adequate learning growth for the testing period. Students should be at 65 for their percentile rank or better, to be able to do well on the state tests, and to be high-school ready.

St. Anthony of Padua School is committed to not only reaching the goal SGP of 65%, but also exceeding that level of growth. Since the last WASC visit, St. Anthony of Padua School teachers have participated in numerous professional development workshops annually, to learn best practices for instruction specifically in English Language Arts (ELA). From 2013-2016, teachers received coaching from professional consultants in Language Arts from Catapult Learning Coaches, thanks to a grant the school received. Through Catapult, teachers created standards-based writing rubrics to ensure students were mastering ELA curriculum standards. Each teacher received one-on-one mentoring, as well as coaching in the Core Instructional Model (CIM), which essentially, the anatomy of a lesson plan—unpacked. CIM is similar to the Archdiocesan-adopted Core Instructional Practices (CIP), which incorporates best teaching practices in regards to objectives, methodology, and assessment for every lesson.

From 2015-2018, teachers participated in Archdiocesan workshops to learn about CIP. Since then, teachers implement CIP in every lesson every day, with end-of-lesson formative assessments and regular checks for understanding. Through CIP, students have the opportunity to demonstrate mastery of the objective multiple times in each lesson. Teachers are also encouraged to monitor students closely and adjust instruction as needed. This helps teachers identify students who may be struggling with concepts and allows for early intervention. These core instructional practices have allowed for misconceptions to be addressed during a lesson and have helped teachers differentiate instruction to help all students achieve.

St. Anthony of Padua School also offers other resources to support students who may need academic assistance based on the collected and analyzed data from STAR and other assessments. Some teachers provide after school classroom tutoring and Serra High School students are scheduled to tutor on Thursdays after school; however, this opportunity is not always available since it is contingent on the tutors' availability. **Additionally, St. Anthony of Padua School offers Title I services during the school day.** In 2018-2019, there was a Title I ELA teacher on campus twice a week, a Title I Math teacher once a week, and a Title I Academic Counselor on campus once a week. In Fall 2019, out of over 120 Archdiocesan schools who wanted Title services through LAUSD, only 17 schools received services after an Archdiocesan audit. St.

Anthony of Padua was one of the 17 schools eligible to receive Title I services in the 2019-2020 School Year. However, the ELA teacher and Academic Counselor were removed, and only a Title I Math teacher was provided. The hope is that all services requested will return the following 2020-2021 school year. Services have been requested by the school and all paperwork was submitted by the deadlines.

Since 2013, the St. Anthony of Padua School has implemented the Support Team Education Program (STEP) to aid in the identification of students consistently struggling to make acceptable academic progress throughout the year, based on STAR scores and summative assessments. Each teacher identifies at least 1-2 students in their class and creates an individualized plan for those students to help them reach grade level benchmarks in any given subject. However, any student performing “in the red” on STAR tests and performing well below average or below grade level are also put on a STEP plan and academic contract. The STEP coordinator works with the teacher and parents of the student to establish specific academic goals for the students who need minor adjustments. Together, they identify strategies to assist the student in achieving those goals. Teachers also put appropriate support systems in place. In addition to STEP, St. Anthony of Padua School works closely with Los Angeles Unified School District (LAUSD) representatives to assist students identified with special needs and a formal Individualized Education Plan (IEP.) The administration, LAUSD, and the classroom teachers meet collaboratively as needed to discuss student progress. If necessary, teachers go the extra mile to work together with the parent, principal, and student to create academic and behavior contracts, so that all parties are held accountable to ensure success for the student, clearly outlining the expected behaviors and actions that need to be taken in order for the student to succeed. These contracts have clear expectations and deadlines.

St. Anthony of Padua School focuses on improving student learning based on the disaggregation and analysis of data and trends. Using data from STAR, anecdotal notes, formative and summative assessment data, **St. Anthony of Padua School has added supplemental materials to their core curriculum and are able to differentiate for students based on their ability levels. With stations, centers, multi-tiered systems of support, and interventions, teachers are differentiating interventions based on what students need. Flexible seating in all classes has lent to the landscape of this supportive environment to meet all students' needs.**

To support student learning in ELA, St. Anthony of Padua school received the Onward Readers (OR) grant at the end of the 2016-2017 school year. This program supports student growth by providing teachers with additional resources, training, and classroom coaching. The program emphasizes word study, phonemic awareness, fluency, and text comprehension. Onward Readers provides guidance in lesson planning, as well as textbooks and online resources to all teachers to support growth in ELA. Teachers in all grade levels have access to given word study lessons. **Through this grant, the school also acquired an Onward Reader coach, who is on campus frequently and works with the principal to do classroom walk-throughs and help build the capacity of the staff.** Students in Kindergarten use word family decodables and Raz-Kids, and those in first and second grade use decodable readers through the Journeys curriculum (provided

by the Onward Readers grant from the Smet Foundation) to further the study of sound-spelling patterns. For fluency, students engage in daily practice with Dolch (Kindergarten and second grade) and Fry high-frequency words. To support text comprehension, students read complex texts through the Benchmark Advance curriculum and complete graphic organizers to enhance metacognition. Teachers also participate in professional development opportunities provided by Onward Readers to learn best practices that support student learning. In the 2019-2020 school, teachers attended the MTSS (Multi-Tiered System of Support) workshop that is also part of the training required by the grant received from the Smet Foundation for Onward Readers.

To further support student learning in ELA, St. Anthony of Padua School acquired Voyages and Raz-Kids. Voyages is a grammar and writing skills textbook through Loyola Press. Raz-Kids is an online reading application for Kindergarten, first, and second graders, which can be accessed at school or at home and allows students to read multiple fiction and non-fiction texts within their reading level. In 2014, the school implemented Accelerated Reader (AR) to further support student learning. Similar to Raz-Kids, AR allows students in second through eighth grade to read books and take computerized comprehension quizzes to reach individualized point goals. Both Raz-Kids and AR help support student learning by meeting students where they are academically. These programs challenge all students by encouraging them to read more, analyze texts at a higher-grade level than their current grade, while giving students access to texts that spark their interests.

To support student learning in math, **St. Anthony of Padua School implemented ST Math as a supplement to the common core math curriculum**, Go Math. ST Math provides a visual representation of math concepts that help students build understanding through creative problem solving. ST Math is Common Core-based and used in all grades via an application on the iPad. Students work on ST Math for specified times both in class and at home, which includes a daily 10-minute fluency component and a weekly time requirement of 60 to 90 minutes a week, depending on the grade level. St. Anthony of Padua School identified that students that are able to complete 100% of the student syllabus have scored at or above benchmark on STAR Math diagnostic assessments, and overall, students schoolwide have demonstrated significant growth on STAR assessment reports over the past 2 years. Additionally, St. Anthony of Padua School purchased Accelerated Math through STAR Renaissance in the Spring of 2018, and began a pilot program in junior high. Accelerated Math (AM) as libraries available for students that match their abilities. Student levels are assessed through the STAR tests, and recommendations for their classroom library is based on their performance results. By Fall 2019, all K-8 teachers were trained in Accelerated Math, and used this program as a supplement to the textbooks. AM changed to an updated platform called Freckle. This now offers programs for math, ELA, and science. Teachers have enjoyed using Freckle, formerly known as AM.

The Schoolwide Learning Expectations (SLEs) are utilized in each classroom. The SLE rubric was created in 2014, and was reintroduced by faculty and administration in 2019-2020. Starting in the Fall of 2020, at the end of every trimester, students will assess themselves in their practice of the SLEs. The teacher will collect student responses, and will use them for reference when

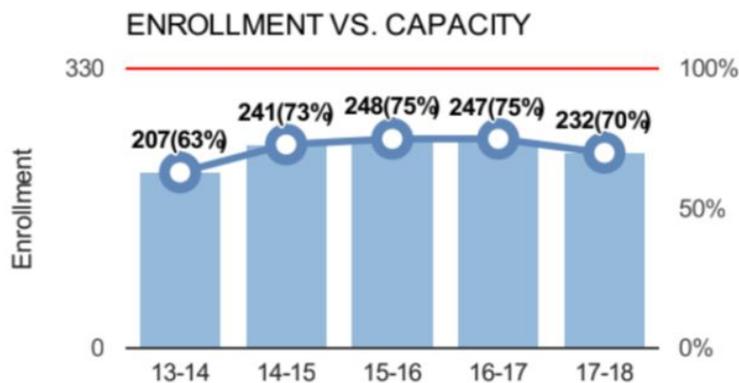
inputting scores/student progress on the SLE report card. This practice was discussed in 2019-2020, and teachers suggested sending out an SLE report card along with academic report cards every trimester. This will officially take place in Fall 2020, some teachers have started this process already. At the end of the 2018-2019 school year, the 8th grade students completed an SLE project, where they created a shield to show how they have grown and shown mastery of the SLEs. This will occur again this year.

**Student Progress is primarily communicated through Gradelink.** Teachers are asked to input grades at least once a week for parents to access at home. Parents and students can check grades at any time on Gradelink, except on days leading up to report cards, where the system is blocked so teachers can finalize grades and insert comments. Parents are encouraged to update the settings on their phone to receive notifications for high or low grades. Progress reports are sent home, in the middle of every trimester. **At the end of each trimester, students receive their report cards along with a STAR student diagnostic report.** To ensure that parents and students understand how to read the data on the diagnostic report, the teacher explains how STAR scoring works at Parent Teacher conferences in October. Furthermore, a STAR powerpoint/cheat sheet is given to parents to understand this information, and the school constantly sends information via the parent envelopes on how to read STAR scores. Parents are encouraged to communicate with the faculty via email, phone calls, or setting up in - person meetings with teachers as needed. Students are also encouraged to take charge of their learning. All teachers in grades three and up conference with their students to discuss student progress in ST Math and AR ZPDs.

Enrollment demographics are tracked yearly through a tool provided by the Department of Catholic Schools, called the Stewardship workbook – by the business manager & principal and also through discussions with the Enrollment Management Team (EMT). In addition, the Census is used to track student demographics, which is submitted every year in October. Information from the Data Snapshot Report of 2017, shows that there was a slight increase in enrollment since the previous WASC/WCEA visit in 2014; however it has decreased in recent years. Currently, 220 students are enrolled at St. Anthony of Padua School. Finances are the main reasons why families withdraw from the school - oftentimes, parents may lose jobs, and feel that they cannot afford tuition, despite being provided with aid. Additionally, another reason for withdrawal is families moving out of the area to attain more affordable housing. Some families who left had multiple children/siblings enrolled and the school felt the economic impact. St. Anthony of Padua is not the only school that has suffered from low student enrollment. Decline is being seen in Catholic schools across the country. These enrollment trends indicate a need for further financial assistance and resources for sustainability.

The school has a tuition contract in place. Many families in need of assistance are encouraged to apply for aid through the Catholic Education Foundation (CEF), and then meet with the principal if additional funding is needed. If families do not qualify for aid through CEF they must apply for school aid and pay \$35 to FACTS ( a third party agency) which helps determine the family's need. The school's administration negotiates tuition based on income and expenses and also

considers how the families contribute to the school in other ways to determine eligibility (volunteer hours, leadership roles, etc). **Although the school has experienced a decline in student enrollment, this has not resulted in a significant drop in tuition collection and/or budget, since there are processes in place to help lessen the effects of enrollment drops.** However, due to decreased enrollment, the school is limited in the resources the school is able to provide for teachers and students. Thus, the school has to get creative to continue to bring in funds. The school mitigates this by applying for grants, cutting expenses, and adjusting school fees and tuition to keep up with inflation rates and rising costs of minimum wage. A survey from the Archdiocese of Los Angeles marketing team identified that word of mouth and social media heavily affect student enrollment. Thus, the school is working on many initiatives to create more of a community presence through social media pages, marketing campaigns, and Daily Breeze Newspaper recognitions, and the creation of an Enrollment Management Team. In case of an emergency, the school has an endowment fund in place; whatever is left as a surplus at the end of the year goes back to the endowment fund/investment pool so the school's money can continue to grow. In Spring 2020, money was taken out for the first time by the current principal from this fund to pay for school upgrades and family tuition aid. This was pastor-approved.



2019 Data Snapshot Report

In the 2018 - 2019 school year, all eighth grade students graduated from St. Anthony of Padua School and continued on to High School. 64% of students enrolled in a Catholic School. Many families choose to send their children to local public schools or charter schools after graduation because they offer free programs, and it is a simpler application process. However, the school is making more of an effort to help families explore Catholic High Schools. The school has a High School PLC, which prepares students for the High School Placement Test, and also informs families about Catholic High School Open Houses and opportunities available, such as tuition assistance and scholarships. The school also has a close relationship with St. Pius X - St. Matthias Academy. The school has provided scholarships to St. Anthony alumni as a means to encourage 8th grade students to continue a Catholic education.

St. Anthony of Padua is efficient in its use of data to drive curricular improvement. Although data from standardized tests, such as STAR, as well as data from formative and summative assessments is important, the staff and administration know that there are many components to making curricular changes. St. Anthony of Padua is committed to receiving input from teachers about what works in their curriculum and looks closely at what could be improved. For example, the junior high ELA Chair in 2016-2017 suggested Voyages, the grammar and writing textbook, because her students were underperforming in grammar and writing. After her suggestion, all teachers looked at samples of Voyages before deciding to adopt this new curriculum. In this case, the ELA Chair knew the book she had was not comprehensive and because she observed that the students were subpar in their writing, based on multiple assessments, the teacher used this data, along with her own knowledge of her students and the school to implement immediate and effective curricular change. In this way, St. Anthony of Padua does well at analyzing its use of data to drive curricular improvement.

### **Significant Accomplishments**

1. Parent/teacher/student surveys verified a strong Catholic Identity
2. All Teachers' lessons include Core Instructional Practices (CIP) which consist of objective, methodology (me, we, two, and you), and assessments, California Common Core Standards and SLEs.
3. Mathematics Curriculum Maps are aligned to Common Core Standards for all grades and are updated yearly. The K-6 Math curriculum is guided by the Go Math textbook, which is Common Core-aligned.
4. Engaged in partnership with Onward Readers for professional development and CIP workshops. As part of a grant, we participated in various professional developments throughout the school year along with several instructional observations to ensure successful implementation of the program.
5. STAR Reading scores increased schoolwide (see STAR results over the past 2 years for a comparison)
6. K-8 ELA Curriculum Maps vertically aligned to Common Core Standards based on a variety of resources provided by Onward Readers materials such as Benchmark Advance, Houghton Mifflin, grade level novels, Voyages (grammar series), Journeys, Teachers Pay Teachers (TPT), and Pinterest.
7. Maximized Title I ELA, Math and Academic Counseling Services on campus (Teachers had regular collaboration meetings with Title I teachers to follow up on academic growth of the student attendees and for feedback on strategies that teachers could implement to continue student success in the classroom.)
8. Between 2017-2019 STAR assessments (reading, math,) increased above 50%.
9. STAR data is analyzed during faculty meetings after every STAR window. (We address areas of strength and weakness. We analyze data to help us plan and guide our instruction to help bring those students who fall under the benchmark category)
10. Students, parents, and guardians are provided with STAR test scores during every trimester
11. STAR data is discussed at parent-teacher conferences at the beginning of the year

12. Used formative assessments to guide daily instruction.
13. Used supplemental resources for math such as ST Math and Accelerated Math
14. Use of Google Classroom in junior high
15. Used blended learning to get formative assessments such as Kahoot!, Menti, Plickers, goformative, Nearpod

## Goals

1. Strengthen implementation of Onward Readers routines and procedures to further increase student reading proficiency.
  - 1.1. Use assessments to create small groups for centers in primary grades and station rotations in upper grades.
  - 1.2. Use stations/centers for differentiation: multi-tiered systems of support
  - 1.3. Using daily formative assessments for every lesson, especially History and Science in grades K-8
2. Strengthen our K-8 Science curriculum and vertically align it with Next Generation Science Standards (NGSS)
3. To expand upon best practices by giving ample opportunities for staff professional development and grade level collaboration meetings.
  - 3.1. Provide teachers with adequate time to meet in grade levels to analyze data and modify instructional planning.
  - 3.2. To better inform parents on how to read STAR data reports, and provide resources to help students be proficient in reading and math.

## Evidence

- STAR Data
- OR Google Drive data sheet
- ST Math Data
- Parent/Student/Teacher survey data
- ACRE score data
- Student classwork according to standards
- Mathematics curriculum maps
- Weekly teacher lesson plans on google drive
- Student evidence boxes
- Integration of SLEs into classroom lessons plans
- Enrollment action plan: EMT
- Enrollment Management Team meeting minutes
- Submitted Family Income Survey
- Home Language Survey
- Census
- Private School Affidavit (PSA)
- Data Snapshot Report
- STEP folder and Student IEP Plans for those with formal diagnosis coming from public schools

- Summative and Formative Assessments/Exit Tickets

## **E. High Achievement By All Students Toward Clearly Defined SLEs and Curriculum Standards**

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

St. Anthony of Padua School provides a challenging, comprehensive, and relevant curriculum based on Common Core, California State, and Los Angeles Archdiocesan standards as well as measurable Schoolwide Learning Expectations (SLEs). Acceptable progress for individual students of St. Anthony of Padua School has been broadly defined as one full grade level of growth in one academic year.

The Catholic Identity and Spiritual Formation of students is a priority of St. Anthony of Padua School. The entire **school community is currently participating in a preparation for Total Consecration to Jesus through Mary**, inspired by St. Louis de Montfort, with focus on the Good News, transformation in Christ, awareness of self, Our Lady, and Our Lord. Age-appropriate books are being used throughout the various grade levels: Consecration to Mary for Little Ones (K-3rd), Marian Consecration for Children (4th-5th), and Totus Tuus: Totally Yours - 33 Day Preparation for Marian Consecration for Teens (6th-8th). Faculty, Staff, and Parents are encouraged to use Fr. Michael Gaitley's 33 Days to Morning Glory: A Do-It-Yourself Retreat in Preparation for Marian Consecration. This program follows 33 school days to ensure full participation of all students and will conclude with a Mass on the feast of the Annunciation with a Consecration Ceremony led by the pastor. **Furthermore, during the annual All Saints' Day Mass, all students complete a Saint report and dress up as a Saint**, and students process in from the middle aisle of the church during the processional hymn.

In 2016, the school **adopted the Loyola Press print series, *Christ Our Life*, for all grades in an effort to be in alignment with Archdiocese of Los Angeles religion standards.** Unfortunately, after this transition, the school discovered that it was not aligned with Archdiocese of Los Angeles standards, but nonetheless, was aligned with ACRE standards. The school is currently working towards updating the Christ Our Life series to the newer version, as the new series is aligned and adequately correlates with ACRE testing and the Archdiocese of Los Angeles Religion standards, reinforcing the Catholic Identity of St. Anthony of Padua School, and providing spiritual formation for the school community. **The school also added the *Writing Our Catholic Faith* to the handwriting curriculum, with the additional goals of increasing students' knowledge of our faith, while also helping to improve ACRE test scores.** Junior high students have access to the book Memorize the Faith!, as well as YouCat and DoCat, to cultivate their knowledge of the Catholic faith. **Furthermore, in its attempt to close the gap, the school also reintroduced Faith Facts in the 2019-2020 school year.** Although they were introduced this year, St. Anthony of Padua School would like to fully implement this program in 2020-2021, as part of the school's action plan. The Religion Department Co-Chairs are currently reviewing Faith Facts to ensure alignment with Archdiocesan standards and ACRE assessments.

“Faith Facts” are based on the Baltimore Catechism. This was a prior practice led by the nuns, when the Sisters of Providence made up the entire faculty and administration of the school. **Furthermore, every year, the school administers ACRE assessments in grades five and eight as an additional support to identify student progress in Religion and identify gaps in curriculum.**

**Aside from direct religious instruction, numerous examples of authentic Catholic teaching are displayed within each classroom.** Classroom prayer corners are carefully maintained and utilized in each classroom. St. Anthony of Padua School’s SLEs are likewise displayed prominently in each classroom and provide a roadmap for the development of each student. Teachers and staff also share their Catholic values by being role models for students ensuring that they practice prayer throughout the day at morning assembly, before and after class, and before and after extra curricular activities such as praying before a game. Teachers are encouraged to teach religion not only during religion time. Faith is infused into all facets of the curriculum throughout the school day. For example, recognizing God as the Creator for Science, discussions of human rights and ethics for Social Studies, and selecting novels that emphasize Christian teachings for English. Although every teacher has different methods to teach religion in all facets of the curriculum, students are reminded of the SLEs and when they struggle with any subject, they are reminded to use their God-given talents to help each other learn.

St. Anthony of Padua School ensures that curriculum standards are challenging, comprehensive, and relevant for all students. Within the past five years, teachers and administration have critically examined all curriculum resources to determine the effectiveness of resources in use and make changes if necessary. **The school uses Common Core, California State, and Archdiocese of Los Angeles standards to ensure the curriculum is challenging, comprehensive, and relevant.** Teachers use Planbook.com to create lesson plans and list standards being taught in each lesson; as of 2019-2020 teachers also insert SLE standards when lesson planning. These standards ensure that students are learning developmentally appropriate material that simultaneously builds on previously learned concepts. Teachers also develop curriculum maps for each subject at the start of every academic year using their textbooks as guidance to provide shareholders with transparency to see that lessons are comprehensive.

St. Anthony of Padua School measures student achievement of the SLEs and curriculum standards. The SLEs guide and inform the curriculum and serve as a mechanism for instilling specific character attributes and academic skills in all graduates of the school. The SLEs are represented through the acronym FAST:

F - Followers of Jesus

A - Who are Academically prepared

S - Socially Aware

T - Totally Healthy in Mind, Body, and Spirit

To ensure that SLEs are developmentally accessible to all students, St. Anthony of Padua School created both primary and secondary definitions for each indicator. The SLEs currently used by the school were reworked and aligned together during the last WASC/WCEA accreditation period by the faculty and administration. Grades K-3 use a simplified version of the SLEs in language that is easily understood for the youngest learners. Grades 4-8 use a more complex version to encourage students to strive for success in all areas. Although the SLEs are clearly defined and students are aware of them, **St. Anthony of Padua School recognizes the need for improvement in measuring student progress of the SLEs. In spite of this, students are given opportunities to showcase their development of their “whole selves” which is the goal of the SLEs.** The school has many programs and/or events in place that allow students to showcase and develop their God-given talents through academics and the arts, as defined in the school’s mission statement. Such programs and/or events include Meet the Masters Art program, school choir, Library bookmark contests, yearbook cover contests, peace poster contests, class shows (musicals), Science Fair, Spelling Bee, Talent Show, and the Christmas program. These yearly events are an integral part of the school culture, and also provide performance assessments in various subjects.

St. Anthony of Padua School recognizes the need to improve how it measures student progress toward SLEs. The SLE rubric was created in 2014, and was reintroduced by faculty and administration in 2019-2020. In Fall 2020, students will self-assess their performance of the SLEs at the end of each trimester. The teacher will then use the student's self assessment as a reference when inputting grades of each SLE indicator (a checklist) to the SLE report card, which will accompany the academic report card at the end of the trimester. This report card will help to keep track of student growth in each SLE. The goal is for each student to be at a “proficient” level in each indicator by the end of the 2020-2021 year. In order to help students achieve this goal, teachers will create lessons and projects that correlate to specific SLEs. They will also provide students with opportunities to put each SLE into practice, both in the classroom and on the playground.

The school’s uniform company partnered with St. Anthony in 2019 to create a specially-designed, limited edition dark grey uniform sweatshirt that has the SLEs clearly emblazoned on the back of the sweatshirt. The acronym FAST is used to simplify the SLEs: **F**ollowers of Jesus, **A**cademically Prepared, **S**ocially Aware, and **T**otally Healthy in Mind, Body, and Spirit. St. Anthony prints are given out to students who are “caught being good” by teachers and administrators. Those exemplifying the SLEs will get an SLE brag tag (bookmark) with St. Anthony’s image on the front and the SLEs on the back, and some students even get recognized by the principal with a gift certificate as an incentive for modeling excellent behavior.

Although improvement is needed in measuring student progress toward the SLEs, St. Anthony of Padua School ensures that curriculum standards are met. Teachers use Planbook.com to create CA state standards-based lessons. Planbook has a “standard view” feature that allows teachers to

look at which standards they have already taught and which they need to teach. When teachers use this feature along with formative assessments after lessons, they give each student the opportunity to demonstrate mastery of each standard. **Teachers regularly use both formative and summative assessments, as well as projects to determine student progress and inform curricular and instructional decisions.** These assessments are created by teachers or taken from textbooks that are aligned with the standards. **Similarly, STAR testing provides critical insight into the development and mastery of math and language arts standards and aids teachers in developing appropriate goals, objectives, and expectations for individual students and the class as a whole.** Each year the Archdiocese also mandates ACRE testing for 5th and 8th grade students to identify students' Catholic faith formation, education, and student achievement in these areas.

If teachers observe that a student is struggling with a concept or standard, or conversely, not being challenged enough, they develop systems and take steps to intervene. They do this by adjusting their instruction, planning, and grouping materials accordingly, as well as varying the level of challenge for students, while working within grade level standards; this is often done by creating stations and dividing children into small groups within the classroom. They also involve parents when necessary so that all shareholders work together to help students make acceptable progress toward the curriculum. **Teachers also have the ability to recommend students for the Support Team Education Program (STEP) program or Title I services.** These extra interventions assist students in making acceptable progress.

The school utilizes several procedures to ensure that staff, students, and parents understand progress toward the expected curricular standards. Student Progress is primarily communicated through Gradelink. **Teachers are asked to input grades at least once a week for parents to access at home. Parents and students can check grades at any time on Gradelink, except ten days leading up to report cards, where the system is blocked so teachers can finalize grades and comments.** Parents are encouraged to update the settings on their phones to receive notifications for high or low grades earned by their children. **Progress reports are sent home in the middle of every trimester.** At the end of each trimester, students receive their report cards along with a STAR student diagnostic report. **To ensure that parents and students understand how to read the data on the diagnostic report, the teacher explains how STAR scoring works at Parent Teacher conferences in October.** Furthermore, a STAR powerpoint/cheat sheet is given to parents to understand this information, and the school periodically sends information via the weekly parent envelopes on how to read and understand STAR scores. Parents are encouraged to communicate with the faculty via email, phone calls, or setting up in-person meetings with teachers as needed. Students are also encouraged to take charge of their learning. All teachers in grades 3-8 conference with their students to discuss student progress in ST Math and AR ZPDs.

St. Anthony of Padua School integrates technology into the learning process consistently and technology pervades the curriculum of Saint Anthony of Padua. Each teacher has an iPad, Macbook Air, an Apple TV and a short-throw projector to aid with instruction. Some teachers

have document cameras and others use their iPads as document cameras to further help students interact with material.

As part of their school supplies, students in grades 3-8 are required to bring a personal iPad or tablet to school each day. Students in grades K-2 have access to school-owned iPads. **These devices are used for a plethora of activities including STAR testing, Accelerated Reader, ST Math, formative assessments, summative assessments, review games, learning apps, and digital textbooks.** junior high students also use their iPads to participate regularly in Google Classrooms, as this online feature allows teachers with an effective way to communicate with students and give them detailed assignment instructions. Similarly, students in grades 4-5 are exposed to Google Classrooms, Google docs/forms/slides by their teacher. All grade levels can use the school-owned Chromebooks, but junior high students access them most often to conduct research projects. St. Anthony of Padua School believes that by appropriately integrating technology into the curriculum and closely monitoring their use, students learn how to be good digital citizens.

St. Anthony of Padua School identifies students who are not making acceptable progress toward SLEs and curriculum standards through the use of formative and summative assessments as well as anecdotal evidence. Teachers use various assessments and assignments, as well as their own observations to identify struggling students. They also have conversations with parents or other teachers to determine academic or personal reasons why a student may be struggling.

Once a student is identified as not making acceptable progress, the teachers make minor adjustments. St. Anthony of Padua School implements, evaluates, and adjusts plans to assist these students so they reach mastery within their grade level. **There are multiple options for students not making acceptable progress, including starting a Support Team Education Program (STEP) plan.** Since 2013, St. Anthony of Padua School has implemented STEP to aid in the identification of students consistently struggling to make acceptable academic progress throughout the year. The STEP coordinator works with the teacher and parents of the student to establish specific academic goals for the student and provide appropriate support and adjustments within the classroom to assist the student in achieving those goals.

**The school currently has students on “conditional acceptance” and students on academic contracts in order to ensure academic growth, and to hold families accountable for student success.** The administration and classroom teachers monitor the students’ progress and communicate with the parents via email, report card, or follow up meetings.

In addition to creating STEP plans, St. Anthony of Padua School works closely with Title I funded LAUSD representatives to assist students identified as being in need of academic interventions and help those who have an existing, or need a formal Individualized Education Plan (IEP) from their local public school. The administration, LAUSD, and the classroom

teachers meet regularly to discuss student progress and strategies for intervention.

Some students qualify for Title I services on campus. In the 2018-2019 school year, St. Anthony of Padua School had a Title I ELA teacher on campus twice a week, a Title I Math teacher once a week, and a Title I Academic Counselor once a week. Title I teachers provide additional support to students in these subjects and conduct their own assessments. They share the results of these assessments with teachers and administration.

All of St. Anthony of Padua's classroom teachers make themselves readily available for extra time to help each student as needed, and regularly communicate with parents regarding particular academic concerns via phone, email, or conference. Parents, teachers, students, and administration are also available for meetings regarding learning concerns that any one party may have, thus expanding the learning community to include parents.

Some students may also be on a behavior plan, which spells out details on specific behavioral expectations. Parents must sign off on this plan with the teachers and principal. Teachers monitor the student's behavior daily and assessments are completed at the end of January to determine whether or not the student will continue to stay on their behavioral plan. This plan aids students in achieving acceptable progress toward the SLEs. Students and parents also sign off on the Parent Student Handbook, which clearly states the consequences for poor choices, as demonstrated on the Progressive Discipline Sheet. Once a child moves down the chart based on consistent and ongoing poor behavior, there is a possibility that the family may not be able to re-register, and may not be invited back the following year.

St. Anthony of Padua School takes steps to assess the programs used to support disaggregated groups and ensure acceptable progress for all students. Since 2013, the STEP program has continued to grow and evolve to meet the needs of all learners who have been professionally diagnosed with a disability, and has developed into an effective program for students. When it was first initiated, the STEP program was only implemented in a few classrooms. Today, all teachers utilize STEP and have attended the STEP workshops. Some St. Anthony of Padua students that are on STEP may be eligible to receive services acquired through Title I funding. By having extra instruction from Title I teachers, struggling students progress through the curriculum standards. The data collected by the Title I teachers throughout the year determines the students' eligibility for services. Similarly data collected by the classroom teacher on students who are on STEP help determine whether they will continue to be on STEP the following school year. In addition to academic programs, the addition of a behavioral plan program has helped students achieve progress toward the SLEs, especially for junior high students.

The principal also encourages student learning by critically examining the curriculum and encouraging supplemental resources to ensure achievement of all students. **The principal and business manager meet at the end of year to discuss budgeting for supplemental**

**educational materials for the following academic year; Budgets are devised yearly, and the school considers teacher input when selecting new or continuing educational programs.** For example, in 2016, the school subscribed to ST Math as a supplement to the math curriculum for all grades. In 2016, the school also added Accelerated Reader (AR) as a supplement to the ELA curriculum. In 2017 the school was awarded a grant to participate in Onward Readers (OR), a reading specialization program that supports teachers through professional development workshops and a coach in reading instruction. In Spring 2019, the school began to use the program Accelerated Math (AM) in junior high (which has recently changed to Freckle) and is now a schoolwide program. Additional school subscriptions and regularly used apps/websites include Kahoot! (available for all grade levels), Raz Kids (primary grades), and Kiddle (primary grades).

### **Significant Accomplishments**

1. Use of *Christ Our Life* curriculum and other resources to incorporate Catholic values into the curriculum
2. Use of Common Core, California State, and Archdiocese of Los Angeles Religion standards in each lesson
3. Clearly defined SLEs
4. Use of Planbook.com, STAR data, and formative and summative assessments to ensure mastery of standards
5. Use of iPads in all classrooms for a variety of learning opportunities
6. Schoolwide implementation of the STEP and Title I programs

### **Goals**

1. Use the SLE rubric more effectively next school year
2. Effective identification of students in need of additional support from STEP

### **Evidence**

- *Christ Our Life* curriculum
- Classroom Prayer Corners
- SLEs posted in each classroom
- Teacher lesson plans
- Formative and summative assessments
- STAR data
- Student and teacher iPads
- Chromebooks
- STEP program logs
- LAUSD IEP meeting notes with public school representatives
- Title I data
- Sample student behavioral and academic contracts

### **3F. Instructional Methodology to Support High Achievement of All Students**

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

As a means of fulfilling its mission and ensuring the high achievement of all learners in its charge, the staff of St. Anthony of Padua School applies research-based knowledge about teaching and learning throughout the instructional process, often incorporating digital technology and infusing Catholic values and ideals in its application. The staff utilizes a wide variety of assessments, both formative and summative, on a consistent and frequent basis to measure student progress towards clearly defined curricular/SLE objectives. The results of these assessments are regularly analyzed to determine the efficacy of instruction and the quality and extent of student comprehension of content and mastery of skills. In this manner, assessments collected and reviewed guide and inform curricular planning and help dictate upcoming lessons and unit objectives.

St. Anthony of Padua School staff models Catholic values. They recognize their role as apostolic and ministerial workers of the Catholic Church. All staff, including parent volunteers, must be VIRTUS® trained, so as to be cognizant of signs and signifiers that may indicate abuse, and thus, properly care for God's children. Several faculty and staff policies and procedures are set to ensure that every teacher is qualified to impart the teachings of the Catholic Church. All new teachers to the Archdiocese of Los Angeles are required to attend the Teacher Induction Program (TIP) workshops provided by the Archdiocese. TIP consists of interactive workshops that include discussions in excellence, stewardship, and also support new teachers in attaining their Basic Catechetical Certification. **All currently employed teachers at St. Anthony of Padua School must have, or be in the process of getting, their Basic Catechetical Certification for teaching religion within the first three years of hire.** To earn basic certification, all teachers need to complete 40 hours of Theology, 6 hours of Specialization, and a formal observation of a Religion lesson. St. Anthony school teachers are able to complete these 40 Theology hours through online programs such as the STEP course through the University of Notre Dame. The specialization phase can be completed by attending sessions at the Religious Education Congress or by participating in Going Deeper Sessions with Jonathan Doyle during faculty meetings.

**The school strives to support teachers' spiritual life by hosting bi-annual retreats to enhance teachers' spiritual life and ministry.** The staff has a retreat in August before school

starts and again in March, usually during Lent. At least once a month during weekly faculty meetings, teachers engage in ongoing faith formation through Jonathan Doyle's Going Deeper series, which was purchased by the school as a yearly subscription, where teachers can examine their faith and have a mini retreat together. This year, this practice was not done as consistently as in years past, since the majority of faculty meetings were allocated towards completing the WASC narrative. Most teachers are trained by the pastor to serve as Eucharistic Ministers and help in the school Masses. Teachers are supported by the school to live and model their faith through school penance services during Advent and Lent and schoolwide weekly Masses.

St. Anthony of Padua School has high expectations regarding teacher qualifications to ensure that the school provides quality education to students. **All teachers have a minimum of a Bachelor's Degree from an accredited college/university. Preference is given to teachers who have a Clear multiple subject or single subject credential from the CA Commission on Teacher Credentialing (CTC). Teachers have to earn a preliminary credential, and they have 5 years to clear it.** St. Anthony of Padua School has also partnered with PLACE Corps through Loyola Marymount University and Onward Readers through the Archdiocese of Los Angeles as a means to provide quality education and support the achievement of students. Classroom aides do not need a bachelor's degree, but preference is given to individuals that have a degree and experience working with children.

**The school uses Common Core, California State standards, and Archdiocese of Los Angeles standards to ensure the curriculum is challenging, comprehensive, and relevant.** All teachers use Planbook.com to create lesson plans and list standards being taught in each lesson. As of 2019-2020 teachers also insert SLE standards when lesson planning. These standards ensure that students are learning developmentally appropriate material that simultaneously builds on previously learned concepts. Teachers also develop curriculum maps for each subject at the start of every academic year using their textbooks as guidance to provide shareholders with transparency to see that lessons are comprehensive. In Fall 2020, students will self-assess their performance of the SLEs at the end of the trimester. The teacher then uses the student's self assessment as reference when inputting grades of each SLE indicator ( a checklist) to the SLE report card, which accompanies the academic report card at the end of the trimester. This report card helps to keep track of student growth in each SLE. The goal is for each student to be at a "proficient" level in each indicator by the end of the year. In order to help students achieve this goal, teachers will create lessons and projects that correlate to specific SLEs. Furthermore, 8th grade students must complete a SLE shield project, that showcases their mastery of the SLEs. The school also provides students with opportunities to put each SLE into practice, both in the classroom and on the playground.

**St. Anthony of Padua School implements research-based instructional methodology to enhance student learning daily.** In 2014, the school implemented the research-based **Core Instructional Practices (CIP) schoolwide**, which helps teachers scaffold, and ultimately, helps students be independent in the learning process. Teachers execute CIP by clearly identifying objectives in the form of measurable “I CAN” statements, splitting up instructional time with direct instruction (Me), guided learning (We), collaborative learning (Two), independent learning (You), and lastly checking for understanding with a formative assessment that measures mastery of the objective. As a result of this instructional methodology, students have the opportunity to practice and demonstrate mastery of a new skill multiple times in multiple modalities throughout the lesson.

In addition to enhancing student learning through CIP, St. Anthony of Padua School is also committed to creating a positive learning environment to help all students feel safe and ready to learn in the classroom. **In August 2018, the school trained all classroom teachers in TRIBES**, which consists of four agreements that help improve student learning and behavior. The four agreements are: 1) attentive listening, 2) appreciations - no put downs, 3) the right to pass/right to participate, and 4) mutual respect. In addition to these agreements, the school added personal best as a 5th agreement. Students are required to follow these agreements during class time and out on the playground. TRIBES agreements are posted in every classroom, and teachers and administration refer to them in and out of the classroom, even to parents at meetings. In addition to Tribes, another initiative **the school adopted and implemented is Rick Morris’ classroom sign language**. These classroom supports ensure students feel safe and empowered, and have a nurturing environment that is conducive to learning.

The school helps teachers differentiate instruction and meet the needs of all learners. In 2018, as a means to target differentiated learning, St. Anthony of Padua School implemented a schoolwide classroom setup that allowed for small group instruction. **All classroom teachers divided classes into small groups (in stations or centers) specifically for ELA and Math. Flexible seating was purchased and incorporated into all grades K-8 in Fall 2019.** The primary grades work in centers, where each station provides an opportunity to practice the skill being measured. In upper grades, station rotations are used to practice skills to help improve deficiencies determined by STAR reports. This year, WIN Time was incorporated into the schedule for all teachers. It is basically universal access time that allows students to get what they need academically. WIN time literally means “What I Need” time. This time is important for students who have not yet mastered grade level standards or who have foundational gaps from prior years. It also serves as time to give gifted students more challenging work, based on their ability level.

To ensure professional growth, and evaluate existing procedures, **the school principal often does classroom walk throughs and teacher observations.** However, every teacher has one official observation before the teacher evaluations. These observations typically happen in May, before administration offers and renews contracts. All employees are asked to self-evaluate before their official evaluation with the principal, which are placed into personnel files. Furthermore, the school has an Onward Reader coach who comes on campus to observe activities being performed in the classroom and also guides teachers on how to improve their teaching methods. Additionally, teachers work in grade levels to help support each other with struggling students and share ideas about differentiating for high-performing students. During faculty meetings throughout the year, teachers have modeled 10-minute lessons so that other teachers can see what is effective in other classrooms. This has helped teachers improve their own teaching methods by experiencing what a student feels like in their peers' classrooms and receiving constructive criticism and/or praise on their teaching strategies and methods. The principal also performs a self-evaluation and undergoes an annual evaluation by the pastor before the signing of staff contracts for the new school year.

The school utilizes assessments (both formative and summative) to modify instruction. Teachers implement formative assessments at the end of every lesson to gauge classroom mastery of the objective. Also, teachers regularly use summative assessments to measure individual and class progress towards mastery of specific curricular objectives which include standard projects, oral presentations, and standards-based testing. **Formative and summative assessments utilized in each grade vary according to teacher styles, however, teachers also develop such assessments to meet student intelligences and cater to different learning needs.** Teachers use assessments to divide the class into small groups according to ability. They regularly check for understanding using methods like “thumbs up, thumbs down”, and identify whether extra time should be allocated for a respective lesson, or determine if that lesson needs to be retaught based on exit tickets.

If teachers observe that a student is struggling with a concept or standard, based on assessments, they intervene by adjusting their instruction, planning, grouping, and gathering materials accordingly. They also involve parents when necessary so that all shareholders work together to help students make acceptable progress towards the curriculum. Teachers also have the ability to recommend students for the STEP program or Title I services. These extra interventions assist students in making acceptable progress.

**St. Anthony of Padua School integrates technology into the teaching and learning process.** All classrooms, as well as the school's Learning Lab, are equipped with a digital projector

connected to an Apple TV receiver. This technology allows for projection of content displayed on any Apple device in the classroom. St. Anthony of Padua School has provided each teacher with a Macbook, acquired 40 additional iPads and 40 Chromebooks for student use, and has enforced a Bring Your Own Device (BYOD) policy in grades three to eight. Teachers regularly use educational videos, Google Classrooms, digital formative assessments such as GoFormative.com and Kahoot!, PowerPoint slide shows, ST Math, Prodigy, Nearpod, and Raz-Kids to enhance their teaching and encourage student participation and learning. Videos, music, and images are similarly projected to access prior knowledge as well as build anticipation for lesson content and objectives. Other material consistently projected in the classroom include: BrainPopJr.com videos and quizzes; YouTube videos for health, math, science, literature, and more; film clips of adaptations of novels read in class for ELA compare-and-contrast standards; short acting and music clips; and a host of over 50 interactive educational apps for iPad used to supplement and reinforce standards-based skill development and content. Common applications used to help aid achievement of all learners are Nearpod, Kahoot!, Menti, and ST Math and Kindergarten is using vooks.com for animated story books.

**To further use technology in the teaching and learning process, students in grades three through eight, have their own @stanthonygardena.org email accounts.** This expansion of email accounts into the lower grades has enabled teachers to use Google Docs as the standard platform for the submission of formal written work and major digitally-produced projects. Such work can then be reviewed online by class partners in formal peer review sessions. Students can comment directly on their peers' work, while evaluating its success in relation to the clearly defined criteria of the assignments' rubric. Similarly, the teacher can comment on and grade the work directly online and send immediate feedback to the student.

St. Anthony of Padua School identifies improvements needed in curriculum and instruction. Teachers and staff **regularly analyze and discuss student data which includes STAR, ACRE, and OR (Fluency and Words their Way Assessments for students in K-8 are recorded on the school's shared Google spreadsheet).** Teachers view and print several data reports, including the class and student diagnostic report, the instructional screening report, the universal screening report, and the growth report. Using data from these reports, teachers adjust lesson plans to either challenge or further support their students. The data is also reviewed by the administration and faculty during faculty and grade level meetings in order to identify the school's performance as a whole. **Student data helps the school identify better resources, such as new textbooks, grants, and professional development opportunities.** For example, in 2016-2017, the school applied for a grant to fund the Onward Readers program as an effort to improve student ELA scores. Similarly, in the Spring 2019, STAR scores suggested that students

needed further help in Math. As a result, the school purchased a subscription to Accelerated Math and launched a pilot program in junior high, in hopes of implementing the program schoolwide, which was put in place the following year.

The principal also encourages student learning by critically examining the curriculum and encouraging supplemental resources. **The principal and business manager meet at the end of year to discuss budgeting for supplemental educational materials for the following academic year;** the school considers the teachers' input when selecting new or continuing educational programs. Funds are allocated based on students' needs, based on STAR scores, and classroom assessments.

The staff utilizes a wide variety of assessments, both summative and formative, on a daily basis to measure student progress towards clearly defined curricular objectives. The results of these assessments are regularly analyzed to determine the efficacy of instruction and the quality and extent of student comprehension of content and mastery of skills. **Assessments are given to help guide and inform curricular planning and lesson objectives, by forming leveled groups and re-teaching lessons if needed.** The continued implementation of formative assessments helps drive group instruction and identify and/or address misconceptions. **The staff recognized the benefit of grouped learning, as of 2018, the school implemented a schoolwide classroom setup that allows for small group instruction.** This change in flexible seating was inspired from what was learned about differentiation through various workshops hosted by Onward Readers. The workshops in Year 3 focus on MTSS: Multi-tiered Support Systems, and this is dependent on collecting and analyzing data on a regular basis to work on flexible grouping, often times, based on ability. Separating children into tiers helps teachers focus on a certain group, as the other students practice becoming "self-directed learners". Furthermore teachers use flexible seating for differentiation, stations, centers, and they regularly use white boards (each class has their own set) for formative assessment and exit ticket grids on bulletin boards in class to check for understanding.

Overall, the school can identify improvements needed in curriculum and instruction adequately. Over the last couple of years, the school has put a laser focus on improving Math and ELA STAR scores and the results were extremely positive. **However, it was decided at the end of 2019 that the school would ramp up its efforts to improve student performance in science, specifically with the implementation of the Next Generation of Science Standards (NGSS).**

## Significant Accomplishments

1. Use of Tribes Agreements in the classroom
2. Implementation of CIP methodologies
3. Implemented schoolwide classroom setup which allows for small group instruction
4. Acquired and consistently used digital technology in the instruction process including:
  - a. iPads for all teachers
  - b. Digital projectors in all classrooms
  - c. Apple TVs in all classrooms
  - d. 40 iPads available for student use
  - e. 40 Chromebooks in Science Lab with Charging station
  - f. Apps for student use
5. Expanded email accounts into lower grades (starting in 3rd grade) and implementation of Google Docs

## Goals

1. Implement NGSS schoolwide
2. Implement Accelerated Math (Freckle) schoolwide
3. Effectively differentiate class to challenge high performing students

## Evidence

- Student work according to standards
- Personnel files
- Curriculum maps
- Teacher Lesson plans
- Student Report cards
- Faculty meeting minutes
- Teacher observation feedback/notes
- STEP Program Logs
- Title I data / documents
- STAR reports
- Formative & Summative Assessments
- Technology on campus: iPads, Chromebooks, projectors, Apple TVs
- Classroom desk setup
- STAR analysis report (annual one-pagers)
- ACRE synopsis

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

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

St. Anthony of Padua School continuously provides for the spiritual formation of students, staff, and parents, especially through daily opportunities for community worship. Morning assembly as a whole student body encourages students, teachers, and parents to gather as a community of faith, and worship in prayer together. **During morning assembly, students recite the Paduan Pledge that reflect the Schoolwide Learning Expectations,** “*We, the students of St. Anthony of Padua, in order to live out the Christian calling, pledge to be Followers of Jesus, Academically Prepared, Socially Aware, and Totally Healthy in Mind Body and Spirit.*” This consistent, formal, public declaration instills the SLEs into the minds of the community, unites the school, and serves as a daily reinforcement of Catholic Identity. Other daily opportunities for prayer include recitation of prayers in classrooms before instruction, meals, and at the end of the school day. Likewise, weekly faculty meetings begin and end with prayer, as do all other gatherings, including general parent meetings and Parent Leadership Committee (PLC) meetings, sports events, field trips, and Student Government meetings.

The student body also attends weekly Mass on Fridays. Grade levels alternate in leading Mass by selecting students to serve as lectors, petitioners, and gift bearers. The school choir and various grade levels provide music during Mass. In the 2018- 2019 school year, the school implemented school family Masses on the first Sundays of every month at 11am. **In the 2019-2020 school year, the school added two additional masses each week for different grade levels: 2nd-4th grade on Tuesdays, and 5th-8th grade on Thursdays.** The homilies are somewhat catered to different grade levels so that the themes addressed are age-appropriate and compelling. Weekly Masses and monthly family Masses are always open to the entire community, providing students, staff, and parents with opportunities for ongoing spiritual formation.

Some classes have additional specific worship opportunities available to them throughout the year. The eighth grade class goes on a pilgrimage in the spring and also participates in a spiritual retreat as well as a special graduation Mass. During Advent, Kindergarten and fourth grade pair up for a Posada (A Latin American tradition that is celebrated nine days before Christmas to relive and re-enact Joseph and Mary's Journey to Bethlehem). Students dressed as Mary and Joseph visit every classroom and each class turns them away. Eventually, they find room at the inn. This beautiful tradition culminates with a celebration, and includes the involvement of students, teachers, and parents. The families of 2nd graders are required to attend parent retreats before children receive First Holy Communion. Last year, a sister from the Lovers of the Holy Cross Community taught the 2nd graders. This year, a lay teacher has taken over in 2nd grade,

and she invited a Master Catechist as a guest speaker to the parents during their mandatory weekend retreat. The catechist's presentation on Reconciliation was powerful and effective.

Additional opportunities for student faith formation include: praying one decade of the rosary every morning in October during morning assembly in observance of the month of the rosary, celebrating All Saints' Day by writing a report about a specific saint and dressing up as a saint (all students and teachers process into the church before Mass dressed as a saint each year: this year the focus for the schoolwide saint research project was on North American saints), participating in a Christmas Program to celebrate the birth of Jesus, participating in the Stations of the Cross every Friday during Lent with Benediction, and participating in a Holy Thursday Lenten retreat to learn about the Triduum, ending with a live Stations of the Cross, put on by the eighth-graders. Eighth-graders also host May Crowning, which includes praying the rosary as a school.

The entire school community is currently participating in a preparation for Total Consecration to Jesus through Mary, inspired by St. Louis de Montfort, with focus on the Good News, transformation in Christ, awareness of self, Our Lady, and Our Lord. Age-appropriate books are being used throughout the various grade levels: Consecration to Mary for Little Ones (K-3rd), Marian Consecration for Children (4th-5th), and Totus Tuus: Totally Yours - 33 Day Preparation for Marian Consecration for Teens (6th-8th). Faculty, Staff, and Parents are encouraged to use Fr. Michael Gaitley's 33 Days to Morning Glory: A Do-It-Yourself Retreat in Preparation for Marian Consecration. This program follows 33 school days to ensure full participation of all students, and will conclude with a Mass on the feast of the Annunciation with a Consecration Ceremony led by the pastor.

St. Anthony of Padua School provides opportunities for regular participation in the sacraments to improve the spiritual formation of students, staff, and parents. The second grade teacher visited every class and asked students if they were interested in getting baptized and receiving their first Holy Communion. Students were then given an interest form to be filled by parents to have students start the preparation for the sacraments. **In addition to weekly Masses, each Advent and Lenten season, students who have received First Reconciliation participate in Penance services officiated by the pastor and parish priests. Next year the pastor wants to increase school penance services to at least 4 times a year. As part of their curriculum, second grade students prepare throughout the year to receive First Reconciliation and First Holy Communion.** Students in third to eighth grade who have not received the Sacraments of Baptism, Reconciliation, and Holy Communion and are interested, are invited to prepare for these Sacraments along with the second grade students. Parents of these students are required to attend a couple of retreats to help them prepare their children for the reception of the sacraments.

The pastor also offers parent faith formation retreats. **In 2019, the first parent retreat was offered. It was optional, and parents had the opportunity to earn family service hours for attending.** Next year, this will be a requirement for families as part of the tuition contract and

the parent student pledge. Parents will still be able to earn service hours for this event, even if it is required. Many parents who attended the retreat this year thoroughly enjoyed it, and said they would have attended it without receiving service hours because it was a much needed and valuable retreat.

**St. Anthony of Padua School offers support programs and service learning opportunities rooted in Catholic values.** Students have many opportunities to participate in non-sport activities that include: Theater Arts & Musical Theater (3rd - 8th) Student Government (6th-8th), Yearbook (6th - 8th), Growing Great STEM lessons (nutrition & gardening, K-8), Student Choir (3rd-8th), Ballet Folklorico (K-8th), Martial Arts (K-8th), STEM & More (K-5th), LIFT Enrichment healthy cooking classes (K-8th), Spanish (K-8th), Catholic Youth Organization (5th-8th). Our sporting activities include: Golf, Boys & Girls Basketball, Boys & Girls Volleyball, Boys Flag Football and Boys Soccer. Between the years of 2016 -2018, the school provided junior high students musical electives during school hours in partnership with Arts Alive, a non-profit organization; electives included vocal, keyboard, guitar, violin and rock band. Arts Alive also provided after school musical classes from 2009-2019. Unfortunately, the program was discontinued because the non-profit ran out of grant funding and there were organizational changes.

Students are recognized for their efforts in the after-school programs and activities through the annual athletic banquet, at morning assemblies, during the trimester award ceremonies, and at graduation/Kinder promotion. Student events are marketed and recognized on the school website and social media accounts, where often, pictures and/or videos of the event are posted. Students who have achievements or awards from outside the school are recognized and celebrated for their efforts at morning assemblies (ex: Students have won bookmark and art contests, and chess championships. Others earned martial arts or track medals, or were named football or rugby champs in their outside league.)

The school is intentional about espousing Catholic values during extracurricular activities. For example, sports teams pray together before games. During theater performances, cast and crew of the musicals pray and thank God for their musical gifts before each performance. The principal also commences all student events with prayer. The Principal and Athletic Director nominates exemplary eighth grade students (one boy and one girl) who excel in sports and are leaders on and off the court for the A.R.R.O.W award, presented by the Saint Sebastian Sports Program (SSSP), and presented at graduation. Teachers and coaches constantly reinforce good sportsmanship and teamwork in sports or non-sports activities. These Catholic values are communicated regularly to the community through school bulletins, school assemblies, award ceremonies, and performances, to encourage mutual respect from all shareholders. These extracurricular activities help students live out their Catholic faith by giving them the opportunity to discover and develop their God-given talents. They also encourage teamwork and respectful behavior.

When differences arise between shareholders, the school has several structures in place to encourage healthy communication. **The principal regularly communicates with parents the Christian Code of Conduct and Parent Student Pledge, that details expectations for parents and students.** These forms must be signed at every re-registration event, and the Christian Code of Conduct can be found in the Parent Student Handbook. Every year, parents must sign a form, stating that they have read and understand the parent student handbook. If needed, the school will extract information from the handbook and send out a form, to remind parents of what they signed, and what they agreed to.

St. Anthony of Padua School provides multiple service learning opportunities rooted in Catholic values. **Throughout the year, students and their families participate in community outreach projects, such as Goodwill and Clothing for a Cause drives, hair donations to Children with Hair Loss, Lenten Rice Bowl money donations, a Thanksgiving food drive, Christmas toy drive, Pennies for Patients drive, and the Kids Heart Challenge for the American Heart Association.** Community service is also incorporated in the junior high religion curriculum. Students in grade 6-8 complete 10, 15, and 20 service hours respectively, as a Religion class requirement. In 2018, the staff created “blessing bags” which were donated to Maryvale Catholic Orphanage. All of these service learning opportunities are based on the principles of social justice and teach students to take care of others in our world community.

St. Anthony of Padua School provides services, resources, and activities to help all students achieve at high levels in both curricular and non-curricular areas. Students who are struggling with the curriculum are quickly identified and can be recommended for a STEP plan or Title I services. The school also has a good relationship with LAUSD and works with representatives to create IEPs through the local education agency when necessary.

St. Anthony of Padua School utilizes parents, community resources, and technology to assist students. The school has created (and continues to create) Parent Leadership Committees, or PLCs, that honor and celebrate the gifts that each parent brings to the table, so that they may enjoy the time that is spent within our community. **Families are required to participate in at least one PLC, which allows parents to better understand our school community and environment. Families are currently required to complete 25 service hours, which help the school. Next year, the requirement will increase to 30 service hours.** A Parent Resource Form was also sent out this year to find out where parents’ talents and interests lie, so we can match them up with respective PLCs.

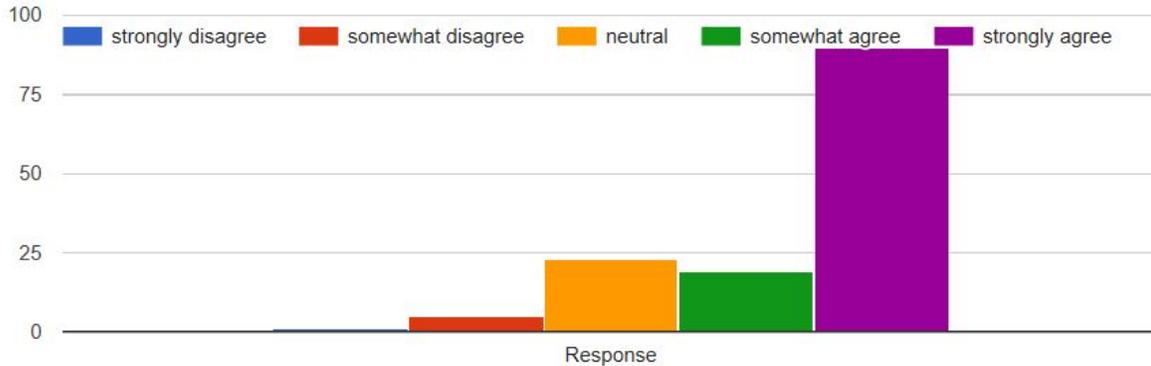
Volunteer hours are logged on individual sheets by parents and turned into the office, which is then uploaded into Gradelink by our parent PLC lead, so that parents know if they met their service hour requirements. Each meeting starts with prayer, and parents go over Tribes agreements and meeting norms, minutes are taken, and after the meeting, there is a closing prayer. This template for parent-run meetings has been successful. Additionally, every grade is assigned a room parent; room parents serve as liaisons between classroom parents and the homeroom teacher. Furthermore, to promote parent involvement and to drive traffic to our

website and build interest in our school, parents were offered one service hour if they reviewed the school on Yelp, Google, and greatschools.org.

St. Anthony of Padua has worked diligently to apply for grants that provide resources to assist students. The school has received grants for physical things such as whiteboards, projectors, iPads, laptops, Chromebooks, ST Math licensing, renovated science lab, the Kindergarten and first grade playground, basketball backboards, and classroom materials. The school has also received grants for instructional training, such as Onward Readers (OR) and Core Instructional Practice (CIP) training, Meet the Masters (Art) and the Positivity Project. Additionally, Title II funding provides the opportunity for teachers to attend additional professional development workshops, and even pursue their graduate education at a fraction of the cost, due to the subsidies. All of these resources aid students and demonstrate the school's commitment to finding creative ways to help students succeed.

Teachers consistently use technology in the classroom to help students achieve academic growth. All classrooms are equipped with Apple TVs and a projector, allowing teachers to project print, digital, video, audio, and interactive content for shared instruction. All school laptops are able to print wirelessly to the faculty and office printers. Students also have access to the school's collection of 40 individual iPads, 40 Chromebooks, and iPad minis to utilize in the classroom for a variety of tasks. Teachers utilize iPads to individualize instruction, create differentiated station activities organized around skill-level and modalities, and provide supplemental activities for both high- and low-achieving learners. This availability of technology allows teachers to incorporate multiple digital resources in the curriculum, including: ST Math, AR, Google Classroom (used only in junior high), Socrative, Go Formative, Prodigy, Raz-Kids, Kahoot!, YouTube (educational videos), PowerPoint presentations, Menti, GoNoodle, BrainPop Jr., and MIRO. The consistent use of technology allows students to enhance their learning by using resources beyond the textbooks. Each student has an ST Math account and an AR reading account, and all students use ST Math daily for Fluency. This technology also encourages students to learn from each other and in the junior high students use Google classrooms to peer review papers with other students. **Teachers recognize that the increased use of technology also poses a risk of students getting off track; thus, teachers have several techniques to monitor technology such as screens up in three, screens flat on the desk, and constantly walking around to monitor technology. The school is looking into Apple Classrooms, where the teacher can view the student's screens to ensure they stay on task.** The school's tech support has also put firewalls in the internet access to ensure student protection. The following survey from 2018-2019 shows students' satisfaction with technology use accessibility where 79% of students "agree".

25. I am satisfied with the resources and technology available to me at St. Anthony of Padua School.



2018-2019 Student Survey Response to Question 25

St. Anthony of Padua believes that a school safety fosters a healthy learning environment, where a child is able to focus on his/her learning and explore their creativity. Also, **a safe and nurturing environment can have positive impacts not only on a child’s academic development, but also on their social development. Thus, the school takes several measures to protect students from bullying, harassment, violence, and substance abuse as well as disaster/fire safety.**

St. Anthony of Padua School does well at preparing for emergency situations. The school plans at least one monthly safety drill for either fire, earthquake, or lockdown/intruder alert. The school received a donation of tents for makeshift hospitals, in case of an emergency. Recently, the Los Angeles Police Department called the school due to helicopters flying above (they were looking for a robber who fled a nearby bank on foot), and asked surrounding schools to go into a soft lockdown. The school had put in a new security gate on campus in November 2019, and it worked very well in keeping the school secured during lockdown. Students were in lockdown for a bit in their classrooms, and some were scared after they realized it wasn’t a drill. For the most part, everyone stayed calm. Parents were notified immediately about the situation via email blast and on the Remind app. Communication was swift and effective and everyone was safe.

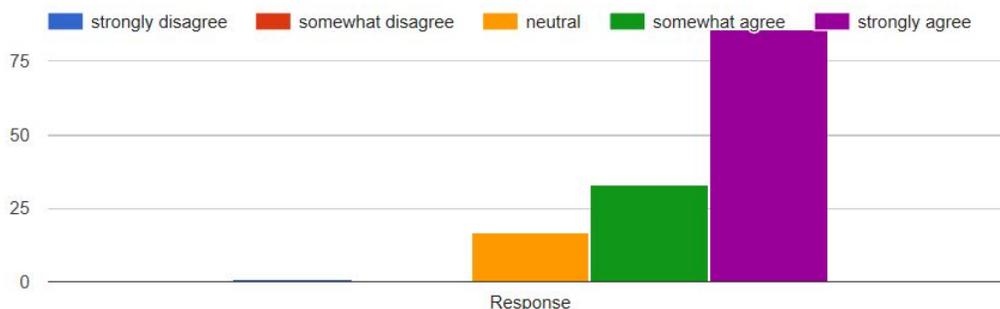
Red Emergency/first aid kit bags, which were donated in 2016, are located in every classroom. They are updated each year with whole school student rosters, and student names with allergies/health issues listed are noted in each bag. Every class has an emergency escape route map, and each staff member is assigned a role in case of an emergency. The staff attends training every year to go over safety drill procedures, and every two years the staff is recertified in First Aid and CPR. In the Spring of 2019, the school evacuation route map was updated for both the first and second floor, to reflect the newly installed security gate. Furthermore, in 2017, the

school received a donation of two AED machines to assist with CPR, if needed. These machines are located in the front office and in the faculty room. Batteries are checked often to make sure they are in working order.

The school regularly uses walkie talkies to communicate with staff members (teachers are on Channel 1 and the custodian is on Channel 2). The front office uses the all-school Public Announcement system through the phones to make all-school announcements. Teachers must carry their walkie talkies at all times and be on the same channel, especially during drills/emergencies to ensure safety. Batteries must be checked often to make sure they are in working order. There are also multiple fire extinguishers throughout the school. The school is a closed campus during school and extended daycare hours. Visitors must be buzzed in by the front office, wear a visitor pass, and are required to log in and out during the school day. There are security gates and surveillance cameras on the premises. All adults or volunteers working with children must be fingerprinted through the Archdiocese and have Virtus certification. Records are updated in VPIN.

In 2018, the school added intercoms in the four restrooms so students could be aware of all school announcements that include emergency situations. Intercoms were also added next to the front gate so people could speak to the front office before being buzzed in and can be seen on the office security cameras. To aid with safety, the school installed new lighting in the parking lots, and had LED lights installed outside the school in 2016. There are four surveillance cameras on campus to help with security of the school throughout the day. St. Anthony of Padua School also has a great relationship with the Gardena Police Department; the School Resource Officer often speaks at parent meetings and at morning assemblies, shareholders are familiar with this officer. Last, as a child abuse preventative, the school has every classroom teacher teach students about Teaching Touching Safety (TTS); TTS lessons are provided by the Archdiocese of Los Angeles; in addition to TTS, older students in sixth through 8th grade participate in the Culture Project, which promotes abstinence. **The following bar graph shows student responses from grades three to eight on how safe they feel at our school, where 88% of students felt safe.**

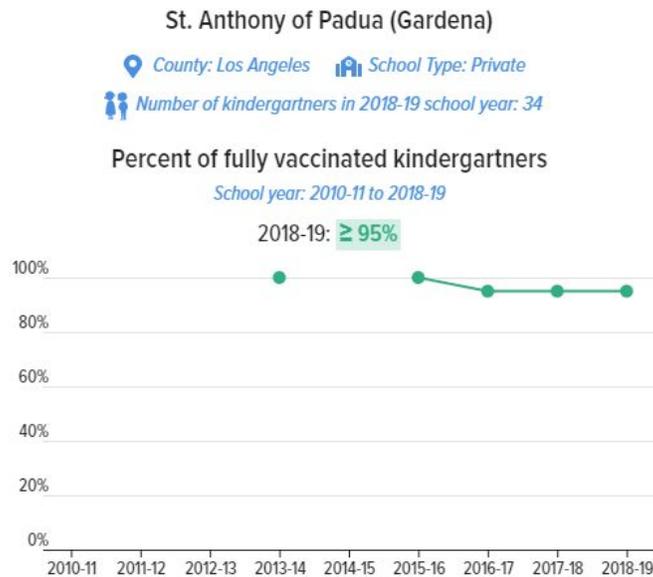
## 2. I feel safe at St. Anthony of Padua School.



E-151 St. Anthony of Padua School

2018-2019 Student Survey Response Question 2

St. Anthony of Padua School is very diligent in maintaining student health records. At the beginning of the school year, families are required to fill out emergency cards; they are given out one per family, except in the case of students whose parents share custody. These emergency cards contain emergency contacts as well as any medical conditions and/or allergies a student may have. These emergency cards are kept in the front office. All student medication is kept in the front office and students are monitored when they take their medication at their scheduled time. Additionally, the school has a live Google sheet that is updated yearly by the safety coordinator with student allergies and shared with the staff. As part of enrollment, children are required to be up to date with their vaccinations. Families must present student immunization records and the office personnel makes copies, which are then added to student cumulative files. According to EdSource, St. Anthony of Padua School is compliant at 95% in meeting immunization rates. The graph below was provided by EdSource shows vaccination rates for Kindergartners at St. Anthony of Padua School.



Percent of kindergartners with an exemption

School year: 2010-11 to 2018-19

Percentage of Personal Belief Exemptions in 2018-19: NA

EdSource: St. Anthony of Padua School Kindergartners vaccination rates

Regarding discipline, **St. Anthony of Padua School supports restorative rather than punitive justice, while simultaneously endorsing teachings of the Catholic School. The school's policy sees the student first as a child of God.** With progress reports and regular parent meetings, teachers help to resolve issues in a swift manner and try to prevent bad choices in the future. In each of their classrooms, **teachers enforce the Golden Rule, "Treat others the way**

**you would like to be treated.” Students are reminded that it is okay to make mistakes, as long as they learn from them.** Tribes agreements are also reinforced, with an emphasis on Mutual Respect. In primary grade classrooms, teachers utilize positive reinforcement clip charts. The discipline policy also calls for rewarding good behavior and effort at the end of each trimester with the Citizenship Award, created in 2012 to honor all students who receive an A in both Behavior and Work Habits/Study Skills. Students in grades K-2 who earn this award and students in grades 3-8 who earn First or Second Honors for 2 trimesters in a row get an incentive. Last year it was a luncheon with our pastor. This year, the incentive is a 3-day wristband for free rides to our Parish Fiesta, valued at \$100 each.

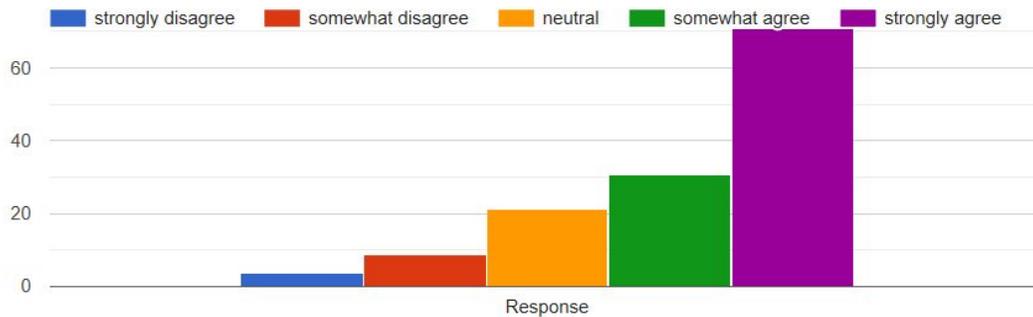
St. Anthony of Padua School provides resources and services to help both students with special needs as well as those with a greater learning aptitude. One way the school helps students is by placing them on an academic or behavior contract if needed. Academic/behavior contracts are put in place to identify the problem, come up with some solutions, and action plan around each issue to help resolve it in an effective manner. Students also have access to Title I services in math. Students may also utilize tutoring services by Serra High School students, who are on campus which are scheduled Thursday after school. Teachers regularly look at STAR reports to help students stay on track. Teachers also have regular meetings with parents to help support their child(ren) in their education. For students who need more support, teachers create a STEP Plan, making minor adjustments as necessary. Lastly, for students struggling in Math specifically, teachers use the reteach book included in the Go Math series to aid student learning. The school recognizes that sometimes student performance is affected by other factors such as stressors at home. **To support students that may be undergoing emotional stress, the parish has a contact for a family counselor, who is also available for the families at St. Anthony of Padua School.** The Archdiocese of Los Angeles offers a book for suggested counselors in different specialties for families; these are recommended Catholic counselors that parents can call upon. This book is located in the principal’s office.

Regarding students with higher learning aptitudes, St. Anthony of Padua School strives to challenge these students academically. In the subject area of math, junior high students (6th - 8th) have access to a class path and a personalized path on ST Math programs. 5th grade uses Prodigy to challenge students in the math curriculum, and Go Math also has an enrichment book that teachers may utilize to challenge students. In ELA, students are given their Zone of Proximal Development (ZPD) based on STAR Reading scores and asked to read books within their independent and instructional levels. Some students’ AR goals are set based on teachers’ knowledge of student reading habits. Teachers also use Words their Way resources (through Onward Readers Program), to implement differentiated word study instruction.

From the school’s student survey, data showed that the school is highly effective in supporting students’ spiritual, personal, and academic growth. In the spring of 2019, St. Anthony of Padua School sent out a Primary Grade survey K-2, and a Student Survey (3-8th), asking students a variety of questions that touched on the subjects of faith, academics, extracurriculars, teachers, technology, etc. When 3-8th students were asked if they felt they will be prepared for high

school 75% of students “Agreed” (combined percentages from “somewhat agree” & “strongly agree”).

26. I believe I will be prepared for High School as a result of attending St. Anthony of Padua School.



2018-2019 Student Survey Response Question 26

Ultimately, the goal of St. Anthony of Padua School is to help students be prepared for high school and college, as stated in the school’s mission statement. **The school creates a college-bound narrative in the community by hosting a yearly college fair, led by junior high, that is attended by all students.** A High School Prep PLC was created to encourage students to continue in Catholic education after 8th grade, while supporting student performance in the High School Placement Test. This PLC lead gathers and shares information for all HSPT courses at local Catholic high schools and supervises attendance at these events.

St. Anthony of Padua School strives to produce well-rounded students who abide by the SLEs. **The school’s dedication to student achievement has been recognized in the community, voted BEST Private School in the South Bay by the Daily Breeze newspaper in 2015 and 2018, and voted Favorite Private School in 2014, 2016, 2017, and 2019.** From the data collection, although 72% percent of third through eighth grade students agreed that they were satisfied with the extracurricular activities (combined percentages of “somewhat agree” and “strongly agree”), many students did suggest having more extracurricular activities. The school actively seeks funding to add extracurriculars during school hours. Students are welcomed to form clubs, if there is sufficient student interest, and they submit a proposal to administration, along with a staff moderator. Since students have expressed an interest for more extracurriculars that better align with their interests, the school has become more receptive by encouraging leadership through student club formation and seeking out more partners that could host after school activities on campus. In the 2018-2019 school year, students created a STEM Club, a comic book club, Trojan Cleaners, Trojan Artists, and Trojan Jammers which all had a teacher leader. This year, some students wanted to start a group about the history of Video Games with the History teacher, and the group plans to play games together after they do their research.

Upon analysis of the data, St. Anthony of Padua discovered that several opportunities are in place for individual student spiritual, personal, and academic growth, many of which have been recognized and supported by the larger community through grants and prestigious awards. This is consistent with the St. Anthony of Padua mission to form the whole child in all dimensions within the context of Catholic teachings and Christian culture to meet the religious, moral, intellectual, social-emotional, cultural, and physical needs of its 21st century learners. However, since progress is most effective when accomplished in relationship with others, improvement can be made in developing stronger connections among students within the school and between the student body and local service organizations, while developing a greater appreciation of the gifts and character traits that each person brings to the table.

### **Significant Accomplishments:**

1. Strengthened school community of faith through consistent and varied opportunities for communal prayer and celebration of sacraments
2. Developed strong academic-based extra curricular activities including junior high Instrumental Program, diversified music program that includes acting and musical theater, Growing Great grant through the Steinmetz Foundation.
3. Voted BEST Private School in the South Bay by the Daily Breeze newspaper in 2015 and 2018, Voted Favorite Private School in 2014, 2016, 2017 and 2019.
4. Acquired a grant from the Shea Family Foundation to renovate the school Science Lab.
5. Developed High School Prep PLC to encourage students to pursue a Catholic Education.

### **Goals:**

1. More meaningful service projects that are integrated into the curriculum
2. Implementation of the Positivity Project for character education
3. TRIBES strategies used more next year to strengthen relationships within the school community and build inclusion

### **Evidence**

- Daily prayer during morning assembly
- All grade levels participating in liturgy as choir members/lectors/altar servers
- School bulletins
- Monthly calendars
- Technology Policy
- School set of iPads and Chromebooks
- Student Surveys
- Schoolwide discipline policy
- Citizenship and honors awards
- Classroom observation and integration of technology in the classroom
- Friday student body masses & grade level masses
- VIRTUS training records
- School website
- Lesson plans

- SLEs
- List of Clubs & Extracurricular
- STEP documentation
- EdSource Vaccination rates graphs
- Allergy Lists
- Evacuation Maps
- Daily Breeze Newspaper Articles
- Yearbook

## 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, Archdiocesan curriculum standards ( local curriculum standards where Archdiocesan standards don't exist) and other governing authority expectations.*

The Pastor, Principal, and finance committee for St. Anthony's parish develop, implement, and monitor all resources and plans at their disposal to effectively and efficiently sustain the quality of education provided at St. Anthony of Padua School and ensure the high achievement of all students. As of Fall 2019, the overall financial condition of the school, as determined by the pastor, the principal, and the principal's Archdiocesan supervisor, is manageable and sustainable, but is in need of improvement for long-term viability. Respective allocation of funds to the various resources necessary to effectively run the school is based on the availability of funds as defined in the yearly budget. St. Anthony of Padua School's mission statement, philosophy, and Schoolwide Learning Expectations (SLEs) are the driving factors in determining the appropriate allocation of these funds to ensure the continued maintenance of such essential resources as an effective K-8 faculty and staff, instructional materials, and school beautification.

St. Anthony of Padua School utilizes financial resources to support Catholic Identity of the entire community. **The school allocates sufficient funds to address the ongoing faith formation of the students and staff in a variety of forms including: catechist formation, retreats, service projects, developing religion curriculum, and hiring qualified Religion teachers.** Teachers are reimbursed for Basic Catechetical Certification training expenses from The University of Notre Dame STEP program, which fulfills the 40 hours of Theology required. Teachers are required to have certification within a year of teaching, so new teachers do this through the Archdiocesan Teacher Induction Program (TIP) or PLACE Corps program through Loyola Marymount University. At the beginning of every school year, the school commences the year with an all-faculty and staff retreat that is led by the school's pastor. The school pays a yearly subscription to have access to Going Deeper videos (Jonathon Doyle), which serve as ongoing faith formation (the 10 hour requirement annually for renewals, and Specialization requirements); faculty meetings are utilized to discuss themes in the videos. Students and teachers are given opportunities to receive the sacrament of Reconciliation during Advent and Lent within the school day; our pastor and associate priests provide these services. In the school year 2018-2019 and 2019-2020, the pastor (through the parish) funded the 7th and 8th grade NET retreats. Furthermore, students that attended the NET retreats were also given the opportunity to participate in the sacrament of Reconciliation. School parents also attend faith formation retreats, as students prepare for the holy sacraments of First Reconciliation and First Holy Communion. We have had guest speakers who are religious like bishops, nuns, and priests who come to speak to the K-8 students about missionary work and vocations.

As part of the religion curriculum, the pastor implemented two additional weekly masses per grade level band; as of 2019-2020, school masses take place on Tuesday/Thursday (grade-level band) and Friday (schoolwide mass). The school procures speakers to give religious-based Catholic school presentations. The presentations have included the Culture Project, which consists of young missionaries who speak to junior high students and discuss human dignity, cyberbullying and social media, the Lie Detector Tour, Theology of the Body, and Chastity Education. In the 2016-2017 school year, the school transitioned to the *Christ our Life* as a religion textbook by Loyola Press. These textbooks are vertically aligned throughout the school as a K-8 spiraling curriculum. In 2016, the school also invested in *Writing our Catholic Faith* to support our Religion curriculum. Students practice penmanship while engaging with the Word of God. To further engage with the Scriptures, some classroom teachers use resources from the Sophia Institute to prepare children for the weekly gospel, which was started in the 2019-2020 school year.

In addition to school funds, the school receives generous financial support from parents, who constantly give their time, talent and contributions to the school. For example, parent involvement and donations for the annual parish and school fundraisers such as the Parish Fiesta and Silent Disco, or cleaning supplies for the Interior Maintenance PLC, provide added resources to the school. The Parent Resource Form was added in the 2019-2020 School Year and passed out during re-registration in Spring 2020 in an effort to match up parent interests and talents with opportunities to serve and gain service hours.

**St. Anthony of Padua School uses FACTS for tuition, Quickbooks Pro for Bookkeeping, and the Archdiocesan Chart of accounts for budgeting purposes.** The majority of families are on FACTS; however for those that are not, they make tuition payments in house via personal check or use of Quickbooks for debit/credit or cash. St. Anthony of Padua School updated all its payroll system in 2015 and now uses a software, which includes a fingerprint time clock for hourly employees; all current faculty and staff are enrolled in direct deposit.

The school's fiscal year ends on June 30 of every year. **The Principal creates a preliminary budget in the spring and an adjusted budget is approved by the pastor each year in the fall. The principal works with the financial budget worksheet and app provided by the Archdiocesan Associate Superintendent,** who supervises the principal and the deanery, of which the principal is a part. **Financial reports and bank statements are reconciled weekly by the Finance Secretary and are given to the pastor, monthly.** The Principal and/or Finance Secretary meets with the Pastor who meets with the Parish Finance Council during annual meetings to keep each other updated on the fiscal health of the school.

Reviewers of the school's finance reports are highly qualified. **The principal has a Bachelor's in Elementary Education, a Master's in Educational Administration, and also has past experience as a business owner and entrepreneur.** The school's business manager and bookkeeper, has experience with budgets as a former Life Teen Coordinator at the parish for 10 years; and has worked with balanced budgets since 2005. He also has a Bachelor's in Information Technology and is trained in Quickbooks. The school has maintained a relationship

with a representative from TCM, the company who formerly did the school's payroll, until the Archdiocese switched over to ADP systemwide for all Archdiocesan schools. In addition to the principal and the Finance Secretary, the TCM representative also assists in reviewing financial reports, the bi-monthly payroll, the school's annual reports, and gives recommendations based on the Profit and Loss comparison statements as a third party.

**The budget is revised and corrected during the school year, once the actual numbers are plugged into the budget.** The projected numbers are done before the school year begins, and the budget workbook is used for real-time budget to actuals. The principal and finance secretary regularly look at the monthly reports and follow-up with families who have delinquent accounts or outstanding balances to ensure fiscal health of the school.

The finances of any Archdiocesan school can be audited randomly at any time. If chosen by the Archdiocese, a school must pay \$5000 for the audit. **The school underwent a financial audit in 2017. In that most recent audit, the school and parish paid \$5000 each for their audits.** According to the auditor and the company's report, St. Anthony of Padua School did well overall, and the administration responded immediately to all the recommendations.

The school used to receive a yearly copy of the Data Snapshot Report upon request. The report had trends from past years, along with the current year to see the financial status and growth annually. Snapshots of this financial status/progress was shared with the Enrollment Management Team (EMT) (EMT members includes parishioners, staff members, and members of the Parent Leadership Committees) and with parents and guardians at the last general parent meeting of the year. When the individual who handled the technology needs of the Archdiocese moved to another position, this service was put on hold; the last Data Snapshot Report was received in 2019, but the numbers reflect information up to 2017. Principals were informed that the Department of Catholic Schools had some technical issues in generating a yearly Data Snapshot report last year. That service is on hold indefinitely. In particular, the census and demographics, as well as STAR testing data were not displaying up-to-date, current information. However, principals could still gain access to the census reports submitted in October of the previous year, and they had the capacity to print STAR reports directly. Annual reports had the missing information. **Additionally, the Principal and Business manager review profit and loss statements together monthly, and share this information with the pastor, so he is aware of statements and balances. The principal constantly updates parents about the status of the school's fiscal health at General parent meetings.** She summarizes information gathered from the profit and loss statements, and will also include snapshots of the budget trends in the general parent meeting Powerpoint. As a non-profit organization, the school should not be losing money. A slight surplus is acceptable, but there should be no deficit.

The school's revenue is comprised of: tuition and fees, fundraisers, monetary donations, in-kind grants, Fiesta funds from the parish, vendors for after school activities who sign a rental agreement and pay a fee of 10% to the school (STEM&More, Folklorico, martial arts, Spanish, and LIFT Enrichment). Also, the vending machine company and lunch program (Happy Lunch) also pays a fee to the school to operate in the Hall daily.

**St. Anthony of Padua School has an endowment created by alumni and donors in 2012, and can be used only for emergencies that could affect the financial impact of the school.** This endowment was untouched for 6 years, and funds were pulled in 2019-2020 for big school purchases/upgrades such as \$20,000 for hall curtains for the stage, the basketball court removal, and the new security gate that was installed. The rest of the money will go toward tuition aid for families in need. Any surplus at the end of each year can be put in an investment pool so that interest can grow. The school had borrowed money from the church in years past (7 years ago), but it was paid back in full by the school's former principal. **Today, the school is self sufficient and does not borrow any funds from the parish.** There are a few outstanding balances, but they should be cleared by the end of the year. The business manager monitors collections, and if a family is behind and does not communicate with the business office, students are put on a temporary suspension and cannot attend school.

Based on **STAR DATA and ACRE (5th and 8th grade) score analysis, the school set goals to improve instruction in ELA, Math and Religion. The school implemented programs like ST Math, Accelerated Reader, Accelerated Math (Freckle), and Raz-Kids, and introduced the new vertically-aligned Archdiocesan Religion standards and Language Arts curriculum.** Besides grade level teachers, the school has a music/performing arts teacher, PE instructor, and junior high students in grades 6-8 used to have one hour of Arts Alive classes a week for 2 consecutive years. Students had the opportunity to learn keyboard, guitar, dance, or show band. Unfortunately, this program was unsustainable and it was discontinued, to do a lack of grant funding for the program and a change in leadership. However, Meet the Masters is a K-8 fine arts program that was purchased and implemented in Fall 2019. Parents are taught by a parent leader how to teach the art lessons to students during the school day.

The principal makes sure to attend all federal grant funding meetings so that the school can take advantage of all the opportunities to improve student learning. **Currently, the school receives Title I, Title II and Title IV services.** Through Title I funds, through LAUSD the school currently has a Title I math teacher; however in the past, this has also included an ELA teacher, and an Academic Counselor. Through Title II, the receives funding for teacher workshops; Title II funds have enabled teachers to attend LMU and Mt. St. Mary's with 80% and 90% tuition aid respectively. Oddly enough, Title I services changed to Title IV services mid-year. For the upcoming school year, the school hopes to receive additional funding via services, since the principal applied for Title I-VI funding. The parents of Title I students are invited to attend free parent workshops periodically, to learn ways they can support their children at home.

The faculty is involved in discussions regarding curriculum and the effectiveness of current resources in classrooms. **The school takes an annual inventory of the books used in each classroom, and teachers order only what is needed and will be used for the following year, to prevent wasteful spending. The principal makes sure to get faculty and staff input before making decisions on implementing any new resources.** When a new curriculum is adopted, staff are given ample professional development and training to roll the programs out effectively and ensure students are being supported to succeed.

St. Anthony of Padua School budgets for maintenance and beautification of the school. For the 2019-2020 school year, in the church, projects included new central Air Conditioning in the church, new confessionals in the church, a new crucifix above the altar, as well as new pictures and statues of saints. In the parish hall, the school alongside the parish renovated the tile, the wood on the stage, and added curtains. Regarding school grounds, a new security fence and a mini parking lot was added to increase safety in November 2019, and new basketball courts were purchased and relocated in October 2019. In 2016, two refurbished air conditioners were added to each classroom, and the library was revamped. The Shea Family Charities helped the school renovate the Science lab and they also provided the school with a new electrical panel and new Access points. In 2019, the school updated the WiFi infrastructure through a grant received. **The school also has an Interior Maintenance PLC to help the school maintain the cleanliness of the school grounds, especially areas utilized by the children during their everyday attendance** (lunch room tables, restrooms, offices, etc.) as assigned by the principal. This can include cleaning classrooms, picking up trash around the physical plant, overseeing community service clean up projects that are student-led, and deep cleaning of Faculty Room, restrooms, daycare rooms, library, learning lab, and other shared spaces as needed.

St. Anthony of Padua School is focused on ensuring the viability of the school for future years and is determined to increase enrollment with steady growth. The school has a Parent Leadership Committee (PLC) dedicated to Marketing and Development. **In 2018, an Enrollment Management Team (EMT) was formed.** Currently, the EMT has a total of approximately 20 parent members and communicates via in-person meetings and chain email correspondence. The objective of the Enrollment Management Team is to discuss and execute community ideas and suggestions for recruiting new families and retain current ones which include development and marketing projects to elevate the school's presence in the Gardena and nearby communities. **The Enrollment Management Team was instrumental in revamping the 2020 Open House, by making it more focused on new and prospective parents.** Furthermore, members of the Enrollment Management Team (with their children who are students), set up tents outside of church and market the school at every monthly 11am Family mass by handing out inquiry cards to prospective families. The parent lead of the EMT has helped the school in creating an effective system of these inquiry cards for contacting families, filling out applications, school tours, and shadow days. The school also has a Marketing PLC, which works closely with the Development/EMT PLC. In the 2019-2020 academic year, the Marketing PLC chair created new flyers, banners, stickers, registration folders, and updated business cards, to give the school a uniform look, that is consistent with its use of the updated logo on signage, banners, etc.

These PLCs are helping to retain current students and recruit new families. There are incentives for those who refer to new families that remain in good standing for an entire year. The team has a focus on rebranding efforts, word of mouth referrals, and social media postings to increase interest in the school, and promote the great things happening at St. Anthony of Padua School.

Although the school's enrollment numbers are lower in comparison to 2018-2019, the St. Anthony of Padua School is highly effective in its efforts to increase/stabilize student enrollment.

Marketing surveys are given annually to shareholders to garner feedback. Open House during Catholic Schools' Week also brings prospective families interested in our school. The principal meets with Religious Education and preschool families to promote the school. The parish staff and parish council help to promote the school as well. Moreover, **referral incentives, social media marketing (Facebook/Instagram/Twitter) and an updated, current website have helped in directing prospective families to the school.**

In February 2019, the principal announced at the 2nd General Parent meeting that there would be an **increase in tuition in 2020-2021**. Due to the rapid rise in minimum wage, tuition had to keep up with the economy. Then recently, the daycare coordinator gave notice that she would not be returning next year. The principal looked at options, and later announced that **the \$8/day fee for daycare was going up to \$12/day, due to the increase in minimum wage**. Parents understood and many continue to express their satisfaction with the school, despite the tuition and daycare fee increases.

In 2015 and 2018, the school was recognized in the community by being voted the "Best Private School in the South Bay" by the Daily Breeze Newspaper, which helped expand the school's presence. In 2014, 2016, and 2017, and 2019 St. Anthony of Padua School was voted "Favorite Private School in the South Bay". **To further combat declining enrollment numbers in archdiocesan schools collectively, the school committed to having more of a school presence in the weekly parish bulletin to close the disconnect between church and school families, showing them that a Catholic education is both desirable and accessible.** In the monthly Sunday Family Masses, there is an opportunity for students, parents, and staff members to advertise the school through pulpit testimonials.

The faculty and staff at St. Anthony of Padua School utilize technology daily, and teachers regularly use the computerized systems and system upgrades. The school's budget accounts for technology upgrades; however in recent years St. Anthony's staff applied for grants to cover the Wi-Ficosts of technology upgrades and replacements. The school applies for e-rate every year to lessen the school's phone and internet bill. In 2016, St. Anthony of Padua received the C3 Ignite grant for new iPads, and in 2018, the school also received another C3 Ignite grant to update the Wi-Fi infrastructure schoolwide. In 2016, the school began renovations to the existing Science Lab, and received 40 new Chromebooks and a charging station from a generous grant received by the Shea Family Foundation.

St. Anthony of Padua School maximizes its resources by getting ongoing community support for services that benefit its students to close the digital divide. The students and teachers have terrific curricular resources, thanks to the generosity of donors, and the creative vision of the administration to keep tuition costs low, and still provide the best education possible at an affordable price for families. The school has recognized that it can still improve its efforts to increase enrollment. The school has determined that the most effective way to exercise financial stewardship and ensure financial viability of the school is to focus on enrollment, since a large portion of the school's revenue is derived from tuition and fees. An Enrollment Management Team (EMT) was launched in 2018, and action plans have been discussed. The school has

already begun to execute these plans to ensure the viability of the school. Many inquiries have come in since Open House and the enrollment events the school has put on. The office is putting together a system to contact all families for school tours and shadow days in a timely manner, in order to increase enrollment. At this writing, our Kindergarten class for next year already has 27 students registered for August. We hope to accept 35. Our current classes are almost at capacity in grades K-3.

**The school also recognized that it can improve alumni involvement, because former graduates are essential to helping maintain the financial viability of the school,** since many are willing to give back to the school that educated them, in the form of money and resources. Alumni, and parents of alumni are invited to major school/parish events such as the Silent Disco and Parish Fiesta.

### **Significant Accomplishments**

1. Development of an Enrollment Management Team (EMT)
2. Social Media Presence on multiple platforms (Twitter, Instagram, Facebook)
3. Being a self sufficient school - no outstanding tuition balances to be collected
4. Transition to a vertically aligned religion curriculum - Loyola Press
5. Voted “Best Private School in the South Bay” by Daily Breeze Newspaper in 2015 and 2018
6. Acquisition of multiple grants for school technology updates
  - Science Lab
  - New iPads
  - New School-owned Chromebooks
  - Wi-Fi Infrastructure Updates
7. Analysis of STAR Data/ that resulted in multiple program implementations including:
  - ST Math
  - Accelerated Readers
  - Accelerated Math (Freckle)
  - Raz-Kids
  - Onward Readers

### **Goals**

1. Continue to analyze STAR data, Title I assessments, and Words Their Way/Fluency assessments to drive instruction and lesson planning
2. ACRE score analysis will help the school overall with faith formation
3. Assessment of SLEs: Teachers can have more opportunities to reward students for following the SLEs on a regular basis. Teachers can give more projects to assess the academic standards in each subject as well as the SLE performance of our students.
4. Increase Enrollment to increase financial stability and resources

## Evidence

- Data Snapshot Report
- Grant applications
- Subscription receipts (ST Math, STAR, Accelerated Math, AR, Going Deeper, ESGI )
- Personnel Files
- Faculty Meeting Minutes
- PLC minutes
- EMT minutes & email correspondences
- Family School contracts
- Technology on Campus for student use
  - Learning lab
  - Science Lab
  - iPads
  - Chromebooks
- School Social Media Accounts
- Audit Reports & Findings
- Daily Breeze Newspaper Clippings
- Supplies/Book inventories

## 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

#### 3A. Assessment of the School's Catholic Identity

1. Application of the New Archdiocesan Religion Standards
2. Integration of many aspects of the curricula with Catholic Values and teaching. This includes reintroducing St. Anthony Faith Facts, and the Handwriting book *Writing Our Catholic Faith*, which allows students an extension and/or review of the Archdiocesan Religion standards.
3. Increase in the consistency and variety of opportunities for worship, prayer, and participation of the sacraments, as well as a variety of opportunities for students to act in service to others.
4. Faith formation opportunities for students and staff through retreats and personal development.
5. Development and evolution of the Chastity Program for junior high students, which included lectures on Theology of the Body. Additionally, inviting guest speakers to give religious-based presentations to the student body, including one about Catholic

#### 3B. Defining the School's Purpose

1. The continued publication and promotion of the school's mission statement and SLE indicators through a variety of media.
2. Review and revision of the current mission statement, philosophy, and SLEs.
3. Continued implementation of the Archdiocese of Los Angeles curriculum standards, the Common Core standards, and the California State standards.

#### 3C. Organization for Student Learning to Support High Achievement of All Students

1. Direct involvement of the pastor with the school community to create an environment focused on high achievement.
2. The addition of office aides and effective delegation of duties among staff.
3. Schoolwide curriculum-mapping of Common Core Standards for Mathematics and ELA.

4. Subscription to ST Math, Accelerated Reader (AR), and Accelerated Math/Freckle in junior high (AM)
5. Renovation of the School Library and Computer/Learning Lab in 2014 and 2015, Science Lab Renovation in 2016.
6. Grants received for technology: Additional class Set of Sprint iPads and Chromebooks for students to utilize. Updated classrooms equipped with projectors and Apple TV. Macbook Laptops given to teachers to support day-to-day lesson planning.
7. Effective professional development opportunities focused on high achievement of all students, including participation of Onward Readers.
8. Regular weekly faculty and grade level meetings are utilized by the staff and administration for curriculum development, professional development, and professional support. Continued implementation of individualized learning plans and Growth Achievement Test (STAR) data analysis. Curriculum mapping and development completed before the start of school and posted on our school website and available to parents during Back to School night.
9. Continuous maintenance of the school website to maintain regular communication with all shareholders. Daily/weekly blogging by teachers to better communicate on-goings in the classroom to parents, provide digital copies of classroom documents for students and parents to download, better inform parents and students of homework assignments and projects, and communicate student achievements to all shareholders.
10. Expansion of the PLC to 26 Active Committees that provide advisory and consultative services to the administration.

### **3D. Data Analysis and Action to Support High Achievement of All Students**

1. Parent/teacher/student surveys verified a strong Catholic Identity
2. All Teachers' lessons include Core Instructional Practices (CIP) which consist of objective, methodology (me, we, two, and you), and assessments, California Common Core Standards and SLEs.
3. Mathematics Curriculum Maps are aligned to Common Core Standards for all grades and are updated yearly. The K-6 Math curriculum is guided by the Go Math textbook, which is Common Core-aligned.
4. Engaged in partnership with Onward Reader for professional development and CIP workshops. As part of a grant, we participated in various professional developments throughout the school year along with several instructional observations to ensure successful implementation of the program.
5. STAR Reading scores increased schoolwide (see STAR results over the past 2 years for a comparison)
6. K-8 ELA Curriculum Maps vertically aligned to Common Core Standards based on a variety of resources provided by Onward Readers materials such as Benchmark Advance, Houghton Mifflin, grade level novels, Voyages (grammar series), Journeys, Teachers Pay Teachers (TPT), and Pinterest.
7. Maximized Title I ELA, Math and Academic Counseling Services on campus (Teachers had regular collaboration meetings with Title I teachers to follow up on academic growth

of the student attendees and for feedback on strategies that teachers could implement to continue student success in the classroom.)

8. Between 2017-2019 STAR assessments (reading, math) increased above 50%.
9. STAR data is analyzed during faculty meetings after every STAR window. (We address areas of strength and weakness. We analyze data to help us plan and guide our instruction to help bring those students who fall under the benchmark category).
10. Students, parents, and guardians are provided with STAR test scores during every trimester
11. STAR data is discussed at parent-teacher conferences at the beginning of the year
12. Used formative assessments to guide daily instruction.
13. Used supplemental resources for math such as ST Math and Accelerated Math.

### **3E. High Achievement by All Students Toward Clearly Defined SLEs and Curriculum Standards**

1. Use of *Christ Our Life* curriculum and other resources to incorporate Catholic values into the curriculum
2. Use of Common Core, California State, and Archdiocese of Los Angeles Religion standards in each lesson
3. Clearly defined SLEs
4. Use of Planbook.com, STAR data, and formative and summative assessments to ensure mastery of standards
5. Use of iPads in all classrooms for a variety of learning opportunities
6. Schoolwide implementation of the STEP and Title I programs

### **3F. Instructional Methodology to Support High Achievement of all Students**

1. Use of Tribes Agreements in the classroom
2. Implementation of CIP methodologies
3. Implemented schoolwide classroom set up which allows for small group instruction
4. Acquired and consistently used digital technology in the instruction process including:
  - a. iPads for all teachers
  - b. Digital projectors in all classrooms
  - c. Apple TVs in all classrooms
  - d. 40 iPads available for student use
  - e. 40 Chromebooks
  - f. Apps for student use
5. Expanded email accounts into lower grades( starting in 3rd grade) and implementation of Google Docs.

### **3G. Support for Student Spiritual, Personal, and Academic Growth**

1. Strengthened school community of faith through consistent and varied opportunities for communal prayer and celebration of sacraments

2. Developed strong academic-based extra curricular activities including junior high Instrumental Program, diversified music program that includes acting and musical theater, Growing Great.
3. Voted BEST Private School in the South Bay by the Daily Breeze newspaper in 2015 and 2018, Voted Favorite Private School in 2014, 2016, 2017, and 2019.
4. Acquired a grant from the Shea Family Charities to renovate the school Science Lab.
5. Developed High School Prep PLC to encourage students to pursue a Catholic Education.

### **3H. Resource Management and Development to Support High Achievement of All Students**

1. Development of an Enrollment Management Team (EMT)
2. Social Media Presence on multiple platforms ( Twitter, Instagram, Facebook)
3. Being a self sufficient school - no outstanding tuition balances to be collected
4. Transition to a vertically aligned religion curriculum - Loyola Press
5. Voted “Best Private School in the South Bay” by Daily Breeze Newspaper in 2015 and 2018
6. Acquisition of multiple grants for school technology updates
  - Science Lab
  - New iPads
  - New School-owned Chromebooks
  - Wi-Fi Infrastructure Updates
7. Analysis of STAR Data/ that resulted in multiple program implementations including:
  - ST Math
  - Accelerated Readers
  - Accelerated Math (Freckle)
  - Raz-Kids
  - Onward Readers

## **GOALS**

### **3A. Assessment of the School’s Catholic Identity**

1. Provide more spiritual opportunities for shareholders to take action
2. Build a stronger relationship with St. Anthony of Padua Parish, St. Anthony’s Day Nursery, and the parish’s Religious Education Program
3. Develop and enhance students’ faith formation through the adoption of Faith Facts

### **3B. Defining the School’s Purpose**

1. Further increase the integration of SLEs across the curriculum
2. Measure student understanding of SLEs through rubrics, projects, and classwork
3. Continue to increase ACRE scores through implementation of Archdiocese of Los Angeles Religion Standards

### **3C. Organization for Student Learning to Support High Achievement of All Students**

1. To further strengthen professional development opportunities for staff
  - 1.1. Implement Accelerated Math (Freckle)
  - 1.2 Training for teachers to set up and apply Accelerated Math (Freckle)
  - 1.3 OR training for all teachers in year 3 for ELA differentiation
2. To further increase the participation of parents and other shareholders
  - 2.1. Re-establish the Development Board
  - 2.2. Nurture development and effectiveness of Parent Committees

### **3D. Data Analysis and Action to Support High Achievement of All Students**

1. Strengthen implementation of Onward Readers routines and procedures to further increase student reading proficiency.
  - 1.1. Use assessments to create small groups for centers in primary grades and station rotations in upper grades.
  - 1.2. Use stations/centers for differentiation: multi-tiered systems of support
  - 1.3. Using daily formative assessments for every lesson, especially History and Science in grades K-8
2. Strengthen our K-8 Science curriculum and vertically align it with Next Generation Science Standards (NGSS)
3. To expand upon best practices by giving ample opportunities for staff professional development and grade level collaboration meetings.
  - 3.1. Provide teachers with adequate time to meet in grade levels to analyze data and modify instructional planning.
  - 3.2. To better inform parents on how to read STAR data reports, and provide resources to help students be proficient.

### **3E. High Achievement by All Students Toward Clearly Defined SLEs and Curriculum Standards**

1. Use the SLE rubric more effectively.
2. Effective identification of students in need of additional support from STEP.

### **3F. Instructional Methodology to Support High Achievement of all Students**

1. Implement NGSS schoolwide
2. Implement Accelerated Math (Freckle) schoolwide
3. Effectively differentiate class to challenge high performing students

### **3G. Support for Student Spiritual, Personal, and Academic Growth**

1. More meaningful service projects that are integrated into the curriculum
2. Implementation of the Positivity Project for character education
3. TRIBES strategies used more next year to strengthen relationships within the school community

### **3H. Resource Management and Development to Support High Achievement of All Students**

1. Continue to analyze STAR data, Title I assessments, and Words Their Way/Fluency assessments to drive instruction and lesson planning
2. ACRE score analysis will help the school overall with faith formation
3. Assessment of SLEs: Teachers can have more opportunities to reward students for following the SLEs on a regular basis. Teachers can give more projects to assess the academic standards in each subject as well as the SLE performance of our students.
4. Increase Enrollment to increase financial stability

### **CRITICAL GOALS**

**Goal 1:** To further strengthen our Catholic Identity by creating a stable foundation, opportunities for shareholders to take action and have students develop their faith formation through the annual ACRE test and service projects.

**Goal 2:** Implement multi-tiered systems of support to provide differentiation using stations/centers and activities that serve the needs of all students, including high-performing achievers.

**Goal 3:** Implement NGSS and vertically align curriculum from K-8 by creating inquiry based assignments.

## Improving Student Learning for Catholic Schools

### Action Plan for St. Anthony of Padua School

School Code: E-151

**Goal 1:** To further strengthen our Catholic Identity by creating a stable foundation, opportunities for shareholders to take action and have students develop their faith formation through the annual ACRE test and service projects.

**Rationale for this Goal:** In evaluating the school program, it was determined that the creation and integration of consistent well-organized community service opportunities for students and shareholders will encourage faith formation, and simultaneously improve ACRE test scores. Furthermore, this goal will further develop and strengthen three of St. Anthony of Padua School's core elements. First, it will further aid in the fulfillment of its mission, specifically "the transmission of the teachings and values of Catholic doctrine and Christian culture," through active participation in the work of social justice. Secondly, it will reinforce the school's Catholic Identity by further deepening the alignment of St. Anthony of Padua School's academic program with its religious program, and it will increase student achievement of the Schoolwide Learning Expectations, specifically: F.1) Is knowledgeable of the traditions and practices of the Catholic Faith, F.2) Actively seeks opportunities to serve others, F.4) Is guided by a sense of respect for oneself and others, S.4) Is aware of the impact of his/her choices, both as an individual consumer and a member of society at large, on the ecological health of our planet Earth, and S.5) Actively seeks to advance the social agenda of the Church, with particular emphasis on the Social Gospel. Meanwhile, the development of student-generated service projects, awareness campaigns, and alternative summative assessments to evaluate student progress will similarly align with fundamental Common Core Standards and likewise increase student achievement of the more academic focused SLEs: A.1) Is an effective communicator through a variety of media, A.3) Demonstrates a strong work ethic and a commitment to quality, A.4) Is highly organized and capable of prioritizing and successfully completing multiple tasks within a given time frame, and A.5) Strives to synthesize information and materials to create original content with real world applications. Therefore, St. Anthony of Padua School is confident that the accomplishment of this goal will broadly serve to improve student learning in a variety of ways.

**Alignment with mission, philosophy, SLEs:** The goal is, in effect, a commitment to more effectively integrate the SLEs into the total educational experience of St. Anthony of Padua School; Followers of Christ, Academically Prepared, Socially Aware, Totally Healthy in Mind Body and Spirit. Additionally, by providing more community service projects, students are able to recognize their role in society as stated in the the philosophy statement: Students learn that they are not only individuals gifted by God but also members of an imperfect society in which they learn to exist, not by conformity, but by striving with others of good will to build a better world."

<b>Strategy #1</b>	Aligned curriculum with new Archdiocese of Los Angeles Religion standards and ACRE testing questions
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Teachers: Religion curriculum mapping</li> <li>2. Teachers: Lesson plan for religion and incorporate Archdiocese of Los Angeles Religion standards</li> <li>3. Schoolwide memorization of Traditional Prayers (Sign of the Cross, Our Father, Hail Mary, Glory Be, Act of Contrition...) per Archdiocese of Los Angeles Religion Standards. They are also included in Students' Agenda notebook.</li> <li>4. Annual Religion School-wide Contest covering Catholic facts</li> <li>5. Take ACRE Test</li> <li>6. Students receive Grade-level Faith Facts Booklet per year</li> </ol>
<b>Cost or resources and sources</b>	<p>ACRE test: \$2000</p> <p>School-wide religion contest prizes: \$50</p> <p>Faith facts booklet: \$1000</p>
<b>Persons responsible for implementation</b>	<p>-teachers &amp; staff</p> <p>-parents &amp; students</p>
<b>Process for monitoring</b>	<p>ACRE scores</p> <p>Surveys</p> <p>Classroom assessments</p> <p>Photo evidence</p> <p>Religion Curriculum Maps</p> <p>Lesson plans</p> <p>School Calendar</p>
<b>Baseline Assessment</b>	<p>ACRE scores</p> <p>Faculty and Staff meeting minutes</p> <p>Cluster meetings</p> <p>Principal &amp; Pastor meetings</p> <p>Surveys</p>
<b>Ongoing Assessment</b>	<p>Student Assessments</p> <p>Teachers' lesson plans</p>
<b>Timeline Start/Stop</b>	January 2020 - ongoing

<b>Process for communicating to shareholders</b>	<p>Emails</p> <p>School Weekly Bulletin</p> <p>School calendars</p> <p>Meeting reports</p> <p>School Website - Teachers' Blog</p> <p>Planbook.com</p>
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<b>Strategy# 2</b>	Service opportunities through classes, community events and groups
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Junior high Christian Service Program: Grade-level service hour requirements for each student (6th grade - 10 hours/year, 7th grade - 15 hours/year, 8th grade - 20 hours/year)</li> <li>2. Shareholders provide help with community events: Gardena Beautiful Day, Goodwill Clothing Drive, Thanksgiving Food Drive, Samaritan's Purse, Operation Christmas Child Shoeboxes, NED's Kindness Adventure</li> </ol>
<b>Cost or resources and sources</b>	Flyers/Copies: \$300
<b>Persons responsible for implementation</b>	<p>All shareholders:</p> <p>Junior high Religion Chair/Teacher</p> <p>Catholic School Religion Coordinator</p> <p>Parish ministries</p> <p>Teachers &amp; staff</p> <p>Parents &amp; students</p>
<b>Process for monitoring</b>	<p>Christian Service Hour Activity and Evaluation form</p> <p>Photo evidence</p> <p>Lesson plans</p> <p>Formal and informal communication</p>
<b>Baseline Assessment</b>	<p>Faculty and Staff meeting minutes</p> <p>Cluster meetings</p> <p>Principal &amp; Pastor meetings</p> <p>Surveys</p>

<b>Ongoing Assessment</b>	Surveys Service reflections by students
<b>Timeline Start/Stop</b>	August 2019 - ongoing
<b>Process for communicating to shareholders</b>	Emails Gradelink Teacher Blogs Weekly School bulletin School calendars Parish Sunday bulletin Meeting reports

<b>Strategy# 3</b>	Strengthening family's faith foundation
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Build a relationship with the parish; Catholic School Religion Coordinator and Religious Education Director communicate; Communication with Pastor (Principal &amp; Pastor);</li> <li>2. Sunday Mass attendance and retreats are mandatory for those families receiving the sacraments.</li> <li>3. Family prayer services, retreats and workshops.</li> <li>4. Adult faith formation is offered.</li> <li>5. We honor cultural religious celebrations in our church community.</li> </ol>
<b>Cost or resources and sources</b>	Retreats: \$3000 Parent Workshops/Speakers: \$2000 Flyers/Copies: \$300
<b>Persons responsible for implementation</b>	All shareholders -Religious Education Director -Catholic School Religion Coordinator -parish ministries -teachers & staff -parents & students -parishioners

<b>Process for monitoring</b>	Surveys Attendance Photo evidence
<b>Baseline Assessment</b>	Principal & Pastor meetings Surveys
<b>Ongoing Assessment</b>	Surveys
<b>Timeline Start/Stop</b>	January 2020 - ongoing
<b>Process for communicating to shareholders</b>	Emails School's Weekly bulletin School calendars Parish Sunday bulletin Meeting reports Mass Announcements

**Goal 2:** Implement multi-tiered systems of support to provide differentiation using stations/centers and activities that serve the needs of all students, including high-performing achievers.

**Rationale for this Goal :** St. Anthony of Padua School is committed to guiding and supporting the achievement of all learners in its charge. St. Anthony of Padua School's goal to implement multi-tiered systems of support to provide differentiation, to further meet the needs of all students, is a reinforcement of this commitment and will serve to improve student learning in all classes throughout the school. By strengthening its ability to identify and support both struggling and high achieving students, St. Anthony of Padua School will be able to provide more appropriate adjustments in instruction, assistance, and assessment to all students. The primary strategy for accomplishing this goal is to group students into stations/rotations with various activities that will challenge/help students or play to their intelligence. In addition to the particulars of the plan to accomplish this goal, faculty-wide professional development (such as Onward Readers), continuous monitoring of data, employment of digital technology and software, and communication between classroom teachers and additional student resources (STEP coordinator(s), Serra High School tutors, Title I coordinator) will collectively enhance St. Anthony of Padua School's ability to improve student learning, regardless of student performance - low/high achieving.

**Alignment with mission, philosophy, SLEs:** This goal supports the mission and philosophy in a variety of ways from, "meet[ing] the intellectual needs of 21st century learners... prepare them

from high school, and college”, “creating a positive and effective learning environment: successful environment requires self discipline” and “educators recognize their role as partners with parents as educators.”

<b>Strategy # 1</b>	Onward Readers Program, lesson plans, connections to SLEs, Multi-Tiered System of Supports (MTSS), frequent on-site support, Grouping students (Homogenous, Heterogenous, or random grouping), Pull out more students (Tier 3), Differentiation
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Stations and Rotations with activities that can challenge or further help students or play to their intelligence, Scaffolds within grade-level (Graphic organizers, different leveled texts), Words Their Way - through Onward Readers</li> <li>2. Serra High School tutoring (Thursday), personal teacher tutoring -after school (Some Teachers), Title I Services (Math)</li> <li>3. Teacher PDs, Classroom Implementations of Onward Readers (Word Study, Words their Way, Reading Comprehension, and Fluency), through lessons, assessments, data analysis and interpretation to monitor growth and success, observational walk throughs by OR leads, and report test data every trimester.</li> </ol>
<b>Cost or resources and sources</b>	<p>Onward Readers Grant (Benchmark Advance)  Serra High School Volunteers  Title I Services  Teacher Pay Teachers activities  Onward Readers Program: 3-year grant from Smet Foundation  Professional Development workshops  Sound Spelling cards  Journeys  Benchmark Advance  OR online resources  Words Their Way 4th Edition  Word Sorts (Copied and cut in multiple sets by parents)</p>
<b>Persons responsible for implementation</b>	All classroom teachers

<b>Process for monitoring</b>	WASC evidence bins STAR data Progress Reports Formative assessments Summative assessments. Principal walk through - informal observations
<b>Baseline Assessment</b>	STAR Data, Classroom Observations, previous year report cards, Onward Readers Assessments (Fluency and WTW) Word Study Inventory, High Frequency Words Test, Fluency Assessment
<b>Ongoing Assessment</b>	STAR Data, Summative Assessments, Formative Assessments, projects

	Formative word study assessments, weekly high frequency words tests, fluency assessments
<b>Timeline Start/Stop</b>	Start after STAR window 1/ Stop at the end of year <b>***Students can change groups throughout the year based on their data</b> This is a continuous process that should never end while attending our school.
<b>Process for communicating to shareholders</b>	GradeLink Emails Conferences Open House Back to School Night Middle/End-of-year follow up meeting with parents Send STAR Diagnostic Test Results home every testing window (one time each trimester) Progress reports, Report cards

**Goal 3:** Implement NGSS and vertically align curriculum from K-8 by creating inquiry-based assignments.

**Rationale for this Goal:** In the previous years of the Self Study process, St. Anthony of Padua School has predominantly focused on increasing student proficiency in ELA. The school is committed to creating a learning environment that fosters the appropriate, necessary skills and habits for success in the 21st century, thus, the staff decided it was critical to not only focus on ELA, but also science. NGSS is inquiry-based learning, which promotes hands on activities and Engineering Design Process, which is a pathway to critical thinking. Since this curriculum is STEM intensive, not only will students’ science literacy increase, but their exposure to STEM dialogue will hopefully spark passion for future careers in STEM; St. Anthony is utilizing the structure of the action plan to implement NGSS and vertically align the science curriculum from K-8. It will achieve this through project based lessons, inquiry-based assignments, STEM activities, and by tracking science standards to ensure the school complies with CA State Standards.

**Alignment with mission, philosophy, SLEs:** This goal aligns with the SLEs and mission statement because it Academically prepares students so they may move on and continue their education in High School and college. Furthermore, as stated in the philosophy statement, students will start to think about college at a young age, and recognize how they can use their “God-given talents” to build a better world.

<b>Strategy #1</b>	Project-based lessons for Science Growing Great STEM Lessons
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Experiments</li> <li>2. Projects</li> <li>3. STEM Projects</li> </ol>
<b>Cost or resources and sources</b>	Growing Great- Free with grant, cost of seed for garden boxes
<b>Persons responsible for implementation</b>	All classroom teachers.
<b>Process for monitoring</b>	Standards trackers, (plan book), worksheets/ activities, Monitoring/ observation
<b>Baseline Assessment</b>	K-5 Monthly STEM activity Middle School-Every two weeks

<b>Ongoing Assessment</b>	Continues STEM activities throughout the year, that are included in our lesson plans posted on Planbook.com
<b>Timeline Start/Stop</b>	2020-on going
<b>Process for communicating to shareholders</b>	Promoting during Catholic Schools' Week Open House, Blog, newsletter, email, Instagram, Facebook, Twitter and school website

<b>Strategy #2</b>	Purchase new resources for classroom use -Mystery Science, Kindergarten Science (TPT)
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Chicka, Chicka, Boom, Boom Tree STEM activity</li> <li>2. 3 Little Pigs house building STEM activity</li> <li>3. Apple Tasting and Graphing activity</li> <li>4. Mystery Science Activities (NGSS-aligned)</li> </ol>
<b>Cost or resources and sources</b>	Mystery Science (K-5) Whole school \$999/ year. Per teacher \$99/ year. Additional cost for materials. Teachers Pay Teachers Kindergarten science lessons- various prices
<b>Persons responsible for implementation</b>	All classroom teachers (K-5)
<b>Process for monitoring</b>	Standards trackers, (plan book), worksheets/ activities, Monitoring/ observation
<b>Baseline Assessment</b>	K-5 Monthly STEM activity
<b>Ongoing Assessment</b>	Continues STEM activities throughout the year, that are included in our lesson plans posted on Planbook.com
<b>Timeline Start/Stop</b>	2020-on going

<b>Process for communicating to shareholders</b>	Promoting during Catholic Schools' Week Open House, Blog, newsletter, email, Instagram, Facebook, Twitter and school website
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<b>Strategy #3</b>	STEMScopes (junior high)
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Experiments</li> <li>2. Projects</li> <li>3. STEM Projects</li> </ol>
<b>Cost or resources and sources</b>	STEMScopes- Cost TBD
<b>Persons responsible for implementation</b>	All classroom teachers (junior high)
<b>Process for monitoring</b>	Standards trackers, (plan book), worksheets/ activities, Monitoring/ observation
<b>Baseline Assessment</b>	K-5 Monthly STEM activity Middle School-Every two weeks
<b>Ongoing Assessment</b>	Continues STEM activities throughout the year, that are included in our lesson plans posted on Planbook.com
<b>Timeline Start/Stop</b>	2020-on going
<b>Process for communicating to shareholders</b>	Promoting during Catholic Schools' Week Open House, Blog, newsletter, email, Instagram, Facebook, Twitter, and school website

## **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.*

St. Anthony of Padua School has the capacity to implement and monitor an Action Plan that supports high achievement of the Schoolwide Learning Expectations and curriculum standards for all students. As evidenced throughout the document, St. Anthony of Padua School has fully committed itself to utilizing this Self Study process as an opportunity to develop all aspects of itself towards their highest potential. The school is extremely confident that the goals it has established for itself are within its reach and that the Action Plan it has designed provides a path to the successful achievement of them. Contained within the Action Plan are detailed strategies for accomplishing four of the five Critical Goals it identified in the Self Study.

The Action Plan devised by St. Anthony of Padua School to accomplish its three Critical Goals is financially feasible, has a well-defined timetable, a clearly defined structure of responsible shareholders, a monitoring process, and a method to communicate progress to all members of the school community. The Action Plan is financially feasible because of the sound financial practices currently in place in the school, as well as the confidence the school has in projected enrollment increases in the coming years. St. Anthony of Padua School recognizes that with the implementation of the NGSS, the school will have to provide professional development for teachers and administration. Grant applications for these NGSS professional development opportunities are currently underway. With the ongoing review of the Action Plan by the administration, the Leadership Team, involved parent leaders, and the pastor, the necessary monies to accomplish the strategies and activities detailed in the plan will be allocated in the annual budget. Additionally, the school will mitigate additional costs by applying to grants and federal funding.

The Action Plan has a clearly-defined monitoring and evaluation process to ensure that implementation is progressing successfully and that the strategies and activities are organized in a manner in which the necessary resources are best utilized. The development of an Action Plan timeline will help ensure that St. Anthony of Padua School can successfully complete this process and support high achievement of all students. Shareholders' roles have been outlined in the Action Plan, and time has been allocated to support, review, and complete goals.

The school's communication system (school website, student/family email accounts, mandatory Parent Leadership Committee participation, school bulletin, family envelope, parish bulletin, etc.) ensures that all shareholders will be informed of the school's progress toward the completion of the Action Plan, and feedback/data will be collected from them, when appropriate, to further monitor the process.

In addition, the administration, Leadership Team, and faculty will review the critical goals annually and further develop strategies and activities to achieve the Action Plan. With ongoing analysis of the efforts made to complete this Action Plan, the staff will remain vigilant as they continue to self-assess and identify any new areas worthy of attention and improvement.

After careful analysis of the Action Plan, the shareholders believe that the established goals will be accomplished. However, external constraints may impede completion of the Action Plan. These factors may include logistical difficulties in the implementation of the Action Plan, financial constraints, or limits to the level of disability the school could successfully accommodate. Regardless, the staff is committed to accomplishing the Critical Goals it has set for itself, and is confident that its Action Plan will ensure it does. Moving forward, we continue to keep Jesus as the center of our mission and work toward improving student learning for every child at St. Anthony of Padua school to prepare them for high school, college, career, and heaven.