

Standards of Excellence for Continuous Catholic School Improvement

Self-Study Report

Western Catholic Educational Association

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A Self-Study for

Santa Margarita Catholic High School

22062 Antonio Parkway

Rancho Santa Margarita, California, 92688

WCEA School Code: S070

Standards of Excellence for Continuous Catholic School Improvement

SMCHS FINAL REPORT

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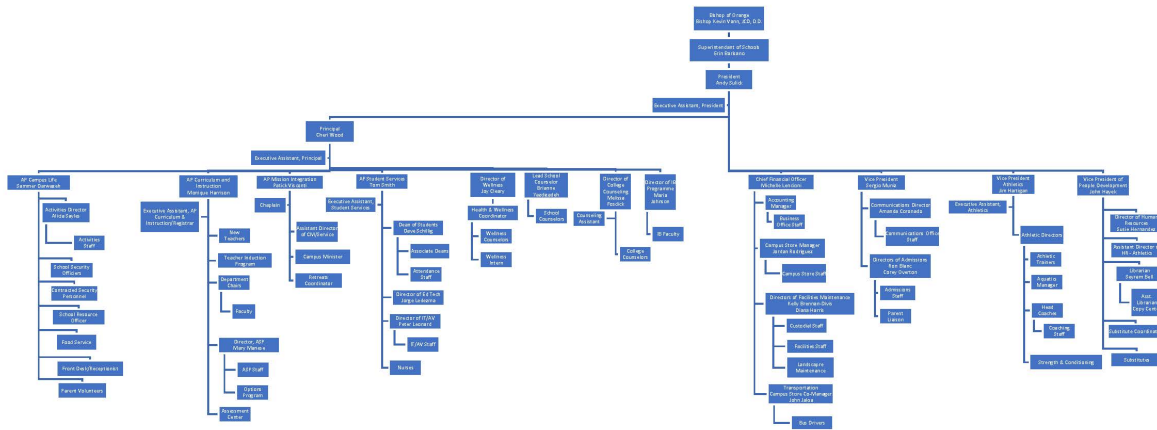
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B. Student Demographics

Enrollment

Composition Catholic Student Body

| Year | 2023-2024 |
|-----------------------|-----------|
| Grade 9 Catholic | 54.11% |
| Grade 9 Non Catholic | 45.89% |
| Grade 10 Catholic | 49.16% |
| Grade 10 Non Catholic | 50.84% |
| Grade 11 Catholic | 52.58% |
| Grade 11 Non Catholic | 44.73% |
| Grade 12 Catholic | 52.63% |
| Grade 12 Non Catholic | 47.37% |

| Year | 2022-2023 |
|-----------------------|-----------|
| Grade 9 Catholic | 50.63% |
| Grade 9 Non Catholic | 49.37% |
| Grade 10 Catholic | 52.32% |
| Grade 10 Non Catholic | 47.68% |
| Grade 11 Catholic | 55% |
| Grade 11 Non Catholic | 45% |
| Grade 12 Catholic | 57.78% |
| Grade 12 Non Catholic | 42.22% |

Gender Composition

| Year | 2023-2024 |
|-----------------|-----------|
| Grade 9 Female | 51.48% |
| Grade 9 Male | 48.52% |
| Grade 10 Female | 48.02% |
| Grade 10 Male | 51.98% |

| | |
|------------------------|--------|
| Grade 11 Female | 55.01% |
| Grade 11 Male | 44.99% |
| Grade 12 Female | 49.87% |
| Grade 12 Male | 50.13% |

| | |
|------------------------|-----------|
| Year | 2022-2023 |
| Grade 9 Female | 48.32% |
| Grade 9 Male | 51.68% |
| Grade 10 Female | 53.66% |
| Grade 10 Male | 46.34% |
| Grade 11 Female | 49.49% |
| Grade 11 Male | 50.51% |
| Grade 12 Female | 49.41% |
| Grade 12 Male | 50.59% |

| | |
|------------------------|-----------|
| Year | 2021-2022 |
| Grade 9 Female | 53.64% |
| Grade 9 Male | 46.36% |
| Grade 10 Female | 48.95% |
| Grade 10 Male | 51.05% |
| Grade 11 Female | 49.29% |
| Grade 11 Male | 50.17% |
| Grade 12 Female | 51.65% |
| Grade 12 Male | 48.35% |

| | |
|------------------------|-----------|
| Year | 2020-2021 |
| Grade 9 Female | 49.86% |
| Grade 9 Male | 50.14% |
| Grade 10 Female | 46.84% |
| Grade 10 Male | 53.16% |
| Grade 11 Female | 51.66% |
| Grade 11 Male | 48.34% |
| Grade 12 Female | 49.63% |
| Grade 12 Male | 50.37% |

| | |
|------------------------|-----------|
| Year | 2019-2020 |
| Grade 9 Female | 43.22% |
| Grade 9 Male | 56.78% |
| Grade 10 Female | 52.18% |
| Grade 10 Male | 47.82% |
| Grade 11 Female | 50.25% |
| Grade 11 Male | 49.75% |
| Grade 12 Female | 52.79% |
| Grade 12 Male | 47.21% |

| | |
|------------------------|-----------|
| Year | 2018-2019 |
| Grade 9 Female | 52.28% |
| Grade 9 Male | 47.72% |
| Grade 10 Female | 50.61% |
| Grade 10 Male | 49.39% |
| Grade 11 Female | 53.49% |
| Grade 11 Male | 46.51% |
| Grade 12 Female | 50% |
| Grade 12 Male | 50% |

| | |
|-----------------------|-----------|
| Year | 2017-2018 |
| Grade 9 Female | 49.76% |
| Grade 9 Male | 50.24% |

| | |
|------------------------|--------|
| Grade 10 Female | 53.21% |
| Grade 10 Male | 46.79% |
| Grade 11 Female | 50.12% |
| Grade 11 Male | 49.88% |
| Grade 12 Female | 52.56% |
| Grade 12 Male | 47.44% |

Racial Composition

School Total

| | |
|---|-----------|
| Year | 2023-2024 |
| American Indian or Alaska Native | 0.26% |
| Asian | 16.06% |
| African American | 2.34% |
| Other Pacific Islander | 3.58% |
| White | 67.23% |
| Two or more races | 10.53% |

| | |
|---|-----------|
| Year | 2022-2023 |
| American Indian or Alaska Native | 0.58% |
| Asian | 17.33% |
| African American | 2.58% |
| Other Pacific Islander | 1.74% |
| White | 67.33% |
| Two or more races | 10.44% |

| | |
|---|-----------|
| Year | 2021-2022 |
| American Indian or Alaska Native | 0.79% |
| Asian | 18.61% |
| African American | 1.77% |
| Other Pacific Islander | 0.66% |
| White | 67.69% |
| Two or more races | 10.48% |

| | |
|---|-----------|
| Year | 2020-2021 |
| American Indian or Alaska Native | 0.69% |
| Asian | 18.58% |
| African American | 1.45% |
| Other Pacific Islander | 0.63% |
| White | 67.63% |
| Two or more races | 11.02% |

| | |
|---|-----------|
| Year | 2019-2020 |
| American Indian or Alaska Native | 0.7% |
| Asian | 15.6% |
| African American | 1.2% |
| Other Pacific Islander | 0.7% |
| White | 71.34% |
| Two or more races | 10.46% |

| | |
|---|-----------|
| Year | 2018-2019 |
| American Indian or Alaska Native | 0.5% |
| Asian | 14.19% |
| African American | 1% |
| Other Pacific Islander | 0.44% |
| White | 72.82% |
| Two or more races | 10.76% |

| | |
|---|-----------|
| Year | 2017-2018 |
| American Indian or Alaska Native | 0.36% |
| Asian | 13.43% |
| African American | 1.15% |
| Other Pacific Islander | 0.67% |
| White | 73.26% |
| Two or more races | 11.13% |

Grade 9

| | |
|---|-----------|
| Year | 2023-2024 |
| American Indian or Alaska Native | 0.23% |
| Asian | 15.07% |
| African American | 1.37% |
| Other Pacific Islander | 3.65% |
| White | 69.63% |
| Two or more races | 10.05% |

| | |
|---|-----------|
| Year | 2022-2023 |
| American Indian or Alaska Native | 0.47% |
| Asian | 15.17% |
| African American | 3.08% |
| Other Pacific Islander | 2.37% |
| White | 69.19% |
| Two or more races | 9.72% |

| | |
|---|-----------|
| Year | 2021-2022 |
| American Indian or Alaska Native | 0.63% |
| Asian | 15.31% |
| African American | 2.19% |
| Other Pacific Islander | 0.94% |
| White | 71.25% |
| Two or more races | 9.69% |

| | |
|---|-----------|
| Year | 2020-2021 |
| American Indian or Alaska Native | 0.56% |
| Asian | 23.74% |
| African American | 2.51% |
| Other Pacific Islander | 0.56% |
| White | 58.1% |
| Two or more races | 14.53% |

| | |
|---|-----------|
| Year | 2019-2020 |
| American Indian or Alaska Native | 1.02% |
| Asian | 15.35% |
| African American | 1.53% |
| Other Pacific Islander | 0.77% |
| White | 72.38% |
| Two or more races | 8.95% |

| | |
|---|-----------|
| Year | 2018-2019 |
| American Indian or Alaska Native | 1.21% |
| Asian | 16.95% |
| African American | 0.97% |
| Other Pacific Islander | 0.24% |
| White | 71.91% |
| Two or more races | 8.72% |

| | |
|---|-----------|
| Year | 2017-2018 |
| American Indian or Alaska Native | 0.24% |
| Asian | 13.49% |
| African American | 1.2% |
| Other Pacific Islander | 0.72% |
| White | 71.57% |
| Two or more races | 12.77% |

Grade 10

| | |
|---|-----------|
| Year | 2023-2024 |
| American Indian or Alaska Native | 0.47% |
| Asian | 15.02% |
| African American | 3.05% |
| Other Pacific Islander | 2.35% |
| White | 69.95% |
| Two or more races | 9.15% |

| | |
|---|-----------|
| Year | 2022-2023 |
| American Indian or Alaska Native | 0.3% |
| Asian | 14.97% |
| African American | 2.99% |
| Other Pacific Islander | 2.1% |
| White | 70.36% |
| Two or more races | 9.28% |

| | |
|---|-----------|
| Year | 2021-2022 |
| American Indian or Alaska Native | 0.27% |
| Asian | 25.33% |
| African American | 2.93% |
| Other Pacific Islander | 0.53% |
| White | 58.13% |
| Two or more races | 12.8% |

| | |
|---|-----------|
| Year | 2020-2021 |
| American Indian or Alaska Native | 0.98% |
| Asian | 16.63% |
| African American | 1.22% |
| Other Pacific Islander | 0.73% |
| White | 71.39% |
| Two or more races | 9.05% |

| | |
|---|-----------|
| Year | 2019-2020 |
| American Indian or Alaska Native | 0.98% |
| Asian | 18.67% |
| African American | 0.98% |
| Other Pacific Islander | 0.25% |
| White | 70.02% |
| Two or more races | 9.09% |

| | |
|---|-----------|
| Year | 2018-2019 |
| American Indian or Alaska Native | 0.25% |
| Asian | 14.99% |
| African American | 0.74% |
| Other Pacific Islander | 0.74% |
| White | 71.01% |
| Two or more races | 12.29% |

| | |
|---|-----------|
| Year | 2017-2018 |
| American Indian or Alaska Native | 0.54% |
| Asian | 12.6% |
| African American | 0.8% |
| Other Pacific Islander | 0.54% |
| White | 73.46% |
| Two or more races | 12.06% |

Grade 11

| | |
|---|-----------|
| Year | 2023-2024 |
| American Indian or Alaska Native | 0.31% |
| Asian | 14.55% |
| African American | 2.79% |
| Other Pacific Islander | 1.86% |
| White | 72.14% |
| Two or more races | 8.36% |

| | |
|---|-----------|
| Year | 2022-2023 |
| American Indian or Alaska Native | 0.26% |
| Asian | 23.58% |
| African American | 2.85% |
| Other Pacific Islander | 1.3% |
| White | 58.55% |
| Two or more races | 13.47% |

| | |
|---|-----------|
| Year | 2021-2022 |
| American Indian or Alaska Native | 1.22% |
| Asian | 15.33% |
| African American | 1.22% |
| Other Pacific Islander | 0.97% |
| White | 71.53% |
| Two or more races | 9.73% |

| | |
|---|-----------|
| Year | 2020-2021 |
| American Indian or Alaska Native | 0.96% |
| Asian | 18.71% |
| African American | 0.72% |
| Other Pacific Islander | 0.24% |
| White | 68.54% |
| Two or more races | 9.83% |

| | |
|---|-----------|
| Year | 2019-2020 |
| American Indian or Alaska Native | 0.25% |
| Asian | 15.14% |
| African American | 1.24% |
| Other Pacific Islander | 1.24% |
| White | 70.97% |
| Two or more races | 11.17% |

| | |
|---|-----------|
| Year | 2018-2019 |
| American Indian or Alaska Native | 0.54% |
| Asian | 12.94% |
| African American | 0.81% |
| Other Pacific Islander | 0.54% |
| White | 72.78% |
| Two or more races | 12.4% |

| | |
|---|-----------|
| Year | 2017-2018 |
| American Indian or Alaska Native | 0% |
| Asian | 13.25% |
| African American | 1.2% |
| Other Pacific Islander | 0.24% |
| White | 75.66% |
| Two or more races | 9.64% |

Grade 12

| | |
|---|-----------|
| Year | 2023-2024 |
| American Indian or Alaska Native | 0% |
| Asian | 19.94% |
| African American | 2.28% |
| Other Pacific Islander | 6.55% |
| White | 56.41% |
| Two or more races | 14.81% |

| | |
|---|-----------|
| Year | 2022-2023 |
| American Indian or Alaska Native | 1.22% |
| Asian | 15.61% |
| African American | 1.46% |
| Other Pacific Islander | 1.22% |
| White | 71.22% |
| Two or more races | 9.27% |

| | |
|---|-----------|
| Year | 2021-2022 |
| American Indian or Alaska Native | 0.95% |
| Asian | 18.33% |
| African American | 0.95% |
| Other Pacific Islander | 0.24% |
| White | 69.76% |
| Two or more races | 9.76% |

| | |
|---|-----------|
| Year | 2020-2021 |
| American Indian or Alaska Native | 0.25% |
| Asian | 15.84% |
| African American | 1.49% |
| Other Pacific Islander | 0.99% |
| White | 70.3% |
| Two or more races | 11.14% |

| | |
|---|-----------|
| Year | 2019-2020 |
| American Indian or Alaska Native | 0.53% |
| Asian | 13.03% |
| African American | 1.06% |
| Other Pacific Islander | 0.53% |
| White | 72.07% |
| Two or more races | 12.77% |

| | |
|---|-----------|
| Year | 2018-2019 |
| American Indian or Alaska Native | 0% |
| Asian | 12.95% |
| African American | 1.44% |
| Other Pacific Islander | 0.24% |
| White | 75.54% |
| Two or more races | 9.83% |

| | |
|---|-----------|
| Year | 2017-2018 |
| American Indian or Alaska Native | 0.67% |
| Asian | 14.25% |
| African American | 1.34% |
| Other Pacific Islander | 1.11% |
| White | 72.38% |
| Two or more races | 10.24% |

International Students

International Students

| | |
|------------------|---------|
| Country | Austria |
| 2024-2025 | N/A |
| 2023-2024 | 1 |
| 2022-2023 | 0 |

| | |
|------------------|--------|
| Country | Canada |
| 2024-2025 | N/A |
| 2023-2024 | 3 |
| 2022-2023 | 6 |

| | |
|------------------|-------|
| Country | China |
| 2024-2025 | N/A |
| 2023-2024 | 96 |
| 2022-2023 | 116 |

| | |
|------------------|---------|
| Country | Croatia |
| 2024-2025 | N/A |
| 2023-2024 | N/A |
| 2022-2023 | 0 |

| | |
|------------------|-------|
| Country | Egypt |
| 2024-2025 | N/A |
| 2023-2024 | N/A |
| 2022-2023 | 0 |

| | |
|------------------|--------|
| Country | France |
| 2024-2025 | N/A |
| 2023-2024 | 2 |
| 2022-2023 | 5 |

| | |
|------------------|---------|
| Country | Germany |
| 2024-2025 | N/A |
| 2023-2024 | 1 |
| 2022-2023 | 2 |

| | |
|------------------|-------|
| Country | Ghana |
| 2024-2025 | N/A |
| 2023-2024 | N/A |
| 2022-2023 | 1 |

| | |
|------------------|-------|
| Country | Italy |
| 2024-2025 | N/A |
| 2023-2024 | 1 |
| 2022-2023 | 1 |

| | |
|------------------|-------|
| Country | Japan |
| 2024-2025 | N/A |

2023-2024 1
2022-2023 1

Country South Korea
2024-2025 N/A
2023-2024 2
2022-2023 2

Country Mexico
2024-2025 N/A
2023-2024 4
2022-2023 3

Country Poland
2024-2025 N/A
2023-2024 1
2022-2023 1

Country Russia
2024-2025 N/A
2023-2024 N/A
2022-2023 1

Country South Africa
2024-2025 N/A
2023-2024 2
2022-2023 1

Country South Sudan
2024-2025 N/A
2023-2024 N/A
2022-2023 1

Country Taiwan
2024-2025 N/A
2023-2024 1
2022-2023 1

Country Ukraine
2024-2025 N/A
2023-2024 1
2022-2023 1

Country United Kingdom
2024-2025 N/A
2023-2024 N/A
2022-2023 0

Country Vietnam
2024-2025 N/A
2023-2024 1
2022-2023 1

Country Western Samoa
2024-2025 N/A
2023-2024 N/A
2022-2023 0

Country Brazil

2024-2025 N/A
2023-2024 1
2022-2023 0

Country Chili
2024-2025 N/A
2023-2024 1
2022-2023 0

Country Guatemala
2024-2025 N/A
2023-2024 1
2022-2023 0

Country Nigeria
2024-2025 N/A
2023-2024 1
2022-2023 0

Total

| | | |
|------------------|------------------|------------------|
| 2024-2025 | 2023-2024 | 2022-2023 |
| 0 | 121 | 144 |

C. School Personnel Demographics

Administrative Personnel

Administrative or Leadership Team

FT = 10

PT = 0

Years in this Position

6-10 years = 1

10+ years = 9

Positions

Assistant Principal, Campus Life = 1

Assistant Principal of Curriculum and Instruction = 1

Vice President of People Development = 1

Chief Financial Officer = 1

Vice President = 1

Assistant Principal, Student Services = 1

President = 1

Assistant Principal, Mission Integration/Director of Campus Ministry = 1

Principal = 1

Vice President, Athletics = 1

Degrees/Certifications

Bachelors, Political Science Masters, Sports Management = 1

Bachelors of Science in Advertising Bachelors of Arts in Psychology Masters of Arts in Teaching = 1

MA Education Administration, Administrative Credential, Single Subject Teaching Credential - English = 1

Bachelors of Science in Business Administration/Accounting = 1

B.S. Business M.S. Education = 1

Master of Arts in Educational Administration; Tier 1 Administrative Credential; Single Subject Credential in Music; Bachelors of Music, Music Education = 1

Bachelors of History; Masters of Arts in Catholic Administration = 1


Bachelor of Arts in Theological Studies with a Minor in Catholic Social Thought; Master of Arts in Theological Studies;














Administrative Certificate in Catholic School Leadership = 1

BA in Psychobiology; MA in Psychology; Post-masters Certificate in Educational Administration; Administrators Certificate = 1

BS Science in PE, PE Credential, Masters in Education = 1

Documents

-  Assistant Principal - Campus Life 2022-2023

-  Assistant Principal - Curriculum and Instruction 2022-2023
-  Assistant Principal - Curriculum and Instruction 2023-2024
-  Assistant Principal - Instruction and School Climate 2022-2023
-  Assistant Principal - Mission Integration 2022-2023
-  Assistant Principal - Student Services 2022-2023
-  President 2022-2023
-  Principal 2022-2023
-  Principal 2023-2024
-  Vice President 2022-2023
-  Vice President Chief Financial Officer 2022-2023
-  Vice President of Athletics 2022-2023
-  Vice President of People Development 2023-2024
-  Restructured Leadership Team Responsibilities

Faculty and Staff

Roster of Teachers

Total Number of Teachers = 111

FT = 108

PT = 3

Catholic = 65

Non Catholic = 46

Gender

Female = 54

Male = 56

M = 1

Racial Ethnic Group

White; = 88

Hispanic; = 2

Asian;White; = 2

White;Other Pacific Islander; = 1

Inka; = 1

Mixed; = 1

American Indian or Alaska Native;White; = 1

Not relevant ; = 1

Asian; = 3

Middle Eastern; = 1

Iranian; = 1

Black or African American; = 1

Human Being; = 1

Mexican -American; = 1

American; = 1

White;Hispanic/Mixed Race; = 1

N/A; = 1

Asian;Other Pacific Islander;White; = 1

White = 1

List of Courses/Levels/Grades Taught

English 1 - 9th Grade English 2 - 10th Grade = 1

Sports med 1 - 10th grade, 11th grade, 12th grade Sports med 2 - 11th grade, 12th grade = 1

Academic Support - Grades 9-12 = 2

Algebra 1 (9th grade) Geometry (10th and 11th grade) = 1

Theology 1 - 9th Grade = 2

IB Economics SL - 12th grade IB Business Management HL 1 - 11th grade Economics - 12th grade = 1

Algebra 1 - 9th grade Algebra 2 - 9th, 10th, 11th grade = 1

Chemistry -10, 11, 12 Physics 11, 12 = 1

ASL 1 - 9th grade ASL 2 - 10th, 11th & 12th grade = 1

Introduction to Programming - grades 9-12 AP Computer Science - grades 10-12 AP Calculus BC - grades 11, 12 AP

StatisticsIB - grade 12 Maths HL AA - grade 12 = 1

Biology Honors - 9th and 10th grade Biology Auxiliary - 10th grade = 1

Theology 3 - grade 11 Debate - grades 9-10 Adv Debate - grades 10-12 = 1

Health Seminar 9th Grade Health 10th-12th = 1

Social Studies - AP U.S. History, 11th grade Social Studies - IB History, Higher Level, 11th & 12 grade Theory of Knowledge, 11th & 12th grade = 1

Pre Calculus - grades 11-12 Geometry - grades 10-11 = 1

S Drm/PercEn - 9th, 10th, 11th, 12th grades S Drm/PercEn H - 9th, 10th, 11th, 12th grades AP Music Theory - 10th, 11th, 12th grades Talon Academy of Performing Arts (TAPA) Music Theory 1 - 9th, 10th, 11th, 12th grades Music Theory 2 - 9th, 10th, 11th, 12th grades Intro to MIDI/DAW - 9th, 10th, 11th, 12th grades Applied Lesson - 9th, 10th, 11th, 12th grades = 1

Algebra 2 Honors - 9/10th grade Precalculus - 11/12th grade = 1

Academic Bio - 9th/10th grade Biology HL - 11th grade AP Biology - 11th and 12th grade IB Design Tech - 11th and 12th grade = 1

AP Art History- 10-12 grades AP European History- 10 grade US History- 11 grade = 1

English 1 - 9th grade English 2H - 10th grade = 1

Math AA IB SL - grades 11-12 Math IB AI HL1 - grade 11 Math IB AI HL2 - grade 12 Precalculus Honors IB AI - grade 11 = 1

Algebra1 - 9th grade Algebra2 - 10th grade Geometry B - 12th grade = 1

Geometry Honors - grades 10-11 AP Calculus AB - grades 11-12 = 1

Spanish 2 - grades 9-10 Spanish 2 honors- grades 9-10 = 1

Health Seminar - 9th Grade = 1

Graphic Design - grades 9-12 Adv Graphic Design - grades 10-12 Drawing - grades 9-12 Advanced Drawing - grades 9-12 = 1

Theatre 1 - 9th Grade Adv. Theatre Honors - grades 10-11 IB Theatre SL - grade 12 IB Theatre HL 1 - grade 11 IB Theatre HL 2 - grade 12 Beg Dance - grades 9-12 TAPA - Musical Theatre 1 - 9th Grade TAPA - Acting 2 - 10th Grade TAPA - Dance 1 & 2 - All Grades = 1

English 3-11th Grade = 1

Biology - grade 9 Concepts Environmental Science - grade 9 = 1

Calculus - grades 11-12 = 1

Financial Algebra - 12th Grade Accounting and Finance - 12th Grade CyberSecurity - 9-12th Grade Algebra 1 - 9th Grade = 1

AP Physics 1 - grades 11-12 AP Physics C - grades 11-12 IB Physics HL1 - grade 11 = 1

AP World History- 10th grade US History- 11th grade AP Government and Politics- 12th grade = 1

IB Philosophy HL2 - grade 12 Theory of Knowledge - grades 11-12 = 1

American Sign Language 1 - grades 9-11 American Sign Language 3 - grades 11-12 American Sign Language 4 - grade 12 = 1

IB Business Management HL1 - 11th grade IB Business Management HL2 - 12th grade Learning Strategies - grades 9-12 = 1

Spanish 1 - grade 9 Spanish 1H - grade 9 = 1

Film 1 - 9-12 grade IB Film HL1 - grade 11 IB Film HL2 - grade 12 Photography - grade 9-12 = 1

Anatomy and Physiology - grades 11-12 AP Environmental Science - grades 11-12 Environmental Science IB SL - grade 11 = 1

US Government - 12th grade World War II - 11th and 12th grade American Civil War - 11th and 12th grade = 1

Academic Support - 9th-12th grade = 1

IB Philosophy HL1 - grade 11 Theology 4 Introduction to Philosophy - grade 12 = 1

Spanish 1- 9th grade Spanish 1H - grade 9 = 1

Theology 1 - 9th grade Theology 4 (Historical Church Through Time/Comparative Communities of Faith) - 12th grade = 1

Orchestra, Honors Orchestra, Wind Ensemble, Guitar Ensemble, Concert Choir, Marching Band - grades 9-12 = 1

Chemistry- grades 10-11 Chemistry in the Community - grades 10-11 = 1

Academic Support - grades 9-12 Options - grades 9-12 = 1

Forensic Science - 11th/12th grade AP/IB Environmental Science - 11th/12th grade Chemistry - grades 10-11 = 1

World History MUN H - grade 10 Cultural Geography MUN H - grade 9 = 1

Spanish 2 Academic- grade 10 Spanish 3 H - grade 11 = 1

Theology 2 - 10th Grade = 1

English 1 - 9th grade English 3 - 11th grade AP English LangCmp - 11th grade = 1

Art - grade 9-12 AP Drawing - grade 12 IB Visual Arts HL 2 - grade 12 Painting - grades 9-12 Advanced Painting H - grades 10-12 = 1

Algebra 1 - grade 9 Algebra 1 Hs - grade 9 Geometry A - grade 11 Calculus - grades 11-12 = 1

Theology 2 - grade 10 = 1

English 1 Honors - grade 9 English AP Language and Composition/ IB HL 1 - grade 11 = 1

Theology 4: Philosophy HL IB 2 - grade 12 = 1

Theology 4 - 12th Grade = 1

Men's Choir - grades 9-12 Advanced Women's Chorus H - grades 9-12 Chamber Singers H - grades 9-12 = 1

Chinese 1H- 9-11th Grade Chinese 2H- 9-11th Grade Chinese 3H- 9-12th Grade Chinese IB/AP 11-12th Grade = 1

Theology 1 - grade 9 = 1

3d sculpture- All Adv Sculpture-All 3d Sculpture- All 3d Sculpture-All Art 1-All = 1

9 thru 12 = 1

Academic Biology - 9th grade Marine Science- 11-12th grade Learning Strategies- 9-12th grade* = 1

Algebra 1 - 9th grade Algebra 2 - 9,10,11th grades Precalc - 11, 12th grade = 1

Algebra 1-9th grade Algebra 2-10th grade Statistics 12th grade Trigonometry 11th grade and 12th grade = 1

Algebra 2 Honors - 9th and 10th Grade Geometry Honors - 10th and 11th Grade = 1
 Algebra 2 Geometry H = 1
 AP Psychology = 1
 Architecture 9th grade Architecture 10th grade Architecture 11th grade Architecture 12th grade = 1
 ASP 9th-12th Grade = 1
 Biology Honors - 9th AP Biology - 11 & 12 IB Biology - 11&12 = 1
 Biology living earth 9th grade Chemistry in the community 11th grade = 1
 Chem Honors - 10th grade IB SL Chem - 11th grade = 1
 Chemistry H 10th Grade = 1
 Concepts of Environmental- 9th Grade Concepts of Environmental Aux- 9th Grade Environmental Science- 10th/11th Grade
 Earth Science- 12th Grade = 1
 Economics - 12th grade Fundamentals of Business - 11&12th grades Introduction to Law - 11&12th grades = 1
 English 1 - 9th Grade English 2 - 10th Grade = 1
 English 1 - 9th grade English 4 - 12th grade = 1
 English 1 Honors - 9th Grade English 2 - 10th grade = 1
 English 1 Honors, English 4 AP/IB = 1
 English 2H - 10th Grade English 4 - 12th Grade = 1
 English 3 - 11th Grade English 4 - 12th Grade = 1
 English 3 - 11th grade Journalism H - 9th-12th grade Adv. Journalism H - 10th-12th grade = 1
 Film 1 - 9th-12th Film 2 - 10th-12th Screenwriting Honors - 9th - 12th Social Media Marketing - 9th - 12th Yearbook - 10th -
 12th = 1
 French 1 - 9th Grade* French 1H - 9th Grade* French 2 - 10th Grade* French 2H - 10th Grade* = 1
 French 3 Academic French 3H French HLIB, H2IB, SLIB French 4 French AP French 1 online = 1
 Freshmen Sem, Girls Fitness = 1
 Geography/MUN - 9th Grade US Government and Economics/MUN - 12th grade IB Global Politics - 12th grade = 1
 Intermediate Dance- 9-12th grade Intermediate Dance 2- 9-12th grade Advanced Dance Honors- 9-12th grade IB Dance HL
 1 & HL 2- 11th & 12th grade EDF Dance Production Honors- 9-12th grade = 1
 Latin 1H -9th Latin 2H - 10th Latin 3H - 11th IB Latin SL - 12th Greek 1H - any Greek 2H - 10th-12th IB Greek SL - 11th-12th
 = 1
 MUN US History - 11th grade US History - 11th grade AP Microeconomics and AP Macroeconomics - 12th grade = 1
 Photo 1 - 9th-12th Grade Advanced Photo 2 - 10th-12th Grade = 1
 Religion 1--9th grade Theology 2--10th grade Theology 3--11th grade IB Philosophy HL1--11th grade = 1
 Spanish 1, 1Honors Spanish 2 Spanish 3, 3 Honors Spanish 4 = 1
 spanish 1,2,3- grades 9,10,11 = 1
 Spanish IB SL/HL1 and 2, Spanish AP Language, Spanish Four Academic, and Theory of Knowledge = 1
 substitute for all courses grades 9-12 = 1
 Theology 1 - 9th Grade Theology 4 - 12th Grade = 1
 Theology 2- 10th Grade = 1
 Theology 3 - 11th Grade Do you want teaching at this time, or have ever taught at SM? If so, I've taught Religion 1, 2, 3, and
 4. = 1
 Theology I = 1
 TV Production - Elective Class (9th, 10th 11th & 12th grade) Sports Broadcasting - Elective Class (9th, 10th 11th & 12th
 grade) = 1
 US History - 11th grade = 1
 US History - 11th Grade AP World - 10th Grade = 1
 WORLD HISTORY - 10TH GRADE = 1
 World History - 10th grade Introduction to Psychology - 10th, 11th, and 12th grades Introduction to Psychology - 10th, 11th,
 and 12th grades Introduction to Forensic Psychology - 11th and 12th grades Eagle Academy Online World History - 10th
 grade Eagle Academy Online United States History - 11th grade = 1
 World History-10th grade MUN-Geography- 9th grade = 1
 Algebra 2 - 9th & 10th Grade Geometry - 10th & 11th Grade = 1

Years in this Position

0-1 years = 1
 2-5 years = 24
 6-10 years = 17
 10+ years = 69

Credentials/Degrees

Master of Education Bachelors of English = 1
 Bachelors of Science Social Work Masters of Science Sport and Performance Psychology = 1
 Bachelors of Science in Kinesiology = 1
 Bachelor's of History Single Subject Credential - Mathematics = 1
 Master of Arts in Theology Bachelor of Arts in Religious Studies and Philosophy = 1

Masters Degree in Catholic School Administration Masters Degree in Business Administration Bachelors Degree in Business (Accounting emphasis) California Single Subject Credential in Social Studies, Business Education and Introductory Mathematics = 1
 Bachelors of Science in Mathematics Masters in Education--Curriculum and Instruction Full credential = 1
 Bachelors of Art Chemistry Masters of Science Chemistry = 1
 BA in Psychology Some masters level coursework in MA program- psychology Catechist Certification Dioceses of Orange = 1
 Bachelors of Film & Television = 1
 BA Mathematics MA Mathematics Ph.D. Education = 1
 Master of Science in Biostatistics Bachelors of Science in Biology Single Subject Teaching Credential in Biological Science = 1
 Bachelor of Arts Catholic Theology Master of Arts Catholic Philosophy (august 2023) = 1
 BS Health Science - School Health Credential Certification Health Education = 1
 Bachelor of Arts in History Master of Arts in History Ph.D. in History CA State Single-Subject Teaching Credential in Social Science with supplemental authorizations in English and Latin = 1
 BS Mathematics = 1
 Master of Music in Specialized Individualization (Percussion Performance, Percussion Pedagogy, World Music) Bachelor of Music in Percussion Performance = 1
 MA in Applied Mathematics BA in Psychology = 1
 Bachelors of Science in Kinesiology Masters in Coaching and Athletic Admin Single Subject Credential Biology = 1
 MA in Art History BA in History with Special Honors, minor in Art History = 1
 BA English MA English Teaching credential in English = 1
 Master of Arts in Teaching Mathematics Master of Science in Engineering Bachelor of Science in Mechanical Engineering = 1
 Bachelors of Science Computer Science Teaching Credential = 1
 Bachelors Science in Math Education = 1
 BA Education MA Linguistics Ed.D curriculum and instruction = 1
 BA Anthropology BA Psychology CLAD certified = 1
 BFA illustration MFA Graphic Design = 1
 Bachelors of Arts in Theatre with Emphasis in Musical Theatre = 1
 Bachelor's in English Master's in English Literature Master of Education Single Subject Teaching Credential = 1
 BS, MA = 1
 Bachelors of Science in Advertising Bachelors of Arts in Psychology Masters of Arts in Teaching = 1
 Bachelors in Fine Art Masters in Education = 1
 BS Applied Math/ option in Physics Single subject teaching cred in Physics and Math = 1
 BA in History Single subject teaching credentials in Social Studies and English. = 1
 Bachelors in English/History, Masters in Education, Masters in Educational Administration w/ Certificate in Catholic School Leadership, Ed.D., Educational Leadership for Social Justice = 1
 Master Single subject world language ASL Bachelors liberal studies = 1
 Bachelors of Arts in Business Management = 1
 Masters of the Arts - Pastoral Theology = 1
 Bachelors of Arts in Spanish = 1
 AAS - Radio/TV Production BFA - Film/TV Production MA - Film Studies = 1
 Bachelor of Science Ecology and evolutionary biology Master of public health with a focus on Epidemiology and Biostatistics
 Single subject teaching credential in Biology (preliminary) = 1
 Bachelor of Arts in History = 1
 Bachelors of Science - Kinesiology = 1
 Bachelors of Arts in Theology and Religious Studies Master of Theological Studies = 1
 Bachelors in Spanish Literature = 1
 Bachelor of Arts in Religious Studies (minors in Psychology, English, Catechesis) Master of Theological Studies = 1
 Bachelors of Music, Performance Masters of Music, Performance = 1
 Bachelor of Science in Biology Masters in Education Master of Science in Administrative Services (graduating summer 2023) = 1
 Master of Special Education Bachelor's of Psychology = 1
 Bachelors of Science in Biology = 1
 Bachelors of Arts in History Master of Education Emphasis in Best Practices Single Credential in History = 1
 Master of Arts in Spanish Bachelors of Art in Spanish = 1
 Master of Ministry Bachelors of Humanities = 1
 BA English Single subject teaching credential = 1
 Bachelor of Fine Arts Bachelor of Science, Social Ecology = 1
 Masters of Arts in Mathematics Bachelors of Arts in Mathematics = 1
 Masters Pastoral Theology = 1
 Bachelor in Liberal Studies Minor in French California Teaching Credential- Clear = 1
 Ph.D. in theology, MA in theology, BA in Philosophy, BMus in Performance (organ) = 1
 Bachelor of Arts in Theological Studies with a Minor in Catholic Social Thought Master of Arts in Theological Studies
 Administrative Certificate in Catholic Educational Leadership = 1

Bachelors of Music Education and Music Performance, Organ Masters of Education, Curriculum and Education, minor in Equity, Ethics, and Justice = 1
 Master of Art in Education Bachelor's of Art in Japanese Language and Culture = 1
 CSU, Fullerton - Religious Studies Franciscan University of Steubenville - MS Education = 1
 Bachelors of Fine Arts- Drawing and Painting Masters of Fine Arts- Painting = 1
 Master of Science in Education with an emphasis in Reading Bachelor of Arts in English = 1
 Master of Science in Nutrition Bachelors of Science in Aquatic Biology = 1
 Master of Arts Education Master of Science Applied Mathematics Bachelor of Science Mathematics Clear Credentialed in Mathematics Supplemental Credentialed in Computer Science = 1
 Bachelor's of Pure Mathematics Master of Applied Mathematics = 1
 Bachelor of Science in Business Administration = 1
 Mathematics Single Subject Credential (submitted) Ph.D. History = 1
 BA: Political Science, Minor: History MA: Coaching & Athletic Administration = 1
 Master of Architecture = 1
 Bachelors in Communications. = 1
 Credentials in general science and biology. Masters in education = 1
 Bachelors of science in cognitive sciences Preliminary credential in teaching biology = 1
 Bachelor of Science in Chemistry Masters of Arts in Curriculum and Instruction = 1
 Bachelor of Arts Biology Master of Arts Education = 1
 Bachelors of Science in Biology Teaching Credential = 1
 Bachelors of Science in Economics Master of Coaching and Exercise Science Master of Coaching and Athletic Administration = 1
 Bachelors in Communication Studies Masters in the Art of Teaching Secondary Credential in English Doctorate in Educational Leadership = 1
 Bachelor of Art in English Masters in Education = 1
 Bachelor's Degree in Psychology Single Subject Teaching Credential - English = 1
 Bachelor of Arts in English; Master of Arts in English = 1
 Bachelor of Arts in Humanities Interdisciplinary Studies - Majors in Theatre Arts, English; Minors in Art History, French
 Bachelor of Science in English Education - Majors in English and Education Master of Education in Teaching the Gifted and Talented Master of Arts in Speech - Theatre Arts Specialization Certificate in Screenwriting Credential in Secondary Education - English, Drama Credential in Middle School English Education = 1
 Master of Professional Writing Master of Film Production = 1
 Bachelors of Science in English Masters of Arts in Education Single-Subject Credential in English = 1
 CTE - Arts, Media, and Entertainment = 1
 Bachelors of Arts - Classics with minor in French Master of Arts - Teaching = 1
 B.A. French literature and language M.A. French literature and language Ph.D. French literature and language = 1
 Credential , Masters in Education = 1
 BA Political Science = 1
 Bachelor of Science in Sociology National Dance Coaches Association Certification = 1
 MA Greek and Latin BA Classical Studies = 1
 Bachelors in History and Political Thought = 1
 Bachelors of Arts in Digital Communication Arts, minor in Writing = 1
 Bachelors of Arts--Philosophy CA Clear Teaching Credential--English CLAD Master of Arts--Religious Education Master of Science--Education = 1
 BA in Physical Education/Athletic Training Minor in Spanish California Teaching Credential = 1
 teaches credential bachelors in Spanish and Masscommunications = 1
 Master of Education with an emphasis in Instruction and Curriculum Bachelor of Political Science, Certificate in Russian and East European Studies Certificate in Classical Political Theory and the U.S. Constitution = 1
 bachelors in political science masters in kinesiology = 1
 BA Religious Studies MA Pastoral Ministries = 1
 Masters Catholic School Administration Bachelors of Arts Psychology = 1
 Master of Theological Studies Bachelors of Arts in Philosophy = 1
 Masters of Arts in Teaching Masters of Science in Clinical Mental Health Counseling Certificate in Youth Ministry Bachelor's of Science in Fitness Management Clinical Field Traumatologist (Counseling) NC Teaching License Physical Education Forming Intentional Disciples Certificate Training = 1
 Bachelor of Science in Television and Film Production = 1
 Bachelors of Arts (History) Masters in Special Needs Ed = 1
 Masters in Global Studies Masters in Curriculum and Teaching Bachelors of Communications (writing) = 1
 BACHELORS IN HISTORY = 1
 Bachelor of Arts in History Master of Arts in History CA Single Subject Teaching Credential - Social Studies = 1
 Masters in Educational Leadership Bachelors in History = 1
 Master of Education Multiple Subject Teaching Credential Bachelors of Child Development and Education Minor in Business = 1

Meets Diocesan Requirements

Yes = 15

No = 96

Roster of Non-Teaching Staff**Total Non-Teaching Staff = 126****FT = 115****PT = 11****Catholic = 85****Non Catholic = 41****Gender**

Male = 57

Female = 69

Racial Ethnic Group

White; = 79

Other - Hispanic = 4

Black or African American; = 8

Asian;White; = 2

White = 5

Other Pacific Islander;Filipino;White; = 1

Latino; = 2

Asian; = 6

Other; = 1

White;Asian; = 1

American Indian or Alaska Native = 3

Filipino; = 1

Mexican/american; = 1

Hispanic; = 1

Hispanic = 2

White;Black or African American; = 1

ME; = 1

White = 1

Caucasian; = 2

Mexican American; = 2

Other Pacific Islander; = 2

Title

IT Tech = 2

Assistant to the Principal = 1

Painter/Custodian = 1

Laboratory Technician = 1

Programme = 1

Executive Director = 1

Assistant Director of Communications = 1

Basketball coach / Admissions assistant = 1

Director of Learning Center/ AP coordinator/ Head Girls Basketball Coach = 1

Co Admissions Director = 1

Communications Specialist = 1

Director, Facilities Management = 2

Athletic Trainer = 2

Executive Director of Performing Arts = 1

HVAC Technician = 1

Communications Director = 1

Director of College Relations = 1

Assistant Director of Campus Ministry - Retreats = 1

ASP Assistant Director = 1

School Counselor = 4

Director of Strength and Conditioning = 1

Library Assistant & Copy Center Tech = 1

Athletic Director = 1

Accompanist = 1

Director College Counseling = 1

International Student Admissions Coordinator = 1
Athletic Director = 1
Associate Dean = 1
Assistant Director of Campus Ministry - Christian Service = 1
VP of Athletic = 1
Associate Dean = 1
Human Resources Director = 1
Associate Director of College Counseling = 2
Associate Director of College Relations = 1
Assistant Strength and Conditioning Coach = 1
Student Services Administrative Assistant = 1
Test Center Supervisor = 1
Wellness Counselor = 1
Transportation & CO Manager Campus Store = 1
Communications Specialist, Activities Assistant = 1
Assistant Director of IT = 1
System Engineer = 1
Director of Information Technology = 1
Athletic Administrator & Communication Coordinator & Tennis Coach = 1
PM Facilities Supervisor = 1
Alumni Coordinator = 1
Director ASP = 1
Registrar = 1
Administration Asst = 1
Athletics Operations Director = 1
Senior Systems Engineer = 1
Facilities Maintenance Technician = 2
Performing Arts Calendar = 1
School counselor = 1
Office Manager = 1
Landscape/Irrigation Tech = 1
Associate Director of College Counseling = 1
Senior Accountant = 1
Custodian = 3
Co- Admissions Director / Director of Football Operations = 1
Landscaping = 2
Payroll manager = 1
Special Events and Annual Fund Manager = 1
Campus Store Manager = 1
Head Football coach = 1
Wellness Coordinator = 1
Associate Director of Activities = 1
Dean of Students = 1
Foundation Assistant = 1
Operations Manager = 1
Maintenance = 1
Accounting Manager = 1
ASP assistant = 1
Assistant Admissions Director = 1
Technician/Inventory Equipment Manager = 1
Athletic Administrator, Certified Athletic Trainer, Assistant Sports Information Director = 1
Nurse = 1
IT Technician = 1
Registered Nurse/ school nurse = 1
Front Office Secretary/ Parent Volunteer Coordinator = 1
Performing Arts Event Staff/TAPA Coordinator = 1
Accounting Assistant = 1
Campus Minister = 1
Sub Coordinator = 1
Senior Accountant - Tuition Receivables = 2
Accounts Payable Coordinator = 1
Baseball Coach / Athletics Fields Supervisor = 2
Digital Content Specialist = 2

Football Coach/Admin Assistant = 2
 Attendance Office = 2
 Artistic Director of Talon Theatre = 1
 Campus Security Officer = 2
 Alumni Relations = 1
 Campus Store Clerk = 1
 Exec Asst to the President, Parent Liaison = 1
 Director of Eagle Television (Staff and Faculty) = 1
 Campus Security = 2
 Security = 1
 Security = 1
 Executive Producer and Director of Media = 1
 Wellness Director = 1
 Technical Director = 1
 Driver = 1
 Bus driver = 2
 Contracted substitute/ Football Coach = 1
 IT Technician = 1
 Coach - Football = 1

Years in this position

2 = 28
 4 = 15
 3 = 23
 6 = 9
 11 = 3
 5 = 6
 15 = 3
 8 = 4
 12 = 4
 7 = 4
 21 = 2
 10 = 2
 20 = 1
 24 = 1
 31 = 2
 34 = 1
 25 = 1
 13 = 2
 1 = 12
 26 = 1
 17 = 1

Credentials/ Degrees

MCP = 1
 n/a = 15
 Bachelors of Science in Biochemistry = 1
 Bachelor of Fine Art Certificate Physical Fitness Certificate Microsoft SQL Business Inteligence = 1
 AA liberal arts. = 1
 Bachelors of Art Teachers Credential = 1
 Bachelors of Arts Maters Degree = 1
 Master of Arts in Sports and Athletic Administration Bachelor of Arts in interdisciplinary studies Ethnic Studies and Polictical Science = 1
 Masters in Business Administration Masters in Catholic School Administration Administrative Credential Teaching Credential
 Bachelor's in Business Administration = 1
 B.A. Journalism, minor in Sociology, single subject credential in English, multiple subject credential. = 1
 BA, = 1
 Masters Business Administration, Athletic Administration Bachelors of Arts in Physical Education = 1
 Master of Arts in Musicology Bachelor of Music in Music Education Bachelor of Music in Performance = 1
 HVAC/R Diploma EPA 608 Certification = 1
 Bachelor of Arts in Journalism = 1
 Bachelors of Arts - Government Masters of Arts - Communication Management College Counseling Certificate = 1
 Bachelors of Arts in Journalism = 1
 B.A. in Communications = 1

Master of Arts in School Counseling Bachelor of Arts in Sociology Pupil Personnel Service Certification - California = 1
 Bachelors of Kinesiology, Pedagogy = 1
 Bachelor of Arts in Liberal Arts: History, Master of Arts in Education: Curriculum and Instruction = 1
 Master of Music in Music Composition Master of Arts in Music Bachelor of Music in Music Education = 1
 Bachelor of Arts - Psychology Masters of Arts - Clinical Psychology = 1
 Bachelors of Science in Business = 1
 Master of Health Science Bachelors of Science in Athletic Training = 1
 BA Sociology, Minor Education Masters in Coaching and Athletic Administration = 1
 Master of Science in Cybersecurity = 1
 Master of Arts in Counseling, PPS Credential in School Counseling Bachelor of Arts in Integrated Educational Studies, minor in Japanese = 1
 Master of Arts in Education Bachelors of Arts in Communications (Media & Journalism) Minor of Arts in Sports Business = 1
 Masters of Education = 1
 BS science in PE Credentials in PE Masters in Education = 1
 BA education = 1
 Bachelors of Arts in Communications = 1
 Master of Science in Adult, Organizational Learning and Leadership Bachelors of Art in Legal Studies Minor in English with an Emphasis on Creative Writing = 1
 None = 4
 Certified Athletic Trainer Certified Strength and Conditioning Specialist B.S. Athletic Training = 1
 Bachelors of Arts = 2
 Master of Social Work Bachelors of Arts in Psychology = 1
 BS Business Administration = 1
 Bachelors of Science in Journalism and Communication Film Studies Minor = 1
 Masters of Science in Education Bachelors of Science in Chemistry = 1
 Bachelor's of Computer Science with an emphasis on Integrated Circuit Design. = 1
 Bachelor's of Science = 1
 Computer Science, specifically Microsoft Servers and Security. = 1
 Bachelor of arts in Liberal Studies from Cal. State University Fullerton. Master in Coaching and Athletic Administration from Concordia University, Irvine = 1
 Bachelor of Science Sociology/International Studies = 1
 Bachelor of Arts in Political Science = 1
 Bachelor of Arts Communication = 1
 Bachelors of Arts in general social science Minor: SPED = 1
 Bachelors of Science in Social Sciences = 1
 Associates Business Administration = 1
 Associates Degree in Science = 1
 Bachelors of Science in Psychology and Economics = 1
 Master of Science in School Counseling (PPS) Bachelors Early Child Education concentration in Special Education = 1
 B.A. in Literature and Writing Studies M.Ed. in Higher Education and Student Affairs = 1
 Bachelors of Science in Accounting = 1
 Masters in Education Bachelors in Teaching Bachelors in Kinesiology = 1
 BSBA management information systems = 1
 Bachelors in Business Marketing = 1
 Bachelors in Journalism Masters in Business Administration Juris Doctorate = 1
 License in Marriage and Family Therapy Master's in Counseling Bachelor's in Child Development = 1
 Masters in Coaching and Athletic Administration Bachelor of Arts in Education = 1
 Masters of Education Teaching Credential = 1
 Bachelor Science in Administration of Justice. Minor Social = 1
 Bachelors of Science in child and adolescent development = 1
 BS Business Admin (Marketing/Sales) AAS Real Estate = 1
 Bachelors of Arts in Political Science (Minor in Business) Master of Education in Enrollment Management and Policy - est. completion 2023 = 1
 Bachelors of Arts in Mass Media = 1
 Bachelor of Science Home Economics = 1
 AFO (Aquatic Facilities Operator) = 1
 Master's of Science in Athletic Training Bachelor's of Science in Kinesiology = 1
 Bachelors of Science in Nursing = 1
 Associate in Psychology = 1
 BSN = 1
 Master in Educational Counseling with PPS credential and an APPC Bachelors of Arts in Psychology = 1
 High School Degree and An Associate Degree = 1
 Bachelor of Arts in Liberal Studies Multiple Subject CLAD Clear Credential = 1

B.A. Political Science = 1
 Bachelors in Theology, Minor in philosophy = 1
 AA General studies = 1
 Bachelor of Business Administration, Minor in Religious Studies = 2
 Bachelor of Arts in Psychology = 1
 Master of Arts- Communication / Leadership and B.A Law and Society with a Minor in Sport Management = 2
 Bachelors of Administration with an emphasis in Management = 2
 Bachelor of Arts and Sciences in Sociology = 2
 Masters in School Counseling Bachelors of Science in Marketing = 2
 Bachelors of Arts in Theatre Bachelors of Science in Business Administration = 1
 Bachelor's in psychology = 1
 Bachelor's Degree = 1
 Bachelors of Arts Communication Advertising emphasis = 1
 Associate of Arts in English = 1
 Bachelors of Art in Media Production = 1
 Guard card = 1
 College of Life = 1
 BA = 2
 High School Diploma = 1
 License Clinical Social Work Master of Social Work Pupil Personnel Services Credential Bachelor of Science Sociology
 Bachelor of Arts Spanish Language = 1
 Masters in School Counseling Masters in Reading/Education = 1
 BS Mechanical Engineering = 1
 High school completion = 1
 Bachelor in sociology = 1
 Bachelors of Science in Computer Science = 1

Board/Council

Type of Board

- Consultative
- Advisory
- Limited Jurisdiction
- Other




Standing Committees

Beginning Spring 2020, with the onset of Covid-19, the CSB did not meet. Due to immediate needs, we developed several standing committees with student, parent and faculty/staff involvement to serve in a consultative capacity in three critical areas: Mental Health and Wellness/Covid-19, Diversity, Inclusion, Vision and Equity (DIVE) and the Eagle Foundation Board. In addition, beginning Fall of 2022, the Administrative Board nominated student representatives to attend administrative board meetings approximately once per month. In addition, a faculty and staff representative were elected to attend once per month. As we move into our WCEA/WASC year, we will revisit the structure of these standing committees and develop a new strategic plan. Our current goal is to have the following standing consultative committees with stakeholder representation: The president will oversee the Eagle Foundation, Facilities and Admissions and Marketing committees and the principal will oversee the Academic, Catholic Identity, Sacred Heart School Climate and Wellness Committees.

Links

- DIVE Committee (<https://www.smhs.org/campus-life/dive>)
- Wellness Committee (<https://www.smhs.org/campus-life/wellnesspage/wellness>)

Documents

-  CSB Standing Committees
-  Covid-19 Response Committee
-  Mental, Health and Wellness Task Force

Schedule of Meetings

Documents

-  Consultative School Board Schedule of Meetings

Current Board Membership

Documents

-  2019-2020 CSB Members
-  SMCHS Consultative School Board Sub Committees and Members


Parent Organization

Parent Organization

Links

- Parent Organizations (<https://www.smhs.org/other/parents/parent-involvement>)

Documents

-  Parent Organizations

Alumni Organization

Alumni Organization

Links

- Alumni Webpage (<https://www.smhs.org/other/alumni>)
- Keane Conversations (<https://www.smhs.org/other/alumni/keane-conversations>)
- Annual Career Day (<https://www.smhs.org/other/alumni/career-day>)
- Alumni Facebook Page (<https://www.facebook.com/smchs>)

Documents

-  Allumni

D. Brief History of the School

SCHOOL HISTORY

Nestled against the Saddleback Mountains, Santa Margarita Catholic High School's campus provides a beautiful environment for students to grow in their faith, learn and thrive. The school began as a dream of the late Bishop William R. Johnson, who saw the need and potential for a Catholic high school in South Orange County. In 1985, Bishop Johnson's enthusiasm caught the attention of religious and business leaders and soon plans were underway to fund and build an extraordinary school. With God's blessing, dedicated community and church leaders, and the generosity of donors, Santa Margarita Catholic High School established its roots. Ground was broken in April of 1986 on a 42-acre site donated by the Moiso Family. The school opened its doors in the fall of 1987, and the charter class of 216 students graduated in June of 1991. Now home to approximately 1,750 students each year, Santa Margarita boasts dedicated faculty and staff, unmatched academic programs, faith-filled activities and competitive athletics.

Known for the breadth and quality of its academic programs, innovative technology, student-centered classrooms, emphasis on service and social justice, nationally recognized athletic program, award-winning arts programs and active student body – Santa Margarita provides a well-rounded educational experience. Centered in the school's charism of Caritas Christi, the love of Christ, SMCHS strives to develop students who are people of faith, skilled lifelong learners, healthy individuals and involved citizens of the world. One of the most important ways students learn is through service. SMCHS empowers graduates to be a force for good, living out the love of Christ, in the local and global community. Students engage in Christian service as part of the school's curriculum.

Santa Margarita offers a variety of academic programs allowing all types of learners the opportunity to succeed. In October of 1995, the school launched its Auxiliary Studies Program to provide additional support for students who learn differently. Taking into account individual student learning differences and needs, the ASP program facilitates student engagement, success and independence within a college preparatory curriculum through responsive and comprehensive academic support services. In 1997, SMCHS was accepted as a prestigious International Baccalaureate (IB) World School and is the only Catholic school in the county to offer the academically rigorous IB track providing students with the opportunity to take IB courses and earn an internationally recognized diploma. In addition to the traditional college prep courses, Santa Margarita also offers Advanced Placement and honors courses. During the 2021-2022 school year, Santa Margarita launched its Options Program, providing an inclusive Catholic education to high school students with developmental and intellectual disabilities through a certificate program.

In 1998, the United States Department of Education awarded Santa Margarita Catholic High School its highest honor, the Blue Ribbon, given to only the nation's finest schools. SMCHS has also achieved an A+ ranking by Niche.com and is currently ranked the No. 1 Catholic high school in Orange County. In 2020, Newsweek ranked SMCHS as the No. 1 Catholic, coed STEM high school as part of the Best STEM High Schools in America program.

For the past nine years, Microsoft has selected SMCHS as a Showcase School for excellence in utilizing technology to transform and improve student-learning outcomes. Santa Margarita is the only school in Orange County to receive this designation and one of just 38 schools in the nation to earn this accolade.

Santa Margarita's dance, songleading, and cheerleading squads regularly compete at the national level and have all garnered

national championships. The choir and orchestra have performed in prestigious music halls such as Carnegie Hall, Lincoln Center's Avery Fisher Hall, St. Peter's Basilica in Vatican City and St. Patrick's Cathedral in Ireland, while Santa Margarita theater students have performed and competed at the International Thespian Festival coming home with accolades, taken the MACY Award for Best Musical and studied and performed in theater festivals abroad. SMCHS students have performed at the Segerstrom Center for the Arts, with visual arts students proudly displaying their artwork in the lobby. Alumni have gone on to study at some of the most prestigious art schools in the country, many landing professional careers in both performing and visual arts.

Home of the Eagles, Santa Margarita's athletic program includes 30 CIF-sanctioned teams. The school has captured more CIF championships than any other school in Orange County since Santa Margarita opened in 1987 and is the ten-time recipient of the CIF Commissioners Cup, recognizing the top athletic program in the 570-member CIF Southern Section. SMCHS also offers club sports, including the three-time national championship ice hockey program, equestrian, e-sports, robotics, roller hockey and surfing. Distinguished alumni athletes include: Matt Reis '93, retired goalie with the MLS; Brian Finneran '94, who played for the Atlanta Falcons and was the recipient of the Walter Payton award as a senior at Villanova University; Heisman Trophy winner Carson Palmer '98, retired NFL quarterback; Erika Figge '03, member of the 2008 US Olympic water polo team and World Championship medalist; Jared Hughes '03, retired MLB pitcher; two-time Olympic gold medalist Amy Rodriguez '05 of the U.S. Soccer Team;

Ryan Martin '07 who competed in the 2012 Olympic Trials and runs professionally for Asics; Klay Thompson '08, first-round draft pick for the Golden State Warriors and NBA record holder and champion; Beau Hossler '13, American professional golfer and U.S. Open competitor; Johnny Stanton IV '13, NFL fullback for the Cleveland Browns; River Cracraft '13, NFL wide receiver for the Miami Dolphins; Griffin Canning '14, MLB pitcher for the Los Angeles Angels of Anaheim; Katie McLaughlin '15, Olympic silver medalist for the U.S. Women's Swim Team and Anicka Delgado '20, who competed in the 2020 Olympics for Ecuador. Santa Margarita was named the #1 California high school athletic program by Cal Hi Sports for the 2022-2023 school year.

Santa Margarita's campus has continued to mature, focusing on the future. In 2007, the much anticipated Aquatic Center opened boasting an Olympic-sized, 50-meter pool. The Sacred Heart Chapel was renovated in 2008 and serves as the spiritual center of campus. The campus expanded in 2010 with the addition of the Eagle Athletic Center – the first LEED-certified, green building in the city of Rancho Santa Margarita and the Diocese of Orange. The facility rivals athletic facilities at the nation's top universities. The school's commitment to the environment continued with the Academic Services Center, which was completed in 2011, also a LEED-certified building. The center includes 10 classrooms, a 3,700 square-foot Digital Media Studio – home to Eagle TV 2.0 – and counseling, ASP and academic offices. During the summer of 2014, the Borchard Library Media Center was modernized, creating a more technology-based, collaborative learning environment. In 2022, the Caritas Christi Center opened, encompassing the Campus Ministry, Campus Life and Wellness programs in an integrated space that builds community. Together, the programs support students to grow academically, spiritually, socially and emotionally. In 2023 the Moiso Pavilion was remodeled to include a much needed gym floor, roof, comfortable bleachers, lighting, videoboards, curtains, a renovated team room, and construction of an audio-visual room. With more than 12,000 alumni, Santa Margarita Catholic High School continues to produce exceptional graduates – spiritually, mentally, physically and emotionally – just as Bishop Johnson envisioned.

E. Most Significant Developments in School Life Since the Last Self-Study

- New Principal

- Covid-19 Closure and Distance Learning protocols

- Traumatic losses of parents and students to mass shooting and suicide

- Building and opening of Caritas Christi Center

- Two new Assistant Principal positions developed for Mission Integration and School Climate

- Pilot School for SEOnline WCEA/WASC accreditation process

CHAPTER II: School Purpose

Mission/Philosophy/Vision Statement

Santa Margarita Catholic High School seeks to bring the nurturing charism of Caritas Christi – the love of Christ – to our community of faith and learning. Centered in this charism, we work jointly with parents to provide an educational experience that incorporates:

Religious and spiritual formation

Intellectual and academic development

Physical and personal growth

Social awareness and moral development

We seek to encourage in our students a positive

sense of self-worth, self-discipline, personal responsibility, successful interpersonal relationships, commitment to Gospel values, and a desire to contribute positively to both the global community and the immediate society in which they live.

Santa Margarita Catholic High School (SMCHS) endeavors to bring the person and teachings of Jesus Christ to this time and place under the direction of the Bishop of Orange and in accordance with the Magisterium of the Catholic Church. We strive to emulate the accepting and nurturing way that He taught: to have faith in the Father, to demonstrate a loving, mutual respect for all, to seek opportunities to serve, and to be open to the thoughts and ideas of each individual. We are dedicated to working in union with families to provide a premier, holistic education encompassing the student's religious, moral, intellectual, physical, and personal development within the framework of an effective college preparatory education.

Ever faithful to the charism of Caritas Christi and the pursuit of excellence, Santa Margarita Catholic High School attracts and inspires diverse, principled and talented young men and women. By encouraging innovative faculty, our learning community empowers students with the experiential knowledge, multidisciplinary skills, and selfconfidence to become faith-filled, responsible stewards of God's earth.

Statement of Student Outcomes (ISOs/SLEs)

SMCHS strives to develop graduates who are...

Spiritually – People of Faith

- Demonstrating a faith-based knowledge of Catholic beliefs, traditions, and practices.
- Modeling the school's charism of Caritas Christi, the love of Christ.
- Demonstrating a commitment to an ongoing relationship with God through prayer, and if appropriate, through the Sacraments and communal liturgical celebrations, as well as other ongoing co-curricular events.
- Demonstrating knowledge and application of the inherent connection between lived faith and works of mercy, charity, service, and social justice.

Intellectually – Skilled Lifelong Learners

- Demonstrating the ability to express themselves orally and in writing, across various media, by meeting school standards demonstrated by competency that meets or exceeds state standards.
- Demonstrating critical thinking, analysis, and evaluation skills, as well as collaborative problem-solving aimed at inventive, adaptive solutions.
- Demonstrating competency across the curriculum through achievement that meets or exceeds school and state standards.
- Using technology as a tool to solve problems, conduct research, organize and manage projects, access information while evaluating its validity and usefulness.
- Demonstrating competency in identifying and finding information and resources necessary to develop personal goals and continuous learning.

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Physically – Healthy Individuals

- Demonstrating knowledge and application of the skills to practice a healthy lifestyle.
- Participating in activities that promote emotional and physical well-being.

Socially and Morally – Involved Citizens of the World

- Understanding the basic civic responsibilities of a citizen, demonstrated by an awareness and appreciation of the global community and the environment.
- Understanding the connections between choices and consequences by taking responsibility for their actions.

- Demonstrating the skills and qualities required for positive leadership.

CORE PRINCIPLES OF OUR CHARISM CARITAS

The vision, mission, philosophy and ISO's have been in place since the last accreditation visit. As the self-study year approached, the administrative board begin review of these documents as part of formation retreats with an external facilitator that took place on Sept. 22nd, 2022, Dec. 6th, 2022, and Jan. 10th, 2023. The faculty and staff reviewed these foundational documents during their faith formation days with the Chaplain and Assistant Principal of Mission Integration and Principal on Sept. 21st, 2022, Oct. 10th, 2022, and Jan. 25th, 2023. The administrative board proposed draft changes to all stakeholders on the domain committee during a WCEA/WASC professional development day on Feb. 16th. Following that collaboration, a final draft was created and presented to the Curriculum Council, then Faculty and then Domain committees to be finalized on the June 5th, 2023, WCEA/WASC professional development day for all stakeholders on the Domain committees.

The Administrative Board, Faculty and Staff, and Domain committees. The Domain committees consist of all of the school personal with 13 parents and 12 students.

The vision, mission, philosophy and ISO's have been in place since the last accreditation visit. As the self-study year approached, the administrative board begin review of these documents as part of formation retreats with an external facilitator that took place on Sept. 22nd, 2022, Dec. 6th, 2022, and Jan. 10th, 2023. The faculty and staff reviewed these foundational documents during their faith formation days with the Chaplain and Assistant Principal of Mission Integration and Principal on Sept. 21st, 2022, Oct. 10th, 2022, and Jan. 25th, 2023. The administrative board proposed draft changes to all stakeholders on the domain committee during a WCEA/WASC professional development day on Feb. 16th. Following that collaboration, a final draft was created and presented to the Curriculum Council, then Faculty and then Domain committees to be finalized on the June 5th, 2023, WCEA/WASC professional development day for all stakeholders on the Domain committees.

CHAPTER III: QUALITY OF THE SCHOOL'S EDUCATIONAL PROGRAM

Domain 1 : Mission and Catholic Identity

Standard 1 - An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.

| | |
|--|----------|
| 1.1 The governing body and the leader/leadership team ensure that the mission statement includes the commitment to Catholic identity. | 3 |
| 1.2 The governing body and the leader/leadership team use the mission statement as the foundation and normative reference for all planning. | 3 |
| 1.3 The school leader/leadership team regularly calls together the school's various constituencies, including but not limited to faculty and staff, parents, students, alumni(ae), etc. to clarify, review and renew the school's mission statement. | 2 |
| 1.4 The mission statement is visible in public places and contained in official documents. | 2 |
| 1.5 All constituents know and understand the mission. | 2 |
| Average of all Benchmarks - Standard 1 | 2 |

After a thorough discussion/analysis of the Benchmarks of Standard 1, write a concise summary (no more than 1 page) of Standard 1 that reflects the school's evaluation of itself in relation to this Standard. Utilize the guidelines for interpreting and scoring Benchmarks found in the appendix to inform your discussion.

Santa Margarita Catholic High School's mission statement includes our commitment to Catholic identity as evidenced by survey Question 3. The combined response of our faculty-staff, students, and parents report that nearly 88% either agree or strongly agree. Foundational to our mission statement is our charism to instantiate the love of Christ in our time and place, which is a defining characteristic of Catholic schools. While most of our community cannot recite our mission statement from memory, its shorthand version is "*Caritas Christi*," which is used in varied ways at school – from the closing of an email to its presence in the *Caritas Christi* Center.

School leadership uses key components of the mission statement to guide initiatives. For example, a decision was made to purchase Bibles to be gifted to incoming freshmen students which reflects our commitment to Gospel values proclaimed in our school's mission. The commitment to educate the whole child, a characteristic of Catholic identity, is embedded in our mission and realized in the wide variety of activities on campus. Administration meeting minutes document the time appropriated for reports and discussion about integration of school mission. Responses to survey Question 2 affirm that our mission guides and directs everything we do.

An area of growth identified is the need to state what our mission statement is in more concise terms so that it is clear for all stakeholders. This includes making it more widely visible and available on school documents and public places. A 2022-23 administrative review of the school's foundational documents included that of the mission statement, which prompted a process of review with stakeholders. The school acknowledges that it has not always been consistent in convening the various constituencies to engage with the mission statement. The school sees the need to establish regular, inclusive forums to effectively clarify, review, and renew the school's commitment to its mission.

The articulation of our mission statement can be found on the school website, in the Student / Parent Handbook, Faculty Handbook and in the Counseling office and the Administration building. All classrooms have a posting of our Core Principles that are expressions of the lived charism, which is communicated in our mission.

As we seek to communicate more effectively our mission in words and actions, there is clear evidence of the school's mission expressed in art and architecture. Physical expressions of Catholic culture and our mission are evident on our campus beginning with the central location of our Sacred Heart Chapel. Each classroom has a large poster of our *Caritas Christi* prayer, which is recited after lunch each day. Prayer shelves reflect the liturgical year, and crucifixes in each classroom communicate God's saving love. The core principles of our charism (compassion, humility, justice, and goodness), which are displayed in each classroom, summon students to live our mission through lives of virtue rooted in Gospel values. Both the statue and mural of our school patroness, St. Margaret Mary Alacoque, reveal the Sacred Heart of Jesus that invites the community to be open to the love of Christ and to be conduits of it in their daily lives.

Key Strengths for Standard 1 (1-2 in bulleted list)

- Elements of the Mission Statement, the ISO's, and the Charism are placed and can be found throughout the school community.
- There are several examples of how stakeholders live out our mission statement.

Key Growth Areas for Standard 1 (1-2 in bulleted list)

- The school mission statement needs to be more concise so that all stakeholders are aware of what our mission is.
- We need to continue to find ways to implement the mission statement in concrete ways.

Evidence (Links)Additional EvidenceData Library Evidence

- Mission Statement

Santa Margarita Catholic High School seeks to bring the nurturing charism of Caritas Christi – the love of Christ – to our community of faith and learning. Centered in this charism, we work jointly with parents to provide an educational experience that incorporates:

Religious and spiritual formation

Intellectual and academic development

Physical and personal growth

Social awareness and moral development

We seek to encourage in our students a positive



sense of self-worth, self-discipline, personal responsibility, successful interpersonal relationships, commitment to Gospel values, and a desire to contribute positively to both the global community and the immediate society in which they live.

Links


- OUR MISSION (<https://www.smhs.org/about/what-we-believe>)
- Process

The vision, mission, philosophy and ISO's have been in place since the last accreditation visit. As the self-study year approached, the administrative board begin review of these documents as part of formation retreats with an external facilitator that took place on Sept. 22nd, 2022, Dec. 6th, 2022, and Jan. 10th, 2023. The faculty and staff reviewed these foundational documents during their faith formation days with the Chaplain and Assistant Principal of Mission Integration and Principal on Sept. 21st, 2022, Oct. 10th, 2022, and Jan. 25th, 2023. The administrative board proposed draft changes to all stakeholders on the domain committee during a WCEA/WASC professional development day on Feb. 16th. Following that collaboration, a final draft was created and presented to the Curriculum Council, then Faculty and then Domain committees to be finalized on the June 5th, 2023, WCEA/WASC professional development day for all stakeholders on the Domain committees.
- School Handbooks

Documents

 -  2022-2023 Parent Student Handbook
 -  2023-2024 Parent Student Handbook
- Manuals

Documents

 -  Faculty Handbook - 2023-24

School Survey Evidence

Standards of Excellence School Vitality Survey: Students Grades 9-12

- 1. Everyone in the school community - the principal, teachers and staff, students, and parents - knows and understands the school's mission.
- 2. Everything we do in our school is guided and directed by our mission.
- 3. Our school's mission clearly expresses a commitment to Catholic Identity.

Standards of Excellence School Vitality Survey: Parent/ Community High School

- 1. Everyone in the school community- administrators, faculty, staff, students, and parents/guardians, alums and supporters- knows and understands the school's mission.
- 2. Everything we do in our school is guided and directed by our mission.
- 3. Our school mission statement clearly expresses a commitment to Catholic identity.

Standards of Excellence School Vitality Survey: Faculty/Staff

- 1. Everyone in the school community- administrators, faculty, staff, students, and parents/guardians, alums and supporters- knows and understands the school's mission.
- 2. Everything we do in our school is guided and directed by our mission.
- 3. Our school mission statement clearly expresses a commitment to Catholic identity.

Standard 2 - An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.

| | |
|--|----------|
| 2.1 Religious education curriculum and instruction meet the religious education requirement and standards of the (arch)diocese. | 3 |
| 2.2 Religion classes are an integral part of the academic program in the assignment of teachers, amount of class time and the selection of texts and other curricular materials. | 3 |
| 2.3 Faculty who teach religion meet (arch) diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction. | 3 |
| 2.4 The school's Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education. | 3 |
| 2.5 Faculty uses the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them. | 2 |
| 2.6 Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music, and architecture. | 3 |
| 2.7 The theory and practice of the Church's social teachings are essential elements of the curriculum. | 3 |
| Average of all Benchmarks - Standard 2 | 3 |

After a thorough discussion/analysis of the Benchmarks of Standard 2, write a concise summary (no more than 1 page) of Standard 2 that reflects the school's evaluation of itself in relation to this Standard. Utilize the guidelines for interpreting and scoring Benchmarks found in the appendix to inform your discussion.

The academic rigor of our religion program is affirmed in the responses to survey Question 4. We are in the process of adopting the Archdiocese of Seattle Secondary Religion Standards, which is an articulation of the Bishop's Framework. Curriculum maps are springboards for PLC discussion and implementation with the goal to establish vertical alignment within the curriculum. Lesson plans that flow from these maps demonstrate commitment to Gospel values and the Theology department's desire to increase a love of scripture and biblical literacy in the Catholic tradition.

Theology classes are an integral part of the academic program and clearly communicate our Catholic identity and our mission. To this end, freshmen students were gifted Great Adventure Bibles at the beginning of the school year and are learning about God's covenant and Salvation History. To assist in this learning, there are biblical timelines and maps in most of the Theology classrooms encouraging students to see their life story in the context of God's "big story." An image of the Annunciation, Mary's "Yes" to God, is also in most of the Theology classrooms inviting students to respond to God as Mary did and incarnate Christ at our school and in our world. The daily recitation of our *Caritas Christi* prayer is an audible reminder of these scriptural values.

Santa Margarita's Theology faculty bring a wealth of experience and educational training to their religious instruction, with all having advanced degrees, or working toward that end. A large portion of the department this past school year attended one or more conferences addressing pedagogical practices and religious education.

While the Theology department works to achieve academic rigor and excellence, the school is committed to student and faculty excellence across the curriculum. All disciplines have standards and expectations to which the achievement records of our students attest. Records evidence faculty professional development hours.

The Catholic intellectual tradition embraces the breadth of human experience through the lens of faith to which our mission is oriented. While scriptural themes and references weave their way into particular lesson plans of our teachers, we see the need for growth in the development of faith across the curriculum. An articulated goal is to create and implement an integration of Catholic Social Teaching across the curriculum.

Santa Margarita clearly and visibly demonstrates our Catholic culture and faith in an intentional way. The Soaring Eagle statuary with scriptural text that welcomes students to our campus, the centrality of the Sacred Heart Chapel and St. Margaret Mary Alacoque statue and mural, and the statue of Mary in the grotto all bear witness artistically and architecturally to our Catholic identity. The stairwell of the G-building hosts a large student painted image of the crucified Christ and student generated religious images of art are displayed at our annual Art Exhibit. The playbills of our theatrical productions articulate moral and spiritual themes that weave through the performances and our annual Christmas Production proclaims our faith, with the 2023 performance being *The Gift of the Magi*. The choir shares their talents with our school community in a multitude of ways, particularly in singing sacred music for our all-school liturgies.

Catholic Social Teaching informs the curriculum of the Theology department - from the Biblical voice of the prophets and the teachings of Jesus in the freshman curriculum to the reading of *Tattoos of the Heart* in sophomore year, an introduction to the Seven Themes of CST as juniors, and a semester of in-depth study in the senior year. Accompanying classroom instruction are service opportunities that embody these teachings. An identified area of growth is to expand the principles of CST to multiple areas of study within the school.

Key Strengths for Standard 2 (1-2 in bulleted list)

- Textbooks and curriculum maps are continuously evaluated and updated in reaching for academic excellence while fostering a life of faith.
- There are diverse forms of visual and performing arts, music, and architecture that express the Catholic Identity of our school.

Key Growth Areas for Standard 2 (1-2 in bulleted list)

- Intentionally connect principles of Catholic Social Teaching to multiple areas of study within the school.
- The Catholic intellectual tradition should be available and presented throughout all areas of study.

Evidence (Links)

Additional Evidence

Data Library Evidence

- Master Schedule of Religion Classes

Not Applicable

Documents

- Master Schedule of Religion Classes 2022-23
- Master Schedule of Theology Classes 2023-24
- Department Name Change: Religion to Theology

- Diocesan Established Qualifications Data for Religion Teachers

Documents

- Diocesan Qualifications for Religion Teachers

- Roster of Teachers of Religion Courses

| | |
|------------------------------------|---|
| Name | Analisa Moreno |
| Years Teaching Religion | 25 |
| Degrees/Certifications | Master of Arts Catholic School Administration Bachelors of Arts in Psychology |
| Meets Diocesan Requirements | No |
| Courses/Levels Taught | Theology 2 - 10th grade |

| | |
|------------------------------------|--|
| Name | Chris De Vera |
| Years Teaching Religion | 20 |
| Degrees/Certifications | CSU - Fullerton - Religious Studies Franciscan University of Steubenville - M.S. Educational Administration (To be completed this May), Advanced Catechetical Ministry ACM Certification - Certification |
| Meets Diocesan Requirements | Yes |
| Courses/Levels Taught | Theology 1 |

| | |
|------------------------------------|---|
| Name | Patrick Visconti |
| Years Teaching Religion | 7 |
| Degrees/Certifications | Bachelor of Arts in Theological Studies with a Minor in Catholic Social Thought Master of Arts in Theological Studies Administrative Certificate in Catholic Educational Leadership |
| Meets Diocesan Requirements | Yes |
| Courses/Levels Taught | Theology 4 - 12th Grade |

| | |
|------------------------------------|--|
| Name | Jorge Ledezma |
| Years Teaching Religion | 10 |
| Degrees/Certifications | Masters of the Arts - Pastoral Theology, Advanced Master Catechist for the Diocese of Orange |
| Meets Diocesan Requirements | Yes |
| Courses/Levels Taught | Theology 1 - 9th Grade |

| | |
|--------------------------------|---------------------------|
| Name | Cathy Townsend |
| Years Teaching Religion | 12 |
| Degrees/Certifications | Masters Pastoral Theology |

| | |
|------------------------------------|--|
| Meets Diocesan Requirements | Yes |
| Courses/Levels Taught | Theology 2 |
| Name | Justin Cunha |
| Years Teaching Religion | 3 |
| Degrees/Certifications | Bachelor of Arts Catholic Theology Master of Arts Catholic Philosophy (august 2023) |
| Meets Diocesan Requirements | Yes |
| Courses/Levels Taught | Theology 3 |
| Name | Joe Swoboda |
| Years Teaching Religion | 30 |
| Degrees/Certifications | Master of Ministry Bachelors of Humanities |
| Meets Diocesan Requirements | Yes |
| Courses/Levels Taught | Theology 2 - 10th Grade |
| Name | Colleen Poyar |
| Years Teaching Religion | 12 |
| Degrees/Certifications | Bachelor of Arts in Religious Studies (minors in Psychology, English, Catechesis) Master of Theological Studies |
| Meets Diocesan Requirements | Yes |
| Courses/Levels Taught | Theology 1 - 9th Grade Theology 4 (Historical Church Through Time/Comparative Communities of Faith) - 12th Grade |
| Name | Maria Johnson |
| Years Teaching Religion | 30 |
| Degrees/Certifications | Ed.D., Educational Leadership for Social Justice |
| Meets Diocesan Requirements | Yes |
| Courses/Levels Taught | Theo3/Philosophy IB HL Theory of Knowledge |
| Name | Jarett Bilash |
| Years Teaching Religion | 2 |
| Degrees/Certifications | Master of Arts in Theology Bachelor of Arts in Religious Studies and Philosophy |
| Meets Diocesan Requirements | Yes |
| Courses/Levels Taught | Theology 1 - 9th Grade |
| Name | Michael Omlin |
| Years Teaching Religion | 10 |
| Degrees/Certifications | Bachelors of Arts in Theology and Religious Studies Master of Theological Studies |
| Meets Diocesan Requirements | Yes |
| Courses/Levels Taught | IB Philosophy HL1 Theology 4 Introduction to Philosophy |
| Name | Jeff VanderWilt |
| Years Teaching Religion | 30 |
| Degrees/Certifications | Ph.D. in theology, MA in theology, BA in Philosophy, BMus in Performance (organ) |
| Meets Diocesan Requirements | Yes |
| Courses/Levels Taught | Theology 4: Philosophy HL IB 2 |
| Name | Jim Robison |
| Years Teaching Religion | 11 |
| Degrees/Certifications | Master of Arts in Religious Studies Master of Science in Education Clear Single Subject Credential in English Bachelor of Arts in Philosophy Credential in Language Acquisition Development (CLAD) |
| Meets Diocesan Requirements | Yes |
| Courses/Levels Taught | Theology 1- 9th Grade Theology 2 - 10th Grade Theology 3 IB Philosophy HL - 11th Grade |
| Name | Ann Nunes |
| Years Teaching Religion | 20 |





| | |
|------------------------------------|--|
| Degrees/Certifications | Masters of Theological Studies (Post-graduate studies in Catholic Education) Bachelors of Arts in Philosophy |
| Meets Diocesan Requirements | Yes |
| Courses/Levels Taught | Theology 3 - 11th Grade Have taught Theology 1 - 9th; Theology 2 - 10th; Theology 4 - 12th |

| | |
|------------------------------------|--|
| Name | Scott Dimler |
| Years Teaching Religion | 9 |
| Degrees/Certifications | B.A. - Religious Studies M.A. - Pastoral Ministries |
| Meets Diocesan Requirements | Yes |
| Courses/Levels Taught | Theology 1 - 9th Grade Catholic Social Teaching & World Theologys - 12th Grade |

| | |
|------------------------------------|--|
| Name | Jessica Corsey |
| Years Teaching Religion | 8 |
| Degrees/Certifications | Masters of Arts in Teaching Masters of Science in Clinical Mental Health Counseling Certificate in Youth Ministry Bachelor's of Science in Fitness Management Clinical Field Traumatologist (Counseling) NC Teaching License Physical Education Forming Intentional Disciples Certificate Training |
| Meets Diocesan Requirements | Yes |
| Courses/Levels Taught | Theology 1 - 9th Grade |

• Course Description



Documents

-  Religion Course Sequence 2022-23
-  Religion Department Course Descriptions 2022-2023
-  Theology Course Sequence 2023-24
-  Theology Department Course Descriptions 2023-24

• Elective Courses



Not Applicable

Documents

-  Religion Department Choices During Senior Year 2022-23
-  Theology Department Choices During Senior Year 2023-24

• Textbooks

Documents

-  Religion Texts 2022-23
-  Theology Texts 2023-24

School Survey Evidence

Standards of Excellence School Vitality Survey: Students Grades 9-12

- 4. Our school provides an academically rigorous Catholic religion program, taught by qualified teachers.
- 5. In all subjects, teachers help students think critically and ethically about the world around them, using the lens of Gospel values and Catholic doctrine and beliefs.

Standards of Excellence School Vitality Survey: Parent/ Community High School

- 4. Our school provides an academically rigorous Catholic religion program, taught by qualified teachers.
- 5. In all subjects, teachers help students think critically and ethically about the world around them, using the lens of Gospel values and Catholic doctrine and beliefs.

Standards of Excellence School Vitality Survey: Faculty/Staff

- 4. Our school provides an academically rigorous Catholic religion program, taught by qualified teachers.
- 5. In all subjects, teachers help students think critically and ethically about the world around them, using the lens of Gospel values and Catholic doctrine and beliefs.

Standard 3 - An excellent Catholic school adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.

| | |
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| 3.1 Every student is offered timely and regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy. | 3 |
| 3.2 Every student is offered timely, regular, and age-appropriate opportunities to reflect on their life experiences and faith through retreats and other spiritual experiences. | 3 |
| 3.3 Every student participates in Christian service programs to promote the lived reality of action in service of social justice. | 3 |
| 3.4 Every student experiences role models of faith and service for social justice among the administrators, faculty and staff. | 3 |

Average of all Benchmarks - Standard 3

3

After a thorough discussion/analysis of the Benchmarks of Standard 3, write a concise summary (no more than 1 page) of Standard 3 that reflects the school's evaluation of itself in relation to this Standard. Utilize the guidelines for interpreting and scoring Benchmarks found in the appendix to inform your discussion.

Santa Margarita offers various opportunities for students to participate in prayer, receive the Sacraments, join their peers on grade-level retreats, and act in service to social justice. Prayer marks the beginning of the day at Santa Margarita. Students, wherever they are on campus when the bell rings, are to stop and be attentive to the student-led broadcast prayer reflection, followed by the Pledge of Allegiance. Each class begins with a prayer, with the Caritas Christi Prayer recited after the second lunch. Our school has provided students access to the Hallow App which has a multitude of online prayer resources. The SM community gathers for all-school Masses eight to ten times in the school year. Daily Mass is offered in the Sacred Heart Chapel a few times a week, depending on the schedule of our chaplain. Along with daily Mass is weekly Adoration in the Chapel and an opportunity for the Sacrament of Reconciliation. Students also attend a communal Reconciliation service that is provided twice in the school year, during Advent and Lent.

Santa Margarita offers grade-level retreats for all students directed by our well-qualified Campus Ministry team, three of whom are alumni of SM. Many of the chaperones are members of the school staff and faculty. Retreats are not mandatory but encouraged. Students who wish to attend but are in need are provided with financial assistance enabling them to attend. Our retreats are offered both in the Fall and Spring. The Freshman Retreat is a one-day experience in nearby Irvine Outdoor Education Center; our Sophomore and Junior retreats are a three-day experience at Mission San Luis Rey. Our culminating retreat experience is a Kairos retreat for our Seniors at Whispering Winds Catholic Conference Center in Julian, which is offered several times over the year.

With regards to service and social justice, our freshmen have a communal service project in which they learn about issues of hunger and take part in a Day of Faith and Service on campus. Sophomores also have a service project in which every student is taken to Second Harvest Food Bank with their Theology class to serve and then reflect on issues of hunger in Orange County and the Gospel call to live *Caritas Christi* by serving Christ in those on the margins. Our juniors and seniors then participate in meaningful service that they choose by partnering with one of the many non-profit organizations that the school has vetted. Students may also select other non-profits and present that for approval.

Santa Margarita coordinates a day of service for the faculty and staff, which bears witness to our students of the importance of service. Teachers and staff model service when they accompany our students on service projects and model faith in joining student retreats, particularly the Kairos retreats. Teachers also accompany our seniors on a fifteen-mile journey on foot for their annual pilgrimage to Mission Basilica on Holy Thursday. Many teachers participate, along with their students, in our annual Christmas Adopt-a-Family. Several of our teachers and staff moderate student-led service clubs. Students also will often see their teachers and school staff members cheering them on at sports or supporting them in their performing arts. Developing is a Team Chaplaincy in which faculty and staff are mentors for our student athletes in their specific sports program. These mentors accompany our athletes in their faith journey, offering guidance, leading prayer leading prayer opportunities, and offering Bible studies for teams. These Team Chaplains help students hear the voice and call of God through their practice and play.

Key Strengths for Standard 3 (1-2 in bulleted list)

- Santa Margarita provides multiple opportunities for students to participate in liturgical and communal prayer, through all-school masses, reconciliation services, and daily prayer.
- Through Santa Margarita's Christian Service Office, students have a service requirement that is graded out by class. This program provides students multiple opportunities to do works of justice and to see the value in doing justice work.

Key Growth Areas for Standard 3 (1-2 in bulleted list)

- While SM offers many great opportunities for students to participate in liturgical and communal prayer, and service work, there is not always a great amount of participation in these opportunities. We would like to put effort into fostering greater participation amongst the community.
- Citing rising costs for activities, it is a priority that we work to make retreats more affordable for our students and their families. Removing this barrier to participation is essential in fostering more participation.

Evidence (Links)

Additional Evidence

Data Library Evidence

- Schoolwide Practices

Documents





-  Sacraments and Prayer - Schoolwide Practices

- Retreat Opportunities for Students

- Links**

- SMCHS Retreats (<https://www.smhs.org/faith-service/retreats>)

- Documents**

-  Freshman Retreats
 -  Sophomore Retreats
 -  Junior Retreat
 -  Senior Retreats

- Class Opportunities





- Documents**

-  Sacraments and Prayer Data - Class Opportunities

- Student Formation in Christian Services (including instruction)

- Not Applicable

- Documents**

-  Student Formation in Christian Service - updated
 -  Frosh Day of Service Binder
 -  Fr Day of Service PowerPoint
 -  2nd Harvest Presentation

- Schoolwide Service Programs or Charitable Outreach

- Not Applicable

- Schoolwide Service Narratives

Freshman Year - Caritas Christi Project

The Caritas Christi (Love of Christ) Project is a requirement for all freshmen students. This project is a one day on-campus service activity. Preparations for this day of service begin in the 2nd Quarter of the school year. The freshmen class is introduced to this requirement at the Freshmen service seminar in January. The project is led by students in the Junior and Senior class and is an opportunity for the upper classmen to serve as servant leaders to the freshmen.

Sophomore Year – Corpus Christi Project

Each student enrolled in Religion 2 attends a service field trip to the Second Harvest Food Bank and returns to campus for an afternoon of prayer and reflection. The Corpus Christi project is mandatory for all students enrolled in Religion 2 and is a graduation requirement. The pre-trip presentation can be found attached.

Junior and Senior Year – Lumen Christi Project

The Lumen Christi project is a continuation of the Christian service experience for students in Religion 3 and 4. Students choose one or more nonprofits to serve with.

Looking to Jesus as our model, we ask students to engage in service with a vulnerable population. Examples include working with those with physical/developmental disabilities, the poor/under-resourced, the environment, or actively teaching one's faith.

Students are made aware of this requirement at the end of Sophomore year during a service seminar. They also receive monthly updates and reminders of their requirement status through their MobileServe account and various forms of school communication.

Schoolwide Service Programs

4 Cans, 4 Dollars, 4 Others to Support RSM Cares

This school wide thanksgiving drive spans the month of November to benefit a local organization restock their food pantry's during the holiday season. RSM Cares has been the recipient of the food and monetary donations.

Thanksgiving Meal Drive Thru

This new service initiative is in partnership with Hanna's Restaurant and San Francisco Solano Food Pantry. The drive thru took place over the course of two days and provided a thanksgiving meal for clients of San Francisco Solano Food Pantry.

By The Numbers:

- 204 Clients served
- Over 1,000 people served
- 60 student volunteers
- 10 Faculty & Staff Volunteers

Faculty and Staff Day of Service

The Faculty and Staff Day of Service provides the faculty and staff an opportunity to serve in the community. This event takes

place during Catholic Schools week and due to covid was hosted on campus with the goal to partner with off-site service organizations in Orange County. This is a required event for all Faculty & Staff.

Documents

- o Schoolwide Service
- Individual Opportunities

Documents

- o Sacraments and Prayer - Individual Opportunities

- Statistics on Participation in Service

Not Applicable

Documents

- o Service Hour MobileServe User Data 2023-2026
- o MobileServe Service Logs All Time Data
- o MobileServe Info Graphic - All Time



POPULAR SERVICE TYPES



- 34% LUMEN CHRISTI- RELIGION 3 AND 4
- 18% SERVICE ADDITIONAL TO REQUIREMENT (DIRECT SERVICE WITH A NONPROFIT)
- 11% IB CAS ACTION
- 9% CORPUS CHRISTI- SECOND HARVEST, RELIGION 2
- 8% IB CAS CREATIVITY

LUMEN CHRISTI- RELIGION 3 AND 4 : 34% OF TOTAL HOURS

| NAME | HOURS |
|---|-------|
| Caritas Christi- Special Olympics, Religion 1 | 155 |
| Corpus Christi- Second Harvest, Religion 2 | 2,584 |
| IB CAS Action | 3,019 |
| IB CAS Creativity | 2,201 |
| IB CAS Double-Dip Creativity and Action | 1,385 |
| IB CAS Double-Dip Service and Action | 204 |
| IB CAS Double-Dip Service and Creativity | 1,242 |
| IB CAS Service | 1,517 |
| IB CAS Triple Dip Creativity, Activity, Service | 734 |
| Lumen Christi- Religion 3 and 4 | 9,765 |
| Service additional to Requirement (Direct Service with a Nonprofit) | 5,174 |
| Service to the School (Optional) | 593 |

LOCATIONS



- 9% RAD CAMP
- 4% SECOND HARVEST FOOD BANK
- 3% RAD CAMP
- 3% RISING ABOVE DISABILITIES
- 81% OTHER

#1



SMHS: CLASS OF 2020
44,772 HOURS

#2



SMHS: CLASS OF 2022
42,182 HOURS

#3



SMHS: CLASS OF 2021
39,630 HOURS

#4



SMHS: CLASS OF 2023
29,042 HOURS

School Survey Evidence

Standards of Excellence School Vitality Survey: Students Grades 9-12

- 7. Our school provides opportunities outside the classroom for students to participate in service activities for social justice.
- 8. Administrators, faculty, and staff serve as role models of faith and service to students.
- 9. Our school provides opportunities for faith formation for faculty and staff.

Standard 4 - An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.

| | |
|--|----------|
| 4.1 The leader/leadership team provides retreats and other spiritual experiences for the faculty and staff on a regular and timely basis. | 3 |
| 4.2 The leader/leadership team and faculty assist parents in their role as the primary educators of their children in faith. | 3 |
| 4.3 The leader/leadership team collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious congregation-sponsored programs) to provide opportunities for parents to grow in the knowledge and practice of the faith. | 2 |
| 4.4 All adults in the school community are invited to participate in Christian service programs to promote the lived reality of action in service of social justice. | 3 |
| 4.5 Every administrator, faculty and staff member visibly supports the faith life of the school community. | 3 |
| Average of all Benchmarks - Standard 4 | 3 |

After a thorough discussion/analysis of the Benchmarks of Standard 4, write a concise summary (no more than 1 page) of Standard 4 that reflects the school’s evaluation of itself in relation to this Standard. Utilize the guidelines for interpreting and scoring Benchmarks found in the appendix to inform your discussion.

The spiritual enrichment of our faculty and staff are realized in a variety of ways at Santa Margarita. There are quarterly Faith Formation gatherings, daily Mass opportunities, weekly Adoration in the Sacred Heart Chapel, invitations to celebrate the Sacrament of Reconciliation, either in person or communally in Advent and Lent, and an opportunity to walk the Stations of the Cross during Holy Week. Faculty and staff, along with our students, have access to the Hallow app, with its vast array of spiritual devotions and exercises. With regards to our Faith Formation gatherings, each year the Campus Ministry team creates an overall theme for our quarterly Faith Formation sessions, with each session building upon the previous one. For example, this past year we reflected upon the larger mission of the Church, Santa Margarita’s mission in Catholic education, the mission of each department at our school, and the call and mission of each teacher and staff person.

Santa Margarita offers parents support as the primary educators of their children in faith, evidenced by survey responses to Question 13 indicating 72% of our parent respondents either strongly agree or agree. Parents are invited to attend daily Mass and celebrate all-school Masses with the community. Our Mom’s Prayer group also gathers in the Sacred Heart Chapel to pray for the children of our school and the needs of our community. Adoration and the Sacrament of Reconciliation is offered weekly. At our annual Grandparents Day, students with visiting grandparents attend Mass together. Many parents have journeyed with our seniors on their annual pilgrimage walk to Mission San Juan Capistrano and parents are invited to chaperone student retreats. “Eagle Parent Retreat Resource” and “Kairos Parent Resource” offers guidance with regard to our student’s retreat experience and means by which parents can pray for and with their child.

While our parents affirm the support that we provide, we see a need to further develop collaboration with other institutions to provide opportunities for parents to grow in the knowledge and practice of the faith. Moving forward, we aim to develop and implement programs that empower parents as primary educators in their children’s faith lives, aligning with our mission to foster a community deeply rooted in Catholic values.

The annual Faculty and Staff Day of Service is a required event that provides an opportunity to live our charism. This annual event bears witness to our students of our commitment to social justice issues. Through service our faculty and staff come together for the common good, while building a sense of camaraderie and community.

Administration, faculty and staff support the faith life of the school community in a multitude of ways. The adult community stops what they are doing and joins our students in collective prayer twice a day. They participate in Christian service opportunities with our students, accompany students in the many school retreats, moderate student service clubs, mentor the faith journey of our athletes, and assist at all-school Masses – from music ministry to Eucharistic Ministers. Monthly faculty and staff meetings are occasion for colleagues to be recognized for embodying the love of Christ in our school community.

Key Strengths for Standard 4 (1-2 in bulleted list)

- There are multiple opportunities for spiritual engagement that allow for adults to actively live out their faith by sharing time, talent, and resources with the community.

- There is an ability to connect with all stakeholders key moments and outreach activities that allow for faith in action to be visible to everyone.

Key Growth Areas for Standard 4 (1-2 in bulleted list)

- We need to educate the parents, as the primary educator, to understand and participate in the charism of our school.
- The development of programs that empower parents to raise their families in a life of faith would be a response to our mission directives.

Evidence (Links)






Additional Evidence

Data Library Evidence

- Service Requirements

Not Applicable

Documents





-  Freshmen Service Requirement - updated
-  Sophomore Service Requirement - updated
-  Junior & Senior Service Requirement-updated
-  SMCHS Service Clubs
-  Summer 2022 Service Programs
-  Service Awards

- Retreat Opportunities for Students

Links

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Documents

-  Freshman Retreats
-  Sophomore Retreats
-  Junior Retreat
-  Senior Retreats




- Formation Experiences for Faculty

Documents

-  Faith Formation for Faculty

- Formation Experiences for Parents and Guardians

Documents

-  Faith Formation for Adults
-  Kairos Parent Resource Sheet
-  Eagle Parent Retreat Resource

- Schoolwide Practices

Documents

-  Sacraments and Prayer - Schoolwide Practices

- Class Opportunities





Documents

-  Sacraments and Prayer Data - Class Opportunities

- Student Formation in Christian Services (including instruction)

Not Applicable

Documents

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Documents

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- Statistics on Participation in Service
 - Not Applicable

Documents

-  Service Hour MobileServe User Data 2023-2026
-  MobileServe Service Logs All Time Data
-  MobileServe Info Graphic - All Time

25,904

TOTAL HOURS OF SERVICE FOR THE ORGANIZATION



OVER 521 VOLUNTEERS WITHIN OUR ORGANIZATION

100 volunteers per



POPULAR SERVICE TYPES



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29,042 HOURS

School Survey Evidence

Standards of Excellence School Vitality Survey: Students Grades 9-12

- 9. Our school provides opportunities for faith formation for faculty and staff.
- 10. Our school provides opportunities for faith formation for parents/guardians and other members of the school community.
- 11. Our school provides opportunities for adult members of the school community to participate in service activities for social justice.
- 12. Our school helps parents/guardians support the faith life of their child.
- 13. Every adult in the school supports the faith life of the school community.

Standards of Excellence School Vitality Survey: Parent/ Community High School

- 9. Our school provides opportunities for faith formation for faculty and staff.
- 10. Our school provides opportunities for faith formation for parents/guardians and other adult members of the school community.
- 11. Our school helps parents/guardians support the faith life of their child.

- 12. Our school provides opportunities for adult members of the school community to participate in service activities for social justice.
- 13. Every adult in the school supports the faith life of the school community.

Standards of Excellence School Vitality Survey: Faculty/Staff

- 9. Our school provides opportunities for faith formation for faculty and staff.
- 10. Our school provides opportunities for faith formation for parents/guardians and other adult members of the school community.
- 11. Our school helps parents/guardians support the faith life of their child.
- 12. Our school provides opportunities for adult members of the school community to participate in service activities for social justice.
- 13. Every adult in the school supports the faith life of the school community.

Summary of Domain 1

Evidence and benchmark scores for Domain 1 affirm that Santa Margarita Catholic High School (SMCHS) advances the Church’s teaching mission inviting young people to a relationship with Jesus Christ through a mission statement that embraces a Catholic identity rooted in Gospel values, a rigorous academic program for religious studies, opportunities outside the classroom for student faith formation, and adult faith formation and action in service of social justice. Foundational to our mission statement is our charism to instantiate the love of Christ in our time and place. While most of our community cannot recite our mission statement from memory, its shorthand version is “*Caritas Christi*,” which is used in varied ways at school – from the closing of an email to its presence in the *Caritas Christi* Center. Physical expressions of Catholic culture are clearly evident on our campus beginning with the central location of our Sacred Heart Chapel. Each classroom has a large poster of our *Caritas Christi* prayer, which is recited after lunch each day. We have initiated giving Bibles to freshmen students as a tangible expression of our commitment to Gospel values and desire to increase Biblical literacy in the Catholic tradition. The core principles of our charism – compassion, humility, justice, and goodness – summon students to live our mission through lives of virtue rooted in Gospel values. The academic rigor of our theology program is validated in survey responses. We are in the process of adopting the Archdiocese of Seattle Secondary Religion Standards, which is an articulation of the Bishop’s Framework. Curriculum maps are springboards for PLC discussion and implementation with the goal to establish vertical alignment within the curriculum. Accompanying classroom experiences are sacramental opportunities, such as monthly all-school Masses and the Sacrament of Reconciliation each Advent and Lent. Daily Mass, adoration in our chapel, evening prayer services, and grade-level retreats help students grow in faith.

Catholic Social Teaching informs our curriculum, from the Biblical voice of the prophets and the teachings of Jesus in the freshman curriculum to the reading of *Tattoos of the Heart* in sophomore year, an introduction to the Seven Themes of CST as juniors, and a semester of in-depth study in the senior year. An identified area of growth is to expand the principles of CST to multiple areas of study within the school. Accompanying classroom instruction are service opportunities that embody these teachings on social justice. Freshmen explore issues of hunger and participate in a Day of Faith & Service on campus, sophomores journey to Second Harvest Food Bank to actively contribute to the elimination of hunger in Orange County, and juniors and seniors select service opportunities from vetted non-profit organizations in accord with their outreach interests. Students reflect upon service as an expression of being *Caritas Christi* and living our school mission. The life of faith is also manifest in action with faculty and staff serving as moderators for the many service clubs on campus. Annually the faculty and staff gather to live our charism through an all-day service opportunity that draws us together to work for the common good while building a sense of camaraderie and community. Overall, we demonstrate our commitment to Catholic values, mission, and identity through our sacramental life, academic excellence, service opportunities, and faith formation activities for both students and adults.

Domain 2 : Governance and Leadership

Standard 5 - An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school’s fidelity to mission, academic excellence, and operational vitality.

| | |
|---|---|
| 5.1 The governing body, representing the diversity of stakeholders, functions according to its approved constitution and bylaws. | 1 |
| 5.2 The governing body systematizes the policies of the school’s operations to ensure fidelity to mission, and continuity and sustainability through leadership successions. | 1 |
| 5.3 The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a relationship with the bishop marked by mutual trust, close cooperation, continuing dialogue, and respect for the bishop’s legitimate authority. | 4 |
| 5.4 The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a constructive and beneficial relationship with the (arch) diocesan Education Office consistent with (arch)diocesan policy pertaining to the recognition of Catholic schools by the Bishop. | 4 |

| | |
|--|----------|
| 5.5 In the case of a parish school, the governing body, in collaboration with the leader/leadership team, maintains a relationship with the canonical administrator (pastor or designee of Bishop) marked by mutual trust, close cooperation, and continuing dialogue. | 4 |
| 5.6 The governing body engages in formation and on-going training and self- evaluation for itself and the leadership team to ensure the faithful execution of their respective responsibilities. | 3 |
| Average of all Benchmarks - Standard 5 | 3 |

After a thorough discussion/analysis of the Benchmarks of Standard 5, write a concise summary (no more than 1 page) of Standard 5 that reflects the school's evaluation of itself in relation to this Standard. Utilize the guidelines for interpreting and scoring Benchmarks found in the appendix to inform your discussion.

The governing body of Santa Margarita Catholic High School recognizes the significance of collaboration between advisory entities and the leadership team to make responsible decisions that align with the school's mission, achieve academic excellence, and maintain operational vitality. However, there is room for improvement through ongoing efforts to engage with the consultative school board's subcommittees and effectively communicate with stakeholders.

The administrators and governing body have not systematically recruited and selected board members to represent the appropriate gender, cultural and ethnic diversity, and needed skillsets for a single consultative schoolboard. Rather, the seven standing advisory committees (Catholic Identity, Marketing/Admissions, Facilities, Eagle Foundation, Academics, School Climate, and Wellness), serve as consultative boards. These committees need to review and revise the existing drafts of our constitution and bylaws. Through intentional planning, these standing committees will need to understand and commit to the role and responsibilities defined in the constitution and bylaws and attend regularly scheduled meetings to optimize their productivity for the benefit of the school's performance and operational viability. Through collaboration and communication, the governing body and advisory committees can foster a more transparent decision-making process that benefits the entire school community.

The administration has renewed emphasis on the process of recognizing that fidelity to the school's mission is fundamental to the design and implementation of an instructional program that embraces continuous improvement. During the WCEA/WASC process, the administration engaged the stakeholders in achieving mission awareness in the implementation of all policies. During this self-examination, the administration began updating and revising existing mission and vision statements and determined new policies and communication those policies. To ensure fidelity to mission through systematized policies and with intentional commitment will continue to improve the school.

The relationship and collaboration of SMCHS administrators and the diocesan leadership has been strong, collaborative, and supportive of mission and diocesan goals. Trust and frequent dialogue have been invaluable and especially important during the management of our school during COVID lockdowns. Since that time, the bonds have remained strong and communication more frequent in the form of high school principal meetings and administration meetings with the Superintendent. This collaboration strengthens our commitment and service to the Diocese of Orange.

The administrative body has completed several professional development training courses since the last accreditation. A full year of intercultural development training was completed, which involved individual and group goal setting around intercultural competencies. In addition, mission formation and a catholic identity consultant worked with the administration over the course of a full year. These two training courses and annual review of job descriptions and organizational structure have maintained a growth mindset and faithful execution of responsibilities for continued school improvement.

Key Strengths for Standard 5 (1-2 in bulleted list)

- Santa Margarita Catholic High School maintains open lines of communication between governing board of the Diocese of Orange and school's leadership team.
- Santa Margarita Catholic High School has a strong Catholic identity as evident in the school's effort to prioritize the integration of Catholic teachings, values, and traditions into its educational programs and community life.

Key Growth Areas for Standard 5 (1-2 in bulleted list)

- Santa Margarita Catholic High School recognizes the need for improvement in communication amongst all stakeholders.
- Santa Margarita Catholic High School acknowledges the importance of enhancing transparency by effectively communicating the structure, roles, and subjects discussed at board and subcommittee meetings to ensure transparency for all stakeholders.

Evidence (Links)

- School Website www.smhs.org

Additional Evidence

The Bishop is invited to say Mass at SMCHS at least once a year. The Bishop has participated in our school musical on more than one occasion. Our school President and Principal meet with Diocesan leadership on a regular basis. Our school superintendent sends out emails to school personnel. School organization chart, employee handbook, parent/student handbook and our school's strategic plan are evident and available to all stakeholders.

Per information found in the data library under "Domain 2: Governance and Leadership" the student handbook, School's Mission Statement, Diocese Employee Handbook, 5 Year Strategic Plan, Organizational Chart and school survey were located to support the governing body and leadership team foster mutual trust, close cooperation, respect for the Bishop's legitimate authority.

Other evidence providing support for growth areas. Evidence found in the data library under "Board Identity and Structure, appears to convey the last full board meeting was held in June of 2020. In reviewing the provided board meeting notes, there was also no mention of the bylaws for the consultative school board.

In addition, for the selection of membership to join the consultative school board, there was no evidence of a nominating form or process, rather the only people deciding membership was the principal and president. There was no documented evidence of requirements, qualifications, skills or board formation goals such as background, diversity or expertise. The board is primarily made-up of higher-level staff with limited faculty/parent representation. There are no alumni that are not staff members at the school.

Per information found in the data library under "Board Identity and Structure", there was a lack of evidence to support minutes from sub-committees and succession planning. In addition, there was no specific document on training guidelines or orientation program for consultative school board members.

Data Library Evidence

- Schoolwide Written Policies

Documents

-  Nondiscrimination Policy

- School Ownership Status

- Parish School
- Diocesan School
- Order School
- Privately Owned School
- Other

- Administrative or Leadership Team

FT = 10

PT = 0

Years in this Position

6-10 years = 1

10+ years = 9

Positions

Assistant Principal, Campus Life = 1

Assistant Principal of Curriculum and Instruction = 1

Vice President of People Development = 1

Chief Financial Officer = 1

Vice President = 1

Assistant Principal, Student Services = 1

President = 1

Assistant Principal, Mission Integration/Director of Campus Ministry = 1

Principal = 1

Vice President, Athletics = 1

Degrees/Certifications

Bachelors, Political Science Masters, Sports Management = 1

Bachelors of Science in Advertising Bachelors of Arts in Psychology Masters of Arts in Teaching = 1

MA Education Administration, Administrative Credential, Single Subject Teaching Credential - English = 1

Bachelors of Science in Business Administration/Accounting = 1

B.S. Business M.S. Education = 1

Master of Arts in Educational Administration; Tier 1 Administrative Credential; Single Subject Credential in Music;

Bachelors of Music, Music Education = 1

Bachelors of History; Masters of Arts in Catholic Administration = 1

Bachelor of Arts in Theological Studies with a Minor in Catholic Social Thought; Master of Arts in Theological Studies; Administrative Certificate in Catholic School Leadership = 1

BA in Psychobiology; MA in Psychology; Post-masters Certificate in Educational Administration; Administrators Certificate = 1

BS Science in PE, PE Credential, Masters in Education = 1

Documents

- o Assistant Principal - Campus Life 2022-2023
- o Assistant Principal - Curriculum and Instruction 2022-2023
- o Assistant Principal - Curriculum and Instruction 2023-2024
- o Assistant Principal - Instruction and School Climate 2022-2023
- o Assistant Principal - Mission Integration 2022-2023
- o Assistant Principal - Student Services 2022-2023
- o President 2022-2023
- o Principal 2022-2023
- o Principal 2023-2024
- o Vice President 2022-2023
- o Vice President Chief Financial Officer 2022-2023
- o Vice President of Athletics 2022-2023
- o Vice President of People Development 2023-2024
- o Restructured Leadership Team Responsibilities

• Strategic Plan

- o Not Applicable

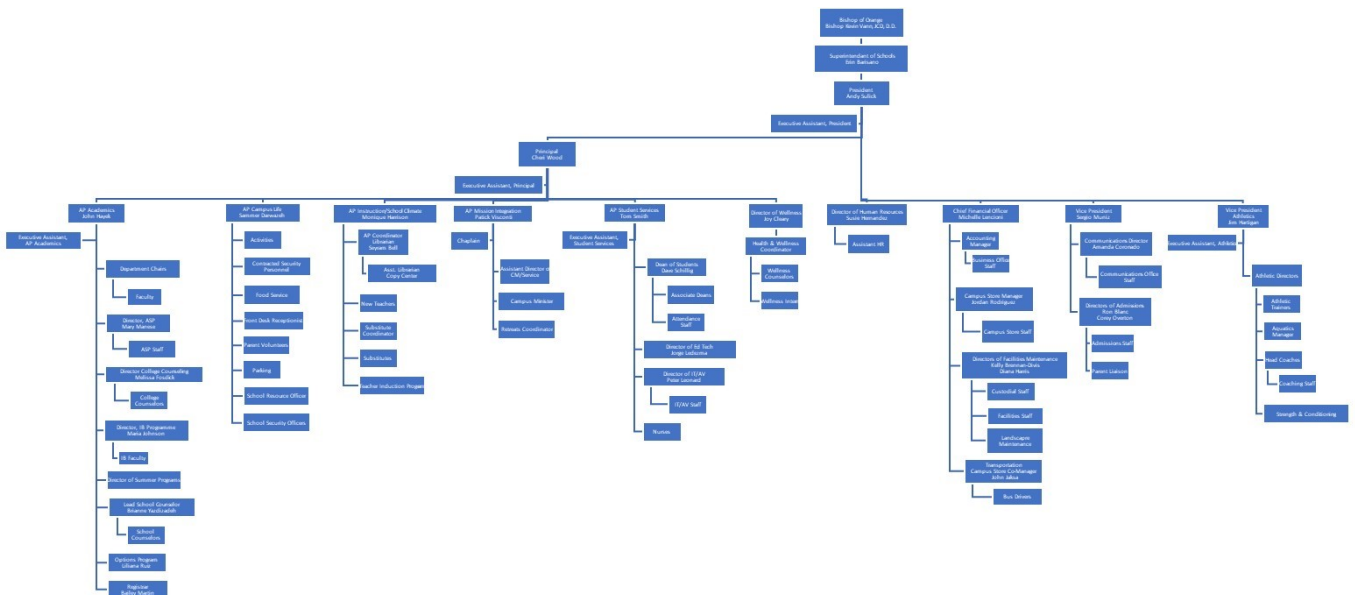
Documents

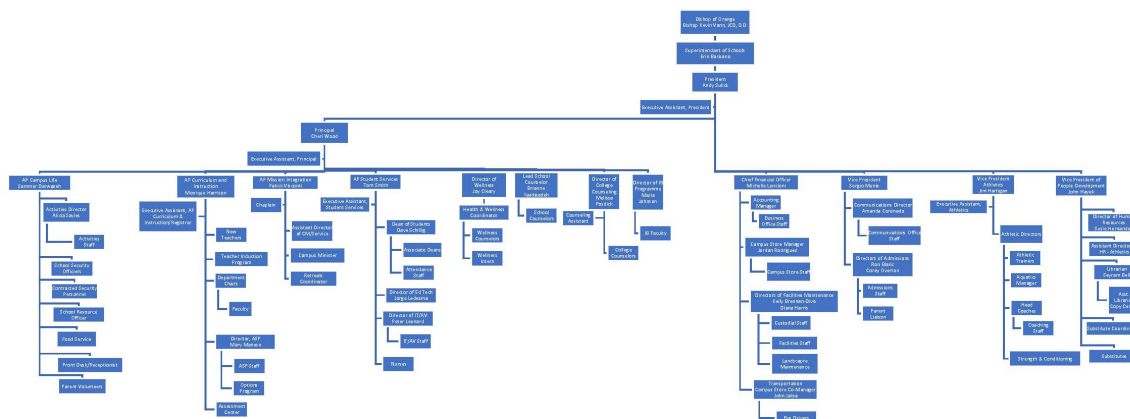
- o Strategic Plan (prior to Covid)

• Organizational Chart

Documents

- o SMCHS Organization Chart 2022
- o SMCHS Organization Chart 2023





• Board Constitution or Bylaws

Documents

- SMCHS Bylaws Final

• Standing Committees

Beginning Spring 2020, with the onset of Covid-19, the CSB did not meet. Due to immediate needs, we developed several standing committees with student, parent and faculty/staff involvement to serve in a consultative capacity in three critical areas: Mental Health and Wellness/Covid-19, Diversity, Inclusion, Vision and Equity (DIVE) and the Eagle Foundation Board. In addition, beginning Fall of 2022, the Administrative Board nominated student representatives to attend administrative board meetings approximately once per month. In addition, a faculty and staff representative were elected to attend once per month. As we move into our WCEA/WASC year, we will revisit the structure of these standing committees and develop a new strategic plan. Our current goal is to have the following standing consultative committees with stakeholder representation: The president will oversee the Eagle Foundation, Facilities and Admissions and Marketing committees and the principal will oversee the Academic, Catholic Identity, Sacred Heart School Climate and Wellness Committees.

Links

- DIVE Committee (<https://www.smhs.org/campus-life/dive>)
- Wellness Committee (<https://www.smhs.org/campus-life/wellnesspage/wellness>)

Documents

- CSB Standing Committees
- Covid-19 Response Committee
- Mental, Health and Wellness Task Force

• Current Board Membership

Documents

- 2019-2020 CSB Members
- SMCHS Consultative School Board Sub Committees and Members

School Survey Evidence

Standards of Excellence School Vitality Survey: Students Grades 9-12

- 3. Our school's mission clearly expresses a commitment to Catholic Identity.
- 14. There is a person or group (such as aboard or pastor) who collaborates with the school administration to make or recommend decisions for the success of the school.
- 17. Our school administration finds ways to help faculty, staff, students, and parents collaborate in striving for excellence in all aspects of the school.

Standards of Excellence School Vitality Survey: Parent/ Community High School

- 15. A person or group (such as a pastor or a board), in collaboration with the school administration, takes responsibility for monitoring that the school is faithful to its mission, academically excellent and sound in its business decisions.

- 16. Our school administration effectively carries out its responsibilities in the areas of faith formation and instructional leadership.

Standard 6 - An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.

| | |
|---|----------|
| 6.1 The leader/leadership team meets national, state and/or (arch)diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school. | 2 |
| 6.2 The leader/leadership team articulates a clear mission and vision for the school and engages the school community to ensure a school culture that embodies the mission and vision. | 4 |
| 6.3 The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch) diocesan policies and or religious congregation sponsorship policies. | 4 |
| 6.4 The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence. | 3 |
| 6.5 The leader/leadership team directs the development and continuous improvement of curriculum and instruction and utilizes school-wide data to plan for continued and sustained academic excellence and growth. | 4 |
| 6.6 The leader/leadership team works in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school. | 4 |
| 6.7 The leader/leadership team assumes responsibility for communicating new initiatives and/or changes to school programs to all constituents. | 3 |
| Average of all Benchmarks - Standard 6 | 3 |

After a thorough discussion/analysis of the Benchmarks of Standard 6, write a concise summary (no more than 1 page) of Standard 6 that reflects the school's evaluation of itself in relation to this Standard. Utilize the guidelines for interpreting and scoring Benchmarks found in the appendix to inform your discussion.

Santa Margarita Catholic High School has an excellent leader and leadership team who are empowered by the Diocese of Orange to bring to life the school's mission and vision. They utilize the mission and vision as guiding principles for decision-making while working in partnership with the school community to ensure the advancement of excellence. Nevertheless, it is important for the leader/leadership team to continue exploring new avenues for effectively communicating to all stakeholders of the school.

Upon review of leadership qualifications, communication of the differences between the Principal and President arms of the organizational structure may require communication with the stakeholders. The positions of the leadership team that function as Principal and Assistant Principals do in fact have proper national, state, or diocesan professional credentials. The President and Vice Presidents do in fact have proper degrees and certifications for their job descriptions. These facts were not readily available in the domain committee's mind and must be better communicated.

The leadership team fully understands the vision and mission. The vision and mission serve as a major factor in decision-making along with a student-centric focus. When communicating with students, staff, parents and community members, the leadership team always communicates the vision through our charism of Caritas Christi, our patroness, St. Margaret Mary Alacoque, or her devotion to the Sacred Heart of Jesus. These guiding principles are always related to the task at hand or subject of the conversation.

The leadership team has designed and effectively implemented a plan to develop faculty and staff members. All professional growth plans for faculty and staff exhibit alignment with student learning needs. This occurs through formal and informal classroom observation, feedback, performance expectations and goal setting that produces an individual growth plan and an annual summative evaluation for all employees. The feedback to faculty regularly relates professional development topics, such as EdTech and Professional Learning Communities.

Through collaborative networks, such as the Eagle Foundation, the Curriculum Council and the Standing Advisory Committees, the leadership team ensures that the school's schedule, budget, goals, and objectives support a culture of community and collaboration.

The leadership team implements a standards-based curriculum and establishes a climate of collaborative professional interaction by consistent Professional Learning Community meetings and department meetings which benefit student learning. Resources of time and finances are allotted for faculty to engage in the development of research-based instructional strategies to support and enhance the school's curriculum with the specific support from the Assistant Principal of Instruction and Climate and the Director of Education Technology. As a Microsoft Showcase School, an International Baccalaureate School, we direct and monitor the effective use of the curriculum map to ensure vertical alignment, student centric teaching strategies and assessments. Assessment

is designed collaboratively across PLCs to measure change, growth, and objectives and exemplify a climate of continuous improvement.

All stakeholders recognize that the collaborative functioning of the school's basic framework and organizational structure produces strong and dynamic programs and services. SMCHS consistently addresses whether there is sufficient personnel and financial capacity present to effectively implement policies, programs, and procedures. SMCHS is fortunate to be able to create structures around new dynamic services, such as the Wellness Center and program, and integrate that growth into the dynamic of the school to better serve students. President coffees, Advancement events, and the Department of Communications ensure that facilities, budgeting, advancement, and development are transparent and shared with stakeholders. SMCHS cultivates supportive stakeholders to maintain the growth mindset of the leadership team.

Key Strengths for Standard 6 (1-2 in bulleted list)

- The mission and vision of Santa Margarita Catholic High School are evident and clearly articulated in all documents.
- Santa Margarita Catholic High School demonstrates operational vitality through its wide-ranging assortment of robust programs.

Key Growth Areas for Standard 6 (1-2 in bulleted list)

- Santa Margarita Catholic High School recognizes the need for more intentional collaboration and transparency through improved means of communication.
- Santa Margarita Catholic High School recognizes the importance of providing documentation demonstrating the leader/leadership team's adherence to national, state, and/or diocesan requirements.

Evidence (Links)

- School Profile <https://www.smhs.org/academics/academic-profile>
- Course Description Catalog <https://www.smhs.org/fs/resource-manager/view/d0e5fc48-f447-4215-a8e4-642b14368001>
- Campus News <https://www.smhs.org/about/communications/news>
- Social Media <https://www.smhs.org/about/communications/social-media>
- Academic Programs <https://www.smhs.org/academics/programs>
- Intranet - various communication platforms <http://intranet.smhs.org/>
- SMCHS Website www.smhs.org

Additional Evidence

Communication Methods (email, teams, TeamSnap, Catapult, Event Manager, School Dude)

SMCHS collaborates with individuals inside and outside of the SMCHS community. This strengthens the student and employee experience during their time at SMCHS.

Availability of high number of college prep/college level courses (AP/IB)

Low student to teacher ratio (15:1)

High percentage of student body participating in extra-curricular activities (90%)

Strong culture of hi-technology in the school

High percentage of graduates attending 4-year schools

There are several different areas and programs to provide services vital to the school

Counseling (academic, personal, college), Wellness Center, Auxiliary Studies Program

National Honors Society

Admin board, Department, PLC meeting minutes are all accessible on shared drive.

There are budget meetings for different programs as well as funding (fundraising) opportunities that help fulfill the needs and wants of the school: Blue and Gold, Eagle Classic, Christmas Tree, etc.

School President attends different faculty, staff, alumni and parent meetings to talk about needs

A robust assortment of communication platforms

Strong school structure delineating lines of responsibility

There are job descriptions listed for school leadership

There is a lack of evidence to support qualifications with the diocese.

Implement leader/leadership team members achieve the appropriate national, state and/or (arch) diocesan professional credentials

Need for communicating who the consultative board is and what their roles are.

Develop cultural onboarding for new employees.

Add a link to the Mission and Vision page on our website on all web communication

Formalize data collection to guide results.

Improve communication to teachers with building course content

Data Library Evidence

- Organizational Chart

Vice President = 1

Assistant Principal, Student Services = 1

President = 1

Assistant Principal, Mission Integration/Director of Campus Ministry = 1

Principal = 1

Vice President, Athletics = 1

Degrees/Certifications

Bachelors, Political Science Masters, Sports Management = 1

Bachelors of Science in Advertising Bachelors of Arts in Psychology Masters of Arts in Teaching = 1

MA Education Administration, Administrative Credential, Single Subject Teaching Credential - English = 1

Bachelors of Science in Business Administration/Accounting = 1

B.S. Business M.S. Education = 1

Master of Arts in Educational Administration; Tier 1 Administrative Credential; Single Subject Credential in Music;

Bachelors of Music, Music Education = 1

Bachelors of History; Masters of Arts in Catholic Administration = 1

Bachelor of Arts in Theological Studies with a Minor in Catholic Social Thought; Master of Arts in Theological Studies;

Administrative Certificate in Catholic School Leadership = 1



BA in Psychobiology; MA in Psychology; Post-masters Certificate in Educational Administration; Administrators Certificate = 1

BS Science in PE, PE Credential, Masters in Education = 1

Documents

-  Assistant Principal - Campus Life 2022-2023
-  Assistant Principal - Curriculum and Instruction 2022-2023
-  Assistant Principal - Curriculum and Instruction 2023-2024
-  Assistant Principal - Instruction and School Climate 2022-2023
-  Assistant Principal - Mission Integration 2022-2023
-  Assistant Principal - Student Services 2022-2023
-  President 2022-2023
-  Principal 2022-2023
-  Principal 2023-2024
-  Vice President 2022-2023
-  Vice President Chief Financial Officer 2022-2023
-  Vice President of Athletics 2022-2023
-  Vice President of People Development 2023-2024
-  Restructured Leadership Team Responsibilities
- School Master Schedule

Documents

-  Master Schedule 2022-23
-  Master Schedule 2023-24

School Survey Evidence

Standards of Excellence School Vitality Survey: Faculty/Staff

- 15. A person or group (such as a pastor or a board), in collaboration with the school administration, takes responsibility for monitoring that the school is faithful to its mission, academically excellent and sound in its business decisions.
- 16. Our school administration effectively carries out its responsibilities in the areas of faith formation and instructional leadership.
- 19. Our school administration takes responsibility for the development and oversight of school programs, personnel, and school operations.
- 20. Our school has a strong culture of collaboration on all levels within the school to advance excellence.
- 36. Our school consistently shares its financial plan with the school community.
- 37. Our school leaders take responsibility for ensuring that the financial plans and budgets are implemented using best practices.
- 38. Our school treats all personnel with consistency, fairness, and justice.
- 41. Our school's facilities, equipment, and technology management plans are designed to enhance teaching and learning.

Summary of Domain 2

The governing body and leadership of Santa Margarita Catholic High School understands the importance of collaboration and advisory input in making responsible decisions which align with the school's mission, promotion of academic excellence, and ensure operational vitality. While efforts have been made, there is still room for improvement through the engagement of the consultative school board's subcommittees and effectively communicating with stakeholders. By prioritizing collaboration and open communication, the governing body aims to create a transparent decision-making process that benefits the entire school community.

Santa Margarita Catholic High School boasts an outstanding leader and leadership team who are entrusted by the Diocese of Orange to embody the school's mission and vision. They prioritize the guiding principles of school when making decisions and work hand-in-hand with the school community to foster excellence. However, it is crucial for the leader and leadership team to actively seek opportunities to enhance the feeling of their presence on campus and explore new avenues for effective communication with all stakeholders of the school. These intentional actions can strengthen connections and ensure that information reaches all relevant parties efficiently.

Domain 3 : Academic Excellence

Standard 7 - An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

| | |
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| 7.1 The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values. | 4 |
| 7.2 Standards are adopted across the curriculum and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects. | 2 |
| 7.3 Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical and moral evaluators, problem solvers, decision makers, and socially responsible citizens. | 4 |
| 7.4 Curriculum and instruction for 21st century learning prepare students to become expert users of technology able to create publish, and critique digital products that reflect their understanding of the content and their technological skills. | 3 |
| 7.5 Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind. | 3 |
| 7.6 Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student and accommodating students with special needs as fully as possible. | 3 |
| 7.7 Faculty collaborate in professional learning communities to develop, implement, and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement. | 3 |
| 7.8 The faculty and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction. | 3 |
| 7.9 Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values. | 2 |
| 7.10 Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning. | 2 |
| Average of all Benchmarks - Standard 7 | 3 |

After a thorough discussion/analysis of the Benchmarks of Standard 7, write a concise summary (no more than 1 page) of Standard 7 that reflects the school's evaluation of itself in relation to this Standard. Utilize the guidelines for interpreting and scoring Benchmarks found in the appendix to inform your discussion.

Santa Margarita Catholic High School acknowledges the rigorous curriculum and standards guided by the UC system and the Diocese of Orange. Furthermore, there exists a wide variety of high-level course offerings that support the significant college acceptance rate. Increasing the frequency of PLC meetings will facilitate more collaboration and productive time spent planning and assessing student success. All subject areas will review their curriculum to ensure that the Catholic identity of the school is present and incorporated appropriately.

SMCHS's written curriculum delineates rigorous academic standards for all subjects/courses and grade levels by receiving ongoing UC system approval. The written curriculum for the required sequence(s) of classes clearly shows alignment with the standards to produce growth in learning from year to year, course to course. Evidence is readily available to show careful mapping of curriculum content, learning outcomes and assessments to ensure that all students make steady and sufficient progress on the standards. No matter which sequence of classes a student is required to or elects to take, the curriculum for those classes will lead to achievement of academically rigorous standards. A written curriculum in all subjects shows the integration of Catholic values at curricular depths appropriate to the subject area content. Teachers are called to incorporate the four core principles of our school charism: Compassion, Humility, Justice, and Goodness.

One can identify specific, valid, outside academic standards (University of California System, Diocese of Orange) in only parts of the written curriculum. Clearly, SMCHS has not set expectations for teachers to intentionally address standards explicitly with students on a daily basis. Sometimes it happens, and sometimes it doesn't. Similarly, one can find Catholic identity elements in

only some of the written, standards-based curricula in every subject across all grade levels. SMCHS curriculum shows some evidence of integration of Catholic identity elements but is moving toward further integration.

The written curriculum states and actual student work shows that this kind of learning is expected and taught in all subject areas at all levels. Problem solving, reflecting, evaluating, creating, etc. is explicit in the school's curriculum and instruction. Students in the IB program are taught to be open-minded, reflective, caring, balanced among many other principles. It is planned and continuously improved to such an extent that student work is worthy of recognition beyond the school. The assignments and assessments through which students demonstrate their learning reflect not only academic rigor consistent with standards for the subject area, but also elements of Catholic identity such as Gospel values and the Church's social teachings. Integration of technology as a tool is highly evident in student learning thanks to a comprehensive Educational Technology and Information Technology program that helps earn SMCHS annual national recognition as a Microsoft Showcase School.

There is evidence of significant student involvement in creating or using student-centered websites and digital media presentations. Technology use is integrated into all subject areas and project-based learning is used often, is interdisciplinary in nature, and targets critical thinking and problem solving. SMCHS students are put through an initial tablet training. Teachers are also trained and can provide students with ongoing support as they learn to utilize the various educational software. Students can work independently and have the freedom to demonstrate their understanding in multiple ways whether in person or through such applications as Microsoft Teams and OneNote to name a few. They demonstrate the ability to use a variety of means to access information and assess its accuracy. Students always have access to digital devices during the school day through SMCHS's one to one Microsoft tablet program.

SMCHS students are eager to share ideas and ask questions through teacher and student led activities such as Socratic Seminar, Four Corners, Fishbowl, Teach and Run, lecture, and other student to student interactions. The affective dimensions of learning are clearly articulated in the curriculum and teachers understand and address the social, emotional, and spiritual needs of their students. Activities and assessments address critical thinking and the diverse needs of the students. Teachers use teaching and assessment strategies that respect the culturally based strengths of the child. Established rubrics and clear lesson objectives help students understand how to evaluate their own work and give them opportunities to do so. Gospel values permeate all aspects of the classroom experience through prayer and the incorporation of the four core principles of the school charism: Compassion, Humility, Justice, and Godness.

There is evidence of significant student involvement in meaningful learning processes through learning experiences that require student to student interaction and/or student led activities. Technology use is integrated into all subject areas to both differentiate instruction and to create additional avenues for student engagement and critical thinking. Students sometimes have learning choices and a voice in demonstrating how they learn. There is some evidence that assignments are differentiated and differentiated instructional methods are observed in most classrooms, most of the time. Students frequently demonstrate an ability to evaluate information and analyze it for truth, accuracy, and relevance.

SMCHS is organized so teachers meet regularly in designated subject/grade teams to work on delivering agreed upon curriculum and instruction so that all students meet high expectations. Professional Learning Communities meet for one hour approximately three times per month. Each meeting is required to discuss the four essential questions of the PLC: What do we want all students to learn, How will we know if they learned it, How will we respond when some students do not learn, and How will we extend the learning for students who are already proficient.

The faculty and professional support staff meet diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction. Compliance with these requirements is factored into all employment decisions. Most faculty members and professional support staff are provided on-going, applied professional development opportunities and an individualized professional development plan. Administrators utilize research from Solution Tree and Robert Marzano to measure effectiveness in classroom instruction on an ongoing basis. Teachers are observed formally and informally multiple times per year depending on years of experience and demonstrated competency. Teachers are sent all over the country to various subject specific or general education conferences.

Some faculty and professional support staff demonstrate growth in their knowledge of and in the skills necessary for effective instruction, cultural sensitivity, and the modeling of Gospel values. SMCHS can provide some evidence of student growth in cultural sensitivity and Gospel values. Most faculty members write professional goals and intentionally review their own progress and improvement in effective instruction. Some write goals with respect to cultural sensitivity, and modeling of Gospel values. Evidence of these goals is visible in the observation and evaluation notes made by classroom visiting administrators. Comprehensive notes on classroom visits are stored in digital notebooks accessed by both teacher and administrators.

SMCHS Faculty and staff have or are working on attaining the required levels of religious education certification, but certification is pursued individually and particular to Theology faculty. Some teachers effectively integrate Catholic teachings and dispositions into the teaching of content areas. An overall school plan based on student needs determines what professional learning will be offered, but implementation is inconsistent and mainly based on teacher interest and motivation. Professional Growth Hours are required (75 hours per 3 years) and tracked by the Academics office.

Key Strengths for Standard 7 (1-2 in bulleted list)

- SM offers a rigorous college prep, UC/Diocese approved curriculum.
- SM offers a wide variety of elective courses that are of the highest standard.

Key Growth Areas for Standard 7 (1-2 in bulleted list)

- SM can grow by carving out additional time for PLCs to collaborate on a higher level including the use of student assessment data.
- SM can review all courses to ensure that the school's charism and Catholic identity is incorporated into the curriculum.

Evidence (Links).Additional EvidenceData Library Evidence

- Policy
 - Documents**
 -  Curriculum Policy
- Academic Progress Reporting Process
 - Documents**
 -  Academic Progress Reporting
- Academic Guidance Programs
 - Documents**
 -  Counseling
- Student Learning Data
 - Documents**
 -  Analysis of Student Learning Through PLCs
- Standardized Test Data
 - Documents**
 -  HSPT Entrance Exam Scores
 -  IB Test Results
 -  ACT/SAT Testing Data
 -  AP Testing Data
 -  AP Scholar Data
- Classroom Walkthrough, Evaluation Data, Student Work and Other Evidence
 - Links**
 - Student Work Example Folder (https://smchseagles-my.sharepoint.com/:f/g/personal/ledezmaj_smhs_org/EmBL-l7ft8pBi-OvLoRcj0BToPSXw_3cPc6XjswpoBDJg?e=bChygU)
 - Final Exam/Project Example Links (https://smchseagles-my.sharepoint.com/:x/g/personal/ledezmaj_smhs_org/EYc4cgqi1wxPpJEiNWkosLMBaomA6OTLQ6SjdwzRQEgyhQ?e=XY3lhd)
 - Documents**
 -  SM Classroom Evaluation Document
- Practices
 - Documents**
 -  Curriculum Practice
- Schoolwide/Subject Based Academic Standards & Sources
 - Links**
 - World Languages (<https://www.cde.ca.gov/be/st/ss/documents/wlstandards.pdf>)
 - Performing Arts (<https://smchseagles.sharepoint.com/:f/s/WCEALeadershipTeam/EnQxGsB4eBBPmzJRrP4q2MBLpej7osVhbbqbKGLLRzFxQ?e=QcYAq2>)
 - Visual Arts (https://smchseagles.sharepoint.com/:b/s/WCEALeadershipTeam/ER5zQGR6UkhJry5lxx1Ca18BPVxbUKd__l5tJzmOlySkug?e=vl95Yj)
 - Science (<https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>)
 - English (<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>)
 - Math (<https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaog2013.pdf>)
 - Religion (https://smchseagles-my.sharepoint.com/:b/g/personal/smitht_smhs_org/EWsmFwQ9LIMk_FkldZPMwgBOXGBZew2srnWfcm3cKQQ9g?)


e=mZGTXQ)

- Course Syllabi, Curriculum Guides, Curriculum Maps and Sample Lesson Plans

Links

- Religion (https://smchseagles-my.sharepoint.com/:f/g/person/smitht_smhs_org/EnT3z-IKaSJlcktkVxSYwoBNiwCawiUUKhHhkh4rmkKgg?e=A4Dnbk)
- English (https://smchseagles-my.sharepoint.com/:f/g/person/smitht_smhs_org/Eki8eFgU_B9BsKAym7EJOfcBP-eMMXLjPcWCQzDo-uhVVg?e=IBO5IO)
- Math (https://smchseagles-my.sharepoint.com/:f/g/person/smitht_smhs_org/ErXlsgJSA5dAuBH4flfq8LcBmppR9L_qkN-xylePxgdfzA?e=skF9p4)
- Science (https://smchseagles-my.sharepoint.com/:f/g/person/smitht_smhs_org/Eh7zms15fxZJkWhDIVSk-zwBWSvdp0TPpBd0FEu_6HL2Sw)
- Social Studies (https://smchseagles-my.sharepoint.com/:f/g/person/smitht_smhs_org/Eohny5dEqeFGjPU2GxK878oBZPsNvBHPcuaBR4nAzGD5rg)
- World Languages (https://smchseagles-my.sharepoint.com/:f/g/person/smitht_smhs_org/Ei4MXGm3O7FNhBnx2PZWBFOB3NglvW2YRMFBhkskCDO3bA?e=UYANSv)
- Visual Arts (https://smchseagles-my.sharepoint.com/:f/g/person/smitht_smhs_org/EsJ4hqbjfW1BlVKJacYLSyBTcaVz0qCB48wBs7HmRxNSA?e=gAPADE)
- Performing Arts (https://smchseagles-my.sharepoint.com/:f/g/person/smitht_smhs_org/Egl1hc7E3CpKgUIOc14SdNIBqEGSOwutdEuehSIPFso7vQ?e=9cyTju)
- Sample Lesson Plan Documents (https://smchseagles-my.sharepoint.com/:f/g/person/ledezmaj_smhs_org/EmRvx5fNa89Ng_B1AD6ZwjcBMQXxUZd-qlQGovJBexMtvQ?e=7nlWdl)

Documents

-  Course Sequence by Department

School Survey Evidence

Standards of Excellence School Vitality Survey: Students Grades 9-12

- 3. Our school's mission clearly expresses a commitment to Catholic Identity.
- 4. Our school provides an academically rigorous Catholic religion program, taught by qualified teachers.
- 5. In all subjects, teachers help students think critically and ethically about the world around them, using the lens of Gospel values and Catholic doctrine and beliefs.
- 15. Our school administration takes responsibility for the development and oversight of school programs, personnel, and school operations.
- 18. Our school has a challenging curriculum infused with Gospel values that prepares students for college, work and life.
- 22. At our school, teachers use different teaching approaches to meet the diverse needs of all students.
- 23. At our school, teachers work together to help each other become better teachers.
- 24. At our school, all administrators, faculty and staff engage in ongoing professional development.
- 25. At our school, teachers follow school-wide policies and procedures to fairly evaluate and communicate student performance.
- 26. At our school, teachers work together to use data on student performance to review and improve courses and instruction.
- 27. Teachers vary the types of assessments they use to monitor individual and class-wide student learning.
- 29. Our school provides programs and services that help students successfully complete the school program (for example, guidance and resource programs).

Standards of Excellence School Vitality Survey: Faculty/Staff

- 3. Our school mission statement clearly expresses a commitment to Catholic identity.
- 4. Our school provides an academically rigorous Catholic religion program, taught by qualified teachers.
- 5. In all subjects, teachers help students think critically and ethically about the world around them, using the lens of Gospel values and Catholic doctrine and beliefs.
- 18. Our school administration involves all members of the school community to ensure a school culture that embodies the mission and vision.
- 21. Our school has a clearly articulated rigorous curriculum infused with Gospel values, that prepares students for life and work.
- 22. In classes in our school, students spend most of the time solving problems, discussing ideas, creating their own work, reading, writing speaking, and researching.
- 23. Curriculum and instruction in our school prepares students to be capable and critical users of media and technology.
- 25. At our school, teachers use different teaching approaches to meet the diverse needs of all students.
- 26. At our school, teachers collaborate systematically and regularly in order to increase student achievement and improve teaching effectiveness.
- 27. At our school, all administrators, faculty, and staff engage in ongoing professional development.

- 28. Our school uses standardized and teacher-developed assessments to document student learning and report the outcome to parents/guardians.
- 29. Our school uses the results of standardized and teacher-developed assessments to improve the curriculum and increase learning.
- 30. Teachers vary the types of assessments they use to monitor individual and class-wide student learning.
- 32. Our school provides programs and services that help students successfully complete the school program (for example, guidance and resource programs).
- 33. Our school provides enriching programs for students to develop their gifts and talents and enhance their creative, artistic, social/emotional, physical, and spiritual potential.

Standard 8 - An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

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| 8.1 School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance. | 2 |
| 8.2 School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders. | 3 |
| 8.3 Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance and student self-assessment. | 2 |
| 8.4 Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent and justly administered. | 3 |
| 8.5 Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common formative assessments and rubrics. | 3 |
| Average of all Benchmarks - Standard 8 | 3 |

After a thorough discussion/analysis of the Benchmarks of Standard 8, write a concise summary (no more than 1 page) of Standard 8 that reflects the school's evaluation of itself in relation to this Standard. Utilize the guidelines for interpreting and scoring Benchmarks found in the appendix to inform your discussion.

At Santa Margarita Catholic High School, strengths include the variety of assessments available to collect data for PLC members who regularly meet and discuss. While the data is available and teachers have time to collaborate, more work can be done to use the data to inform instruction and provide targeted feedback for students. Finally, more efficient communication and collaboration in PLC meetings will assist teachers with exploring the why and how content is taught.

At SMCHS, the use of data is minimal or inconsistent when monitoring, reviewing, or evaluating curriculum and co-curricular programs. Understanding of student growth data is minimal. Student growth data has little impact on teacher evaluation. Over the years, various software programs have been piloted to serve as assessment platforms that would capture and sort significant student data. SMCHS has fallen short of mandating the inclusion of these platforms across subject areas and has left to teacher or PLC autonomy. The result has been an inconsistent use of such platforms such as Formative, for example.

School-wide, aggregated data acquired from standardized tests is normed to populations that represent the school's students. This data is communicated to stakeholders, including students, parents/guardians, faculty, administrators, church community and broader regional communities. The data is clear and readily accessible and is communicated to stakeholders through the annual school profile produced each Fall. The document includes such data as Advanced Placement exam results, ACT/SAT results, International Baccalaureate exam results along with College application and acceptance rates.

There have been efforts by some teachers to vary the types of assessments they use. Although the textbook plays a major role in determining what assessments will be used in most classes, some efforts have been made to include formative assessment practices and providing options in demonstrating learning. There is some evidence that data from assessments are being used to inform instructional practices. With an emphasis on Professional Learning Communities, teachers are answering the four essential questions: What do we want all students to learn, How will we know if they learned it, How will we respond when some students do not learn, and How will we extend the learning for students who are already proficient.

Criteria used to evaluate student work and the reporting mechanisms are generally aligned with the UC approved curriculum. Most assessments are valid, consistent, transparent, justly administered, and are easily accessed by students and families. How learning will be measured is usually articulated and understood by students at the outset of assignments. Faculty members meet regularly in PLC groups to ensure validity and build inter-rater reliability of many assessments. Assessment criteria are based on national best practices and shared with parents/guardians and students. Assessment criteria are often differentiated so that students can demonstrate mastery in a variety of ways including projects, videos, short written answer, multiple choice, verbal assessment, and more.

Teachers are working in Professional Learning Communities that meet regularly to analyze the results of common assessments they have given to all their students. They have set goals based on the level of learning they want to see demonstrated by their students and they are working to improve curriculum and instruction to reach those goals. Department Chairs ensure that teachers have multiple opportunities to collaborate in their PLC groups keeping in mind that many teachers have more than one group.

Key Strengths for Standard 8 (1-2 in bulleted list)

- SM administers a variety of formative and summative assessments for the purpose of determining grades.
- A variety of data is available through the various assessment software programs used in the classroom.














Key Growth Areas for Standard 8 (1-2 in bulleted list)

- PLC meetings can improve by spending the time analyzing the formative/summative data and making informed decisions on next steps in instruction. Meetings should move beyond pacing schedules and test making.
- PLC meetings can be streamlined and more productive with the introduction of norms, SMART goals, and data analysis techniques.

Evidence (Links)

Additional Evidence

Data Library Evidence

- Grading Scales
 - Documents**
 -  SMCHS Grading Scale
- Academic Progress Reporting Process
 - Documents**
 -  Academic Progress Reporting
- Student Learning Data
 - Documents**
 -  Analysis of Student Learning Through PLCs
- Policy
 - Documents**
 -  Curriculum Policy
- Standardized Test Data
 - Documents**
 -  HSPT Entrance Exam Scores
 -  IB Test Results
 -  ACT/SAT Testing Data
 -  AP Testing Data
 -  AP Scholar Data
- Practices
 - Documents**
 -  Curriculum Practice
- Assessments
 - Documents**
 -  Schoolwide Policies Regarding Assessments
- Policies
 - Links**
 - Sample Departmental Course Policies (https://smchseagles-my.sharepoint.com/:f:/g/personal/ledezmaj_smhs_org/Eirl9lzmBY1EiSI-sOiewpsBJf0preqYcxxttAr3QysTMQ?e=gQyMcb)
 - Documents**
 -  Community College - Online Classes
 -  Summer School - Credit Recovery
- Schoolwide/Subject Based Academic Standards & Sources
 - Links**
 - World Languages (<https://www.cde.ca.gov/be/st/ss/documents/wlstandards.pdf>)
 - Performing Arts (<https://smchseagles.sharepoint.com/:f:/s/WCEALeadershipTeam/EnQxGsB4eBBPmzJRrP4q2MBLpej7osVhhbqbKGLLRzFxQ?>)


e=QcYAq2)

- o Visual Arts
(https://smchseagles.sharepoint.com/:b:/s/WCEALeadershipTeam/ER5zQGR6UkhJry5Ixx1Ca18BPVxbUKd__15tJzmOlySkug?e=vI95Yj)
 - o Science (<https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>)
 - o English (<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>)
 - o Math (<https://www.cde.ca.gov/be/st/ss/documents/ccsmathstandardaug2013.pdf>)
 - o Religion (https://smchseagles-my.sharepoint.com/:b:/g/personal/smitht_smhs_org/EWsmAfwQ9LIMk_FkldZPMwgBOXGBZew2srnWfcm3cKQQ9g?e=mZGTXQ)
- Course Syllabi, Curriculum Guides, Curriculum Maps and Sample Lesson Plans

Links

- o Religion (https://smchseagles-my.sharepoint.com/:f:/g/personal/smitht_smhs_org/Ent3z-lKaSJlcktkVxSYwoBNiWCawIUUKhHhkh4rmkKqg?e=A4Dnbk)
- o English (https://smchseagles-my.sharepoint.com/:f:/g/personal/smitht_smhs_org/Eki8eFgU_B9BsKAym7EJOfcBP-eMMXLjPcWCQzDo-uhVVg?e=IBO5IO)
- o Math (https://smchseagles-my.sharepoint.com/:f:/g/personal/smitht_smhs_org/ErXlsgjSA5dAuBH4flfq8LcBmppR9L_qkN-xylePxdgdfzA?e=skF9p4)
- o Science (https://smchseagles-my.sharepoint.com/:f:/g/personal/smitht_smhs_org/Eh7zms15fxZJkWhDIVSk-zwBWSvdpd0TPpBd0FEu_6HL2Sw)
- o Social Studies (https://smchseagles-my.sharepoint.com/:f:/g/personal/smitht_smhs_org/Eohny5dEqeFGjPU2GxK878oBZPsNvBHPcuaBR4nAzGD5rg)
- o World Languages (https://smchseagles-my.sharepoint.com/:f:/g/personal/smitht_smhs_org/Ei4MXGm3O7FNhBnx2PZWBFoB3NglvW2YRMFBhkskCDo3bA?e=UYANSv)
- o Visual Arts (https://smchseagles-my.sharepoint.com/:f:/g/personal/smitht_smhs_org/EsJ4hqbjfW1BIVKJacYLSYsBTcaVz0qCB48wBs7HmRxNSA?e=gAPADE)
- o Performing Arts (https://smchseagles-my.sharepoint.com/:f:/g/personal/smitht_smhs_org/Egl1hc7E3CpKgUIOc14SdNIBqEGSOwutdEuehSIPFso7vQ?e=9cyTju)
- o Sample Lesson Plan Documents (https://smchseagles-my.sharepoint.com/:f:/g/personal/ledezmaj_smhs_org/EmRvx5fNa89Ng_B1AD6ZwjcBMQXxUZd-qlQGovJBexMtvQ?e=7nIWdl)

Documents

- o  Course Sequence by Department

School Survey Evidence

Standards of Excellence School Vitality Survey: Students Grades 9-12

- 4. Our school provides an academically rigorous Catholic religion program, taught by qualified teachers.
- 17. Our school administration finds ways to help faculty, staff, students, and parents collaborate in striving for excellence in all aspects of the school.
- 20. In our classes, students spend most of their time solving problems, discussing ideas, creating their own work, reading, writing, speaking, and researching.
- 21. Teachers use effective instruction to deliver the curriculum.
- 22. At our school, teachers use different teaching approaches to meet the diverse needs of all students.
- 23. At our school, teachers work together to help each other become better teachers.
- 24. At our school, all administrators, faculty and staff engage in ongoing professional development.
- 25. At our school, teachers follow school-wide policies and procedures to fairly evaluate and communicate student performance.
- 26. At our school, teachers work together to use data on student performance to review and improve courses and instruction.
- 27. Teachers vary the types of assessments they use to monitor individual and class-wide student learning.
- 28. Our school communicates how well students are achieving in comparison to similar students locally and/or nationally.
- 29. Our school provides programs and services that help students successfully complete the school program (for example, guidance and resource programs).

Standards of Excellence School Vitality Survey: Parent/ Community High School

- 4. Our school provides an academically rigorous Catholic religion program, taught by qualified teachers.
- 5. In all subjects, teachers help students think critically and ethically about the world around them, using the lens of Gospel values and Catholic doctrine and beliefs.
- 22. In classes in our school, students spend most of the time solving problems, discussing ideas, creating their own work, reading, writing, speaking, and researching.
- 24. Teachers use effective instruction to deliver the curriculum.
- 25. At our school, teachers use different teaching approaches to meet the diverse needs of all students.

- 26. At our school, teachers collaborate systematically and regularly in order to increase student achievement and improve teaching effectiveness.
- 27. At our school, all administrators, faculty, and staff engage in ongoing professional development.
- 28. Our school uses standardized and teacher-developed assessments to document student learning and report the outcome to parents/guardians.
- 29. Our school uses the results of standardized and teacher-developed assessments to improve the curriculum and increase learning.
- 30. Teachers vary the types of assessments they use to monitor individual and class-wide student learning.
- 31. Our school communicates how well students are achieving in comparison to similar students locally and/or nationally.
- 32. Our school provides programs and services that help students successfully complete the school program (for example, guidance and resource programs).
- 33. Our school provides enriching programs for students to develop their gifts and talents and enhance their creative, artistic, social/emotional, physical, and spiritual potential.

Standards of Excellence School Vitality Survey: Faculty/Staff

- 12. Our school provides opportunities for adult members of the school community to participate in service activities for social justice.
- 20. Our school has a strong culture of collaboration on all levels within the school to advance excellence.
- 22. In classes in our school, students spend most of the time solving problems, discussing ideas, creating their own work, reading, writing speaking, and researching.
- 23. Curriculum and instruction in our school prepares students to be capable and critical users of media and technology.
- 24. Teachers use effective instruction to deliver the curriculum.
- 25. At our school, teachers use different teaching approaches to meet the diverse needs of all students.
- 26. At our school, teachers collaborate systematically and regularly in order to increase student achievement and improve teaching effectiveness.
- 27. At our school, all administrators, faculty, and staff engage in ongoing professional development.
- 28. Our school uses standardized and teacher-developed assessments to document student learning and report the outcome to parents/guardians.
- 29. Our school uses the results of standardized and teacher-developed assessments to improve the curriculum and increase learning.
- 30. Teachers vary the types of assessments they use to monitor individual and class-wide student learning.
- 31. Our school communicates how well students are achieving in comparison to similar students locally and/or nationally.
- 32. Our school provides programs and services that help students successfully complete the school program (for example, guidance and resource programs).
- 33. Our school provides enriching programs for students to develop their gifts and talents and enhance their creative, artistic, social/emotional, physical, and spiritual potential.

Standard 9 - An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.

| | |
|--|----------|
| 9.1 School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents to enhance the educational experiences for the school community. | 4 |
| 9.2 Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program. | 3 |
| 9.3 Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities. | 3 |
| Average of all Benchmarks - Standard 9 | 3 |

After a thorough discussion/analysis of the Benchmarks of Standard 9, write a concise summary (no more than 1 page) of Standard 9 that reflects the school's evaluation of itself in relation to this Standard. Utilize the guidelines for interpreting and scoring Benchmarks found in the appendix to inform your discussion.

At Santa Margarita Catholic High School, parents, students and all stakeholders find a variety of programs and services to be involved in the school community. In addition, activities that support student success are abundant and available for all. In terms of growth, the more effective use of the digital message boards on campus can improve the communication about opportunities for student support groups. Finally, the gathering of data will help determine the effectiveness of student support services.

At SMCHS a clear majority of parents/families participate in the life of the school. Programs, activities, and opportunities for parents/guardians are high quality, integrated with the mission of the school, service oriented, and/or recognized by the broader community as beneficial. Parents have a voice in designing, implementing and evaluating the programs such as the Mother's Club and Grandparents Club. In addition, parents/guardians are invited to participate in such initiatives as Challenge Success and various mission related consultative committees in academics, mission, finance, and more.

Also at SMCHS, guidance, wellness, and behavior management programs are tied to student success. Consistency and constancy characterize the delivery of these services and programs and all students in the school have access to them. Students, parents, and guardians are all aware that the programs exist and know the purpose and expected outcomes for students when receiving services and/or participating in programs because communication has been clear and frequent. The Caritas Christi center houses ASB, Campus Ministry and Wellness under one collaborative roof. SMCHS has seven school counselors who address the socio-emotional needs of students in all grades while 3 Wellness professionals address elevated mental health needs among all students. The Challenge Success partnership with Stanford University utilizes student and teacher voice to address the challenges of achievement culture and the effect on student well-being. Finally, the Dean's office works with counselors to factor in the whole student when considering matters of discipline. Often, Deans will implore restorative justice techniques when appropriate.

Finally, SMCHS makes co-curricular and extra-curricular activities available for all students. The purposes and intended outcomes of these activities are aligned with the curriculum and/or highlight and grow students' gifts and talents and enhance creative, aesthetic, social/emotional, physical and spiritual capabilities. At this level students, parents/guardians, and school personnel describe these activities as fully integrated into the life of the school. Athletics, TAPA, Mock Trial, MUN, student clubs, ASB, Peer Ministry, Student Ambassadors, Speak-up, shadow leaders, grade-level retreats, and Christian service work are some of the many programs available for students to enrich their high school experience.

Key Strengths for Standard 9 (1-2 in bulleted list)

- SM offers a variety of clubs and organizations that promote and encourage community involvement.
- Programs that promote student success are also available in a variety of ways for all levels of learning.











Key Growth Areas for Standard 9 (1-2 in bulleted list)

- SM can improve on the communication associated with support groups, programs, and clubs for students.
- Gathering data from these support programs will help measure the effectiveness and creation of additional programs as necessary.


Evidence (Links)

Additional Evidence


Data Library Evidence

- Academic Plans
 - Evidence satisfied in Programs
- Academic Plans
 - Not Applicable
- Academic Progress Reporting Process
 - Documents**
 -  Academic Progress Reporting
- Programs
 - Not Applicable
 - Documents**
 -  Programs for Struggling Students
- Programs
 - Not Applicable
 - Links**
 - Caritas Christi Center (<https://www.smhs.org/about/communications/news/news-stories-details/~board/all-news/post/caritas-christi-center-inhabits-newly-reconfigured-area>)
 - Documents**
 -  Wellness Department
 -  Nurses and Health Services
 -  Campus Ministry
 -  Counseling
 -  Activities
 -  Deans
 -  Security
 -  Athletics
- Personnel
 - Not Applicable

Documents

-  Auxiliary Studies Personnel
- Academic Guidance Programs

Documents

-  Counseling
- Number of Students Served

Documents

-  Auxiliary Studies Program Participation


- Support

Not Applicable


Links

- Wellness Referral Form (<https://forms.office.com/Pages/ResponsePage.aspx?id=eUz7x9nGxEaboG2vvtqMkKvWQz5LfvVAvkdIT4CvDK1URVg4TEI0WE1XS0Y5SkNHTk5KQ1BYT0k2MS4u>)
- Text-a-Tip (https://www.smhs.org/uploaded/Other/Parents/documents_PDFs/19-10-07-Text-a-Tip_Master_Flyer.pdf)


Documents

-  Student Socio-emotional Wellbeing Support
 - Support
- Not Applicable

Documents

-  Support for Struggling Students
- Programs for Accommodation or Modification of Curriculum

Documents

-  Auxiliary Studies Program

- Programs

Not Applicable





Documents

-  International Student Application Process and Requirements
-  International Student Housing
-  International Student Visa and I-20

- Programs

Not Applicable

Documents

-  Advanced Placement
-  International Baccalaureate
-  Auxiliary Studies Program
-  Options Program




- Student Participation

Documents

-  Student Participation in Activities

- Goals & Achievements of Programs

Documents

-  Athletic Achievements
-  Talon Theatre Achievements
-  MUN Achievements
-  Robotics Achievements
-  eSports Achievements
-  Visual Arts Achievements
-  Instrumental Music Achievements
-  Dance Achievements
-  Choir Achievements
-  Song Leader Achievements
-  Journalism Achievements

- Testing Offered

Documents

-  Psycho-educational Testing for Participation in ASP

School Survey Evidence

Standards of Excellence School Vitality Survey: Students Grades 9-12

- 6. Our school provides opportunities outside the classroom for students' faith formation and participation in retreats, prayer, Mass, sacraments, and other spiritual experiences.
- 7. Our school provides opportunities outside the classroom for students to participate in service activities for social justice.
- 10. Our school provides opportunities for faith formation for parents/guardians and other members of the school community.
- 11. Our school provides opportunities for adult members of the school community to participate in service activities for social justice.
- 12. Our school helps parents/guardians support the faith life of their child.
- 17. Our school administration finds ways to help faculty, staff, students, and parents collaborate in striving for excellence in all aspects of the school.
- 25. At our school, teachers follow school-wide policies and procedures to fairly evaluate and communicate student performance.
- 28. Our school communicates how well students are achieving in comparison to similar students locally and/or nationally.
- 29. Our school provides programs and services that help students successfully complete the school program (for example, guidance and resource programs).
- 30. Our school provides co-curricular and extra curricular programs for students to develop gifts and talents and enhance their creative, artistic, social/emotional, physical, and spiritual potential.
- 31. Our school provides opportunities for parents/guardians to be involved in the education of their students.
- 34. Our school uses different ways to communicate all that is happening in our school to parents/guardians, the school community and beyond.

Standards of Excellence School Vitality Survey: Parent/ Community High School

- 6. Our school provides opportunities outside the classroom for students' faith formation and participation in retreats, prayer, Mass, sacraments, and other spiritual experiences.
- 7. Our school provides opportunities outside the classroom for students to participate in service activities for social justice.
- 10. Our school provides opportunities for faith formation for parents/guardians and other adult members of the school community.
- 11. Our school helps parents/guardians support the faith life of their child.
- 12. Our school provides opportunities for adult members of the school community to participate in service activities for social justice.
- 26. At our school, teachers collaborate systematically and regularly in order to increase student achievement and improve teaching effectiveness.
- 31. Our school communicates how well students are achieving in comparison to similar students locally and/or nationally.
- 32. Our school provides programs and services that help students successfully complete the school program (for example, guidance and resource programs).
- 33. Our school provides enriching programs for students to develop their gifts and talents and enhance their creative, artistic, social/emotional, physical, and spiritual potential.
- 34. Our school provides opportunities for parents/guardians to be involved in the education of their children.

Standards of Excellence School Vitality Survey: Faculty/Staff

- 6. Our school provides opportunities outside the classroom for students' faith formation and participation in retreats, prayer, Mass, sacraments, and other spiritual experiences.
- 7. Our school provides opportunities outside the classroom for students to participate in service activities for social justice.
- 10. Our school provides opportunities for faith formation for parents/guardians and other adult members of the school community.
- 11. Our school helps parents/guardians support the faith life of their child.
- 12. Our school provides opportunities for adult members of the school community to participate in service activities for social justice.
- 25. At our school, teachers use different teaching approaches to meet the diverse needs of all students.
- 26. At our school, teachers collaborate systematically and regularly in order to increase student achievement and improve teaching effectiveness.
- 28. Our school uses standardized and teacher-developed assessments to document student learning and report the outcome to parents/guardians.
- 31. Our school communicates how well students are achieving in comparison to similar students locally and/or nationally.
- 32. Our school provides programs and services that help students successfully complete the school program (for example, guidance and resource programs).
- 33. Our school provides enriching programs for students to develop their gifts and talents and enhance their creative, artistic, social/emotional, physical, and spiritual potential.
- 34. Our school provides opportunities for parents/guardians to be involved in the education of their children.

[Summary of Domain 3](#)

SMCHS recognizes the importance of maintaining a rigorous curriculum aligned with the standards set by the UC system and the Diocese of Orange. The school offers a diverse range of advanced courses, which contributes to its high rate of college acceptances. To enhance collaboration among teachers, increasing the frequency of Professional Learning Community (PLC) meetings is recommended. Additionally, all subject areas should review their curricula to ensure the appropriate incorporation of the school's Catholic identity.

One of SMCHS's strengths lies in the availability of various assessments that provide data for PLC members to analyze during their regular meetings. However, there is room for improvement in utilizing this data to inform instruction and provide targeted feedback to students. Furthermore, more efficient communication and collaboration during PLC meetings would assist teachers in exploring effective teaching methods. The school also offers numerous opportunities for parents, students, and stakeholders to engage in the school community, and there is an abundance of activities to support student success. To further improve, utilizing digital message boards on campus can enhance communication about student support groups, while gathering data will help evaluate the effectiveness of student support services.

Domain 4 : Operational Vitality

Standard 10 - An excellent Catholic school provides a feasible three to five year financial plan that includes both current and projected budgets and is the result of a collaborative process, emphasizing faithful stewardship.

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| 10.1 The governing body and leader/leadership team engage in financial planning in collaboration with experts in non-profit management and funding. | 3 |
| 10.2 Financial plans include agreed-upon levels of financial investment determined by the partners involved who may include but are not limited to parishes, diocese, religious orders, educational foundations, the larger Catholic community, and responsible boards. | 4 |
| 10.3 Financial plans define revenue sources that include but not limited to tuition, tuition assistance/scholarships, endowment funds, local and regional partnerships, public funding, regional cost sharing, (arch)diocesan and/or religious communities' assistance, foundation gifts entrepreneurial options and other sources not listed. | 3 |
| 10.4 Financial plans include the delineation of costs for key target areas such as instruction, tuition assistance, administration, professional development, facilities, equipment, technology, program enhancement/expansion, capital projects and other planned projects. | 4 |
| 10.5 Current and projected budgets include a statement of the actual and projected revenue sources, indicating an appropriate balance among revenue sources, and a statement of actual and projected expenditures including the actual cost per child, benchmarked compensation/salary scales, and other health benefits and retirement costs. | 3 |
| 10.6 Financial plans include educational materials for distribution to all members of the community explaining the total cost per child and how that cost is met by identifying the percentage of cost that is paid for by tuition and the remaining amount of cost that is supported by other sources of revenue. | 2 |
| 10.7 The governing body and leaders/leadership team provide families access to information about tuition assistance and long-term planning for tuition and Catholic school expenses. | 3 |
| 10.8 The governing body and leader/leadership team ensure that appropriately developed financial plans and budgets are implemented using current and effective business practices as a means of providing good stewardship of resources. | 3 |
| Average of all Benchmarks - Standard 10 | 3 |

After a thorough discussion/analysis of the Benchmarks of Standard 10, write a concise summary (no more than 1 page) of Standard 10 that reflects the school's evaluation of itself in relation to this Standard. Utilize the guidelines for interpreting and scoring Benchmarks found in the appendix to inform your discussion.

The CFO, in concert with the President, leads the budget process with input from our Diocese and school department heads. Each year the financial results are audited annually by an independent accounting company. However, since the Covid outbreak, there has been no input from a consultative finance committee. The School leadership team reviews the budget throughout the year and makes adjustments as necessary.

Financial plans define revenue sources that include tuition, tuition assistance/scholarships, and other sources of income. The plan includes the delineation of costs for key target areas such as instruction, tuition assistance, administration, professional development, facilities, equipment, technology, program enhancement/expansion, and capital projects.

During the development of the annual budget, departmental budget forms are generated and each department head is provided access to a financial portal for the actual completion of their department's budget. The budget forms provide each responsible individual with an analysis of their previous year's budget, their previous year's actual as compared to the budget, and a series of columns to input their current year's budget on an annual and monthly basis. Department heads are encouraged to detail any expenditures that they feel are important for their department that exceed the budget increase guidelines. Each department is also asked to detail any and all capital expenditures that it feels are important for the upcoming school year. Capital budgeting is always based upon specific current year requests and is never based upon prior year standards.

Although not specifically addressed, during Domain group discussions, there was concern that one of the current challenges during the budgeting process is finding competitive ways to recruit and retain excellent employees within the current economic

environment.

Throughout the year, department heads have access to a financial portal that shows disaggregated data, real time data and multiple year comparisons allowing for day-to-day management as well as longer term planning.

The leadership team provides families access to information about tuition assistance and annual expenses.

There is a clear communication strategy to provide families information regarding the costs, tuition expectations and planning strategies for providing the funding necessary to plan for the long term. This strategy is clear, concise and communications reach all constituents ensuring access to information about tuition assistance and planning for long-term education of their child through graduation.

The school uses generally accepted accounting principles in its accounting practices. The leadership team is managing the resources of the school, utilizing best business practices as recommended.

Department heads have access to a financial portal that shows real time data and multiple year comparisons allowing for day-to-day management of budgets. The Business Office staff oversees the implementation of the process. The CFO presents quarterly reports to the leadership team to review budgets and make adjustments if necessary. All practices focus on the realization of the financial plan to provide the necessary resources to support the effective articulation of the school's mission and vision.

Key Strengths for Standard 10 (1-2 in bulleted list)

- The School provides detailed budget planning and reporting documents.
- The School is successful in fundraising efforts and provides adequate tuition assistance for families with financial need.

Key Growth Areas for Standard 10 (1-2 in bulleted list)

- The School should reinstate the CSB Finance Committee so the financial plan can be reviewed by consultative experts.
- The School should explore competitive faculty/staff salaries and retirement plans in order to recruit and retain excellent employees.

Evidence (Links)

Additional Evidence

Positive: Domain 4 > Budget Process > Budget Planning (Diocesan input regarding budget, independent audit) and Parent/Staff surveys question 35

Growth: Domain 4 > Budget Process > Finance Committee and Parent Survey Domain 4 > Fundraising Activities Domain 4: Fundraising Activities and Budget/Actual Reports Macro Budget Survey questions 36/37

Domain 4: Budgeting Process Macro Budgets

Parent Survey

Faculty/Staff Survey

SMCHS Budget Summary

Department Budget Tuition costs and other necessary expenses are listed on school website and in the Parent Student Handbook and are updated yearly.

Three year comparison of fundraising PDF in data library.

SMCHS Website for tuition assistance.

Data library tuition assistance by year lists.

Tuition assistance funding in data library.

SMCHS offers long term payment plans for tuition.

Parent Survey

Data Library - Application process; awards; sources of assistance; decision process. Business Office Policy book in data library.








No Diocesan financial policy is listed in the data library.

Data Library - budget processes document.

Data Library Evidence

- Fundraising Activities

Documents

- o  3 Years Fundraising Data
- o  Advancement Plan
- o  Action Plan Calendar
- Description
 - Documents**
 - o  Budgeting Process
- Budget Planning
 - Documents**
 - o  Sample Budget Worksheet
 - o  Macro Budget Worksheet Sample
- Finance Committee
 - Documents**
 - o  Finance Committee Note

School Survey Evidence

Standards of Excellence School Vitality Survey: Parent/ Community High School

- 35. Our school's financial plan is the result of a collaborative process including expert advisors.
- 36. Our school consistently shares its financial plan with the school community.
- 37. Our school leaders take responsibility for ensuring that the financial plans and budgets are implemented using best practices.

Standards of Excellence School Vitality Survey: Faculty/Staff

- 35. Our school's financial plan is the result of a collaborative process including expert advisors.
- 36. Our school consistently shares its financial plan with the school community.
- 37. Our school leaders take responsibility for ensuring that the financial plans and budgets are implemented using best practices.

Standard 11 - An excellent Catholic school operates in accord with published human resource/personnel policies, developed in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies, which affect all staff (clergy, religious women and men, laity and volunteers) and provide clarity for responsibilities, expectations and accountability.

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| 11.1 Human resource programs are professionally staffed at the appropriate level (i.e. central office, school office) and ensure full compliance with human resource policies. | 2 |
| 11.2 Human resource policies delineate standards for position descriptions including staff responsibilities and qualifications, hiring, compensation, benefits, as well as standards for professional development, accountability, succession planning and retirement. | 2 |
| 11.3 Human resource policies ensure that competitive and just salaries, benefits, and professional growth opportunities are provided for all staff. | 2 |
| 11.4 Human resources policies ensure that institutional planning includes investment in personnel growth, health care and retirement. | 2 |
| Average of all Benchmarks - Standard 11 | 2 |

After a thorough discussion/analysis of the Benchmarks of Standard 11, write a concise summary (no more than 1 page) of Standard 11 that reflects the school's evaluation of itself in relation to this Standard. Utilize the guidelines for interpreting and scoring Benchmarks found in the appendix to inform your discussion.

Human resource programs are not currently staffed at the appropriate level. Policies exist but are not fully complied with due to a lack of HR staffing. The training for faculty is strong but staff training is inconsistent and not universal. The communication regarding human resource policies is limited.

There is a performance appraisal process that is continuous and effective. Variability in recruiting, hiring, and staffing continues to be a challenge. Low salaries (compared to public schools) and burnout make it challenging for teachers and staff to sustain their careers, especially if they can find higher-paying opportunities elsewhere. This has always been a challenge for private schools. However, it has become an even bigger issue now that public schools are also struggling to retain employees. The pool of qualified candidates has become much smaller. The School needs to find ways to improve the recruitment and retention of excellent employees.

Salary scales are developed for faculty but staff salary scales are not regularly benchmarked with appropriate entities. Also, these scales are not widely shared. Benefits packages are not competitive with the local public school districts. Policies on professional development are clear and institutional support for professional development is strong.

The budget allocations for health programming is integrated into employee compensation but it is not easy for employees to determine how their benefits package impacts their total compensation.

Key Strengths for Standard 11 (1-2 in bulleted list)

- A variety of benefits packages are available to employees including medical, dental, vision, life insurance and retirement.
- The school is in compliance with Diocesan trainings and is in compliance with federal, state and local laws.

Key Growth Areas for Standard 11 (1-2 in bulleted list)

- The School should publish a staff and faculty scale.
- There is a need for additional HR staff. The Society for HR Management (SHRM) recommends that an organization with 1-250 employees should have an average of 3.4 HR staff members and we currently have 1 full time HR personnel.

Evidence (Links)

Additional Evidence

School directory shows 265 faculty and staff not including walk on coaches. SHRM website states avg. 1-250 employees should be 3.4 HR staff support. Intranet allows employees access to HR related information and documents. Employee handbook and onboarding training shows compliancy with policies.

Intranet and diocesan handbook (Section 910/912) provides retirement TIAA and employee benefits information. We do not publish scales for the appropriate stakeholders. Staff/Faculty evaluation forms completed every year Faculty handbook page 20 and Staff employee handbook Section 604 describes performance evaluation. Page 21 discusses professional growth opportunities and request form.

Diocesan Handbook Section 902 Intranet under Business Policies. Section 900 includes benefits.

Summary Plan description of 401A and 403B available on intranet.

Data Library Evidence

School Survey Evidence

Standard 12 - An excellent Catholic school develops and maintains a facilities, equipment, and technology management plan designed to continuously support the implementation of the educational mission of the school.

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| 12.1 The school’s facilities, equipment, and technology management plan includes objectives to support the delivery of the educational program of the school and accessibility for all students. | 4 |
| 12.2 The school’s budget supports facilities, equipment, and technology management with specific funds for capital improvements, depreciation, and replacements. | 3 |
| 12.3 The school’s purchasing and physical and technological improvements are by design, done in alignment with the mission and the school’s planning and curricular goals and consistent with environment stewardship. | 2 |
| Average of all Benchmarks - Standard 12 | 3 |

After a thorough discussion/analysis of the Benchmarks of Standard 12, write a concise summary (no more than 1 page) of Standard 12 that reflects the school’s evaluation of itself in relation to this Standard. Utilize the guidelines for interpreting and scoring Benchmarks found in the appendix to inform your discussion.

The facility, equipment, and technology management plan is comprehensive, forward looking and integrates with all other aspects of school planning (financial, academic, spiritual, etc.) accounting for future needs as well as current priorities.

The school’s budget supports facilities, equipment, and technology management with specific funds for capital improvements, depreciation, and replacement. Line items are clearly marked and easy to read.

School purchasing, and physical and technological improvements are sometimes intentionally aligned with the mission, planning and curricular goals. Decisions are made with some conscious understanding of environmental impact.

In summary, the school meets Standard 12’s emphasis of maintenance of a facilities, equipment and technology plan to continuously support the implementation of the educational mission of the school. It was understood and evident the schools priority for keeping facilities and technology updated and current. Transparency in projects and the planning in long term goals should be a goal in documentation for the school moving forward. Environment stewardship and how to demonstrate to the

school and community and environmental consistent with helping protect the environment for the future should be planned and documented.

Key Strengths for Standard 12 (1-2 in bulleted list)

- Technology is provided to deliver functioning, supportive, and effective educational technology to students, staff and faculty. An educational technology center is staffed to maintain continuity of devices for students, faculty, and staff. Devices are consistently upgraded to more efficient devices.
- 3-5 year plan of Facility Needs is recorded to prepare for future necessary improvements and budgeting considerations.

Key Growth Areas for Standard 12 (1-2 in bulleted list)

- Need to clearly demonstrate transparency in documentation of facilities projects and funding.
- The School needs to improve communication to share plans for managing school facilities and equipment with the SM community.

Evidence (Links)

Additional Evidence

Data Library Evidence

- Description
 - Documents**
 - Budgeting Process
- Budget Planning
 - Documents**
 - Sample Budget Worksheet
 - Macro Budget Worksheet Sample
- Facilities Maintenance
 - Documents**
 - Information Technology
 - Facilities
 - Facilities Board Agenda
 - Facilities Board Agenda
 - Facilities Board Agenda
 - Facilities Board Agenda
 - Facilities Board Agenda
 - Facilities Board Agenda

School Survey Evidence

Standards of Excellence School Vitality Survey: Students Grades 9-12

- 33. Our school manages the facilities, equipment, and technology in ways that enhance teaching and learning.

Standards of Excellence School Vitality Survey: Parent/ Community High School

- 39. Our school maintains and shares plans for managing facilities and equipment.
- 40. Our school maintains and shares a technology management plan.
- 41. Our school's facilities, equipment, and technology management plans are designed to enhance teaching and learning.

Standards of Excellence School Vitality Survey: Faculty/Staff

- 39. Our school maintains and shares plans for managing facilities and equipment.
- 40. Our school maintains and shares a technology management plan.
- 41. Our school's facilities, equipment, and technology management plans are designed to enhance teaching and learning.

Standard 13 - An excellent Catholic school enacts a comprehensive plan for institutional advancement based on a compelling mission through communications, marketing, enrollment management, and development.

| | |
|--|----------|
| 13.1 The communications/marketing plan requires the school leader/leadership team and staff to ensure the implementation of contemporary, multiple information technologies to reach target audiences and to establish reliable and secure databases and accountability to stakeholders. | 4 |
| 13.2 The enrollment management plan requires the governing body to review and the school leader/leadership team to supervise annual and continuous measurement and analysis of both enrollment and retention patterns for all student groups. | 4 |
| 13.3 The development plan requires the school leader/leadership team, in collaboration with the governing body, to ensure that key strategies are in place to identify, grow and maintain significant funding prospects, including alumni/ae, over time and when appropriate. | 3 |
| Average of all Benchmarks - Standard 13 | 4 |

After a thorough discussion/analysis of the Benchmarks of Standard 13, write a concise summary (no more than 1 page) of Standard 13 that reflects the school's evaluation of itself in relation to this Standard. Utilize the guidelines for interpreting and scoring Benchmarks found in the appendix to inform your discussion.

The communications department has a staff that ensures the implementation of contemporary, multiple information technologies to reach target audiences. The marketing/communications plan exists and clearly delineates the staff person responsible and measures of accountability including the following roles: Analyst, Creative Strategy, Marketing, Public Relations, Communication, Copywriter, and Events.

The department is involved in the management and/or production of a variety of media and professionally prepared materials including the SMCHS website (SMHS.org), social media (Twitter, Instagram, Facebook, LinkedIn), Eagle Update e-newsletter, SM app, daily announcements, ETV 2.0, Microsoft Teams, press releases, print communications, etc. Timelines and specific deadlines for communication projects are kept in Asana Project Management System.

The Admissions staff views recruitment as a 12 month/365 day process without a start and end date. Recruitment is addressed via a variety of prospective family contacts and interactions, including: Shadow Days, Open House, Saturday Tour dates, 8th grade classroom visits, Parent Seminars (evening presentations), Advertisement (some print, but mostly digital advertising using a coordinated campaign), Individual family tours (including Saturday tours), FACTS Admissions software—inquiries and application interaction, Phone call correspondence, High School Information Nights (at local partner schools), Feeder School partnerships (sponsoring school golf tournaments, gala fundraisers, etc.), HSPT Prep Classes, Rally Day Experience (unique event to bring in 100 prospective students to a school rally day), School tour days (The Togetherness, Journey School, Saddleback Sports Academy), Birthday cards mailed home to students that are celebrating a birthday during the months of September-March, and if a student enrolled, April and May, Christmas Cards, Acceptance Packets (high-quality and visually appealing).

Enrollment is reviewed by the Admissions staff and Administration to analyze both enrollment and retention patterns for all student groups. Past and current demographic data from SM and our feeder schools informs future predictions.

The school has worked to improve student retention. Six years ago, a new position was created, the Parent Liaison. In addition to the Parent Liaison's regular duties, retention was added to this position's job criteria. The Parent Liaison coordinates the withdrawal process when a student intends to leave the school. When a parent contacts the school to withdraw, the family is directed to the Parent Liaison who begins the process with a dialog to learn about the reasons for withdrawing. The Admissions department meets weekly and one of the discussion points is the list of students that may have withdrawn that week. Each withdrawal student is brought up and the reasons for leaving are discussed. Each student withdrawal is treated individually and the Admissions team looks to see what can be learned by the withdrawal and determine if something can be changed or improved in school operations that may prevent a similar student from withdrawing in the future.

The school provides the following events to help enhance retention: Drive Through Celebration (to build community and connection with SM from the incoming freshman class), Scheduling Night (for all new freshmen families to further confirm the family's decision to attend SMCHS, coordinated with the Academic office), New Parent Dinner (to increase connection with the school at the beginning of a student's time at SMCHS, coordinated with the SM Eagle Foundation), SOARientation (incoming freshman orientation, coordinated through the Activities office), Relationship building with the Counseling team (so individual student concerns that may lead to withdrawal learned in the Admissions office may be addressed immediately with intervention from Counseling).

The communications and admissions plans reflect a serious articulation of the mission with a strong focus on who the school serves and a plan to target that population. The work is focused on both enrollment and retention.

The Santa Margarita Eagle Foundation is the foundation for Santa Margarita Catholic High School and works to assist the school in achieving its overall mission and strategic goals. The Foundation achieves this by meeting the financial needs of the school through philanthropy and investment through gifts from our current parents, alumni, alumni parents, and community.

The advancement plan ensures that key strategies are in place to identify, grow and maintain significant funding prospects. This plan is outcome based and addresses fundraising, alumni programs and special events that are revenue components or have the ability to help deliver revenue in 2022-2023 year and beyond.

Other fundraising initiatives such as major gifts, planned giving, capital campaigns and special projects are handled on an individual basis with their own detailed plans. Activities include the Annual Fund Program – Eagle Fund, Major Gifts Program, Business Alliance Program, Blue and Gold Gala, Eagle Classic Golf Tournament, Alumni Class Reunions, Constituent Relations, Board Relations and Communications

Key Strengths for Standard 13 (1-2 in bulleted list)

- The School's enrollment is strong.

- The School consistently posts excellent external communications using multiple communications technologies including the school website, emails, Twitter (X), Instagram, and publications.

Key Growth Areas for Standard 13 (1-2 in bulleted list)

- What is happening in a classroom needs to be shared with the outside world.
- Internal communication. Making all department heads, directors, etc. aware of fundraising opportunities that are available to their respective program/department.

Evidence (Links)


Additional Evidence

SMCHS Communications Plan. Survey of Parents and Students.

1. Enrollment Data & Enrollment Management Plan.
2. NCEA 6 years of data for retention information.
3. Historical Enrollment tracking
4. Admissions team continually evaluates admission process.




1. Development Plan and opportunities.
2. 3 year Comparison for Fundraising

Data Library Evidence

- Plan
 - Links**
 - Recent Eagle Updates (<https://www.smhs.org/about/communications/publications>)
 - Recent Social Media (<https://www.smhs.org/about/communications/social-media>)
 - Recent Campus News (<https://www.smhs.org/about/communications/news>)
 - Documents**
 -  SMCHS Communications Plan and Calendar 2022-2023
- Recruitment

Recruitment Process:

Admissions views recruitment as a 12 month/365 day process without a starting and ending points. Recruitment is addressed via a variety of prospective family contacts and interactions, including:

 - Shadow Days
 - Open House
 - Saturday Tour dates
 - 8th grade classroom visits
 - Parent Seminars (evening presentations)
 - Advertisement (some print, but mostly digital advertising using a coordinated campaign)
 - Individual family tours (including Saturday tours)
 - FACTS Admissions software—inquiries and application interaction
 - Phone call correspondence
 - High School Information Nights (at local partner schools)
 - Partner School partnerships (sponsoring school golf tournaments, gala fundraisers, etc.)
 - HSPT Prep Classes
 - Rally Day Experience (unique event to bring in 100 prospective students to a school rally day)
 - School tour days (The Togethershship, Journey School, Saddleback Sports Academy)
 - Birthday cards mailed home to students that are celebrating a birthday during the months of September, October, November, December, January, February and March, and if a student enrolled, we will send them in April and May
 - Christmas Cards with a Christmas letter from the ASB President is mailed home in December to all applicants. A photo is used from the Christmas Concert.
 - Acceptance Packets (high-quality and visually appealing)
- Fundraising Activities
 - Documents**
 -  3 Years Fundraising Data
 -  Advancement Plan
 -  Action Plan Calendar
- Acceptance

Acceptance Process:

Admissions began an early acceptance period to supplement the regular acceptance timeframe. As a result of tremendous interest in attending SMCHS, the early admissions period has become the de-facto acceptance period as a waiting list has

begun by February 1st the past two years and is anticipated to continue over the next several recruiting cycles.

- Applications Open—August 1st
- Early Acceptance Application Deadline—November 15th
- Early Acceptance Decisions—December 1st
- Registrations (Enrollments) accepted—Until the predetermined class size is reached. The waiting list then begins immediately thereafter. Incoming freshman class size determined by the Administrative Board based on school budgets and overall school enrollment numbers.
- Acceptance Criteria—A student’s acceptance is based on 7th and 8th grade transcripts, Math teacher recommendation, English teacher recommendation, and Principal recommendation.
- HSPT Placement Test—the HSPT placement test is given the 4th Saturday of January for the incoming freshman class. Results of the HSPT are used to determine honors placement in Math, Science, and English. If a student scores below 450 on the HSPT composite, our Freshman Summer Prep program (summer school courses in Math, English, and Study Skills) may be recommended for the student.
- Learning Support Program—Students that have diagnosed learning differences may be accepted into our Auxiliary Studies Program (ASP), which is our academic support program. ASP determines the accommodations that an individual student may need (based on psycho-educational testing), but does not create modifications in the curriculum.
- Options Program—Students with more restrictive learning challenges may be placed into our non-diploma Options Program. Students are individually assessed by our Options Director to see if a student should be placed into this program.
- Calendar
Evidence satisfied in Plan
- NCEA 6 Years of Data

| | |
|------------------|-----------|
| Year | 2023-2024 |
| Grade 9 | 439 |
| Grade 10 | 481 |
| Grade 11 | 429 |
| Grade 12 | 389 |
| Totals | N/A |
| Gain/Loss | N/A |

| | |
|------------------|-----------|
| Year | 2022-2023 |
| Grade 9 | 476 |
| Grade 10 | 451 |
| Grade 11 | 397 |
| Grade 12 | 423 |
| Totals | N/A |
| Gain/Loss | N/A |

| | |
|------------------|-----------|
| Year | 2017-2018 |
| Grade 9 | 416 |
| Grade 10 | 374 |
| Grade 11 | 415 |
| Grade 12 | 449 |
| Totals | N/A |
| Gain/Loss | N/A |

| | |
|------------------|-----------|
| Year | 2018-2019 |
| Grade 9 | 417 |
| Grade 10 | 409 |
| Grade 11 | 372 |
| Grade 12 | 418 |
| Totals | N/A |
| Gain/Loss | N/A |

| | |
|-----------------|-----------|
| Year | 2019-2020 |
| Grade 9 | 391 |
| Grade 10 | 412 |
| Grade 11 | 406 |
| Grade 12 | 377 |
| Totals | N/A |

| | |
|------------------|-----|
| Gain/Loss | N/A |
|------------------|-----|

| | |
|-------------|-----------|
| Year | 2020-2021 |
|-------------|-----------|

| | |
|----------------|-----|
| Grade 9 | 361 |
|----------------|-----|

| | |
|-----------------|-----|
| Grade 10 | 412 |
|-----------------|-----|

| | |
|-----------------|-----|
| Grade 11 | 422 |
|-----------------|-----|

| | |
|-----------------|-----|
| Grade 12 | 407 |
|-----------------|-----|

| | |
|---------------|-----|
| Totals | N/A |
|---------------|-----|

| | |
|------------------|-----|
| Gain/Loss | N/A |
|------------------|-----|

| | |
|-------------|-----------|
| Year | 2021-2022 |
|-------------|-----------|

| | |
|----------------|-----|
| Grade 9 | 440 |
|----------------|-----|

| | |
|-----------------|-----|
| Grade 10 | 382 |
|-----------------|-----|

| | |
|-----------------|-----|
| Grade 11 | 424 |
|-----------------|-----|

| | |
|-----------------|-----|
| Grade 12 | 424 |
|-----------------|-----|

| | |
|---------------|-----|
| Totals | N/A |
|---------------|-----|

| | |
|------------------|-----|
| Gain/Loss | N/A |
|------------------|-----|

- Retention

Retention Management Plan:

Six years ago, a new position was created, the Parent Liaison. In addition to the Parent Liaison's regular duties, retention was added to this position's job criteria. The Parent Liaison coordinates the withdrawal process when a student intends to leave the school. When a parent contacts the school to withdraw, the family is directed to the Parent Liaison who begins the process with a dialog to learn about the reasons for withdrawing. The family is then escorted to our Tech Center to return their tablet/PC and the registrar's office to receive final transcripts.

The Admissions department meets weekly and one of the discussion points is the list of students that may have withdrawn that week. Each withdrawal student is brought up and the reasons for leaving are discussed. Each student withdrawal is treated individually and the Admissions team looks to see what can be learned by the withdrawal and determine if something can be changed or improved in school operations that may prevent a similar student from withdrawing in the future.

Preventative Actions to Enhance Retention:

- Drive Through Celebration (to build community and connection with SM from the incoming freshman class)
- Scheduling Night (for all new freshmen families to further confirm the family's decision to attend SMCHS, coordinated with the Academic office)
- New Parent Dinner (to increase connection with the school at the beginning of a student's time at SMCHS, coordinated with the Advancement office)
- SOARientation (incoming freshman orientation, coordinated through the Activities office)
- Relationship building with the Counseling team (so individual student concerns that may lead to withdrawal learned in the Admissions office may be addressed immediately with intervention from Counseling)

School Survey Evidence

Standards of Excellence School Vitality Survey: Students Grades 9-12

- 34. Our school uses different ways to communicate all that is happening in our school to parents/guardians, the school community and beyond.

Standards of Excellence School Vitality Survey: Parent/ Community High School

- 42. Our school has an institutional advancement plan, based on our mission, which uses current and effective strategies for communications, marketing, enrollment management and development.

Summary of Domain 4

The school's budget process has been successful in establishing appropriate tuition rates and generating sufficient revenue to sustain its operations. Financial plans have been developed, outlining various revenue sources such as tuition, scholarships, and other income streams. The plans also specify the allocation of funds for key areas like instruction, administration, facilities, technology, and program enhancement. Transparency is maintained as the leadership team provides families with access to information regarding tuition assistance and annual expenses. However, despite following generally accepted accounting principles and receiving annual certification from an independent accounting company, the school has encountered a challenge since the COVID pandemic. The consultative finance committee, which previously provided valuable input, has been inactive during this period. In addition, there are some other areas of improvement, such as the need to clearly define salary scales, provide standardized position descriptions, and explore competitive salaries in order to adequately meet staffing needs.

Furthermore, the school has demonstrated a comprehensive and forward-looking facility, equipment, and technology management plan that integrates with all other aspects of school planning. This plan accounts for both current priorities and future needs, ensuring the continuous support of the educational mission. The budget specifically allocates funds for capital improvements, depreciation, and replacement of facilities, equipment, and technology. The school also strives to align purchasing decisions and physical/technological improvements with its mission, planning, and curricular goals, while considering the

environmental impact. In summary, the school successfully emphasizes the maintenance of facilities, equipment, and technology to support its educational mission. Going forward, the school aims to improve documentation transparency, particularly in long-term goals and environmental stewardship, in order to effectively demonstrate its commitment to the community and environmental sustainability. The school's promotional operations, encompassing public relations and marketing communications, have been effective in disseminating school news and garnering support from both within and outside the school community.

CHAPTER IV — Educational Improvement Plan

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

Critical Goal 1

Catholic Identity: To execute intentional and explicit integration of universal Catholic Principles across curriculum and all areas of school life.

The focus in Year 1 after the accreditation visit was the creation of the Caritas Christi Committee to create the core principles of our charism. The four core principles developed were: Compassion, Humility, Justice, and Goodness. Faith formation on the core principles was completed with the faculty and staff, then shared with students and parents. In Year 2, the Caritas Christi committee continued to meet and with two major achievements for the year. First, the production of the four core principles and delineator posters to be placed in each room of the school next to the ISO posters. Second, the drafting and adopting of the school's Caritas Christi prayer. In addition to the achievements of the committee, Campus Ministry and administration integrated and aligned the core principles to each of the four quarters of the school calendar. Faculty faith formation days and school masses for each quarter centered on Compassion, Humility, Justice, and Goodness, respectively. During all school mass, a new student recognition program, the Caritas Christi Award for Compassion, Humility, Justice, or Goodness were celebrated and distributed. The Student Council Executive officers and faculty nominated recipients for each of the core principles awards. The COVID-19 pandemic school shut down halted the flow of these items on our annual calendar, but we plan to be return to these activities, as soon as possible, as part of our Catholic evangelization and focus on our charism.

During Year 3, the COVID-19 protocols from 100% virtual to hybrid models of instruction throughout the school year changed the planning for some of our faith-based activities, but we were able to continue to maintain our Catholic evangelization and focus on our charism of Caritas Christi – the love of Christ. While we were virtual, we utilized live streaming into the classrooms for our masses and prayer services. When able, we had half of our student body in person and the other half on live stream, as well. We had an all-school mass each month, several XLT nights, and continued with the senior traditions of the Senior Pilgrimage to the Mission Basilica in San Juan Capistrano and our Baccalaureate Mass. Following all safety protocols, we continued with grade level retreats on campus with small groups of students and resumed Kairos for seniors. The faculty participated in a Service retreat day. As we returned to campus in March in-person four days per week, our morning prayers and afternoon Caritas Christi prayer became more integral to the daily rhythm of SMCHS school day. In Year 4, our Campus Ministry team was re-organized with new staff hired for all positions and led by the new Assistant Principal of Mission Integration, who was promoted from within. We continued to follow the COVID-19 protocols throughout the school year, therefore we were unable to have the entire school celebrate mass together until the Spring. We were able to continue to maintain our focus on our charism in the freshman classrooms and found that it was important to revisit the understanding of the Mass and decorum during mass, particularly for the freshman and sophomore classes. We had an all-school mass each month with charism awards given to students after our four of our masses and all other calendared events from previous years.

Critical Goal 2

Level of Stress in the Community: The school will work to reduce the level of stress felt by all members of the SMCHS community.

The Mental Health and Wellness (MHW) Task Force, Advisory Board, and Principal's Advisory Committee (PAC) embarked on a series of initiatives to prioritize mental health and well-being at the school. Goals were set to implement a later start time, conduct three 2-week trial periods of the block schedule, and experiment with different academic periods under the leadership of a new principal. To ensure student input, a student committee was formed to review and provide feedback on the trials. The new schedule was implemented. The MHW Task Force integrated a Challenge Success team consisting of administrators, teachers, students, parents, and counselors. This team attended conferences at Stanford University and facilitated parent education events, such as film screenings and webinars, to support remote learning.

In March 2020, due to the COVID-19 pandemic, the school transitioned to remote learning. To alleviate student stress and adapt to the virtual environment, year-end assessments were redesigned as authentic assessments rather than final exams. Letter grades were given based on a consensus reached by the Curriculum Council, with a focus on supporting students during these challenging times. The principal actively participated in collaborative meetings with various educational organizations and departments to ensure effective responses to the pandemic. Despite the difficulties, the school managed to organize on-campus, live-streamed graduation ceremonies and senior events, along with other gestures like care packages and yard signs to celebrate the graduating class.

In July 2020, the school hired a Wellness Director and a Wellness Coordinator. Throughout the fall, the MHW Task Force and Advisory Board, led by these new staff members, developed an annual action plan, and organized events. Construction planning for a new student center, which would house the MHW, Campus Ministry, and Student Activities departments, was underway. The Justice committee, renamed the DIVE (Diversity, Inclusion, Vision, and Equity) committee, continued its work with sub-committees focusing on curriculum, student relations, communication, and policy/procedure. The committee actively engaged students through virtual presentations on cultural diversity and maintained a webpage to keep the community informed.

The Wellness department offered virtual programming for faculty, parents, and students to support mental health during the pandemic. Topics covered included faculty and staff training, adolescent mental health, parenting teens, and navigating students' wellness and academic journey. Crisis response plans were revised, and expanded grief services were provided following the tragic loss of a student. Efforts were made to foster community and combat isolation through initiatives like T.E.A.M. Wellness Wednesday treats, COVID-safe spirit weeks, and grade-level social events. The school continued its involvement with Challenge Success, participated in conferences, and focused on enhancing student support through collaborations between the PAC, College Counseling, and Wellness departments.

These developments culminated in the hiring of two additional wellness counselors, the completion of the new student center in 2022, named the Caritas Christi Center, and the expansion of grief support groups in 2023. In 2023, the school conducted surveys to gather feedback on single lunch trial schedules, ultimately deciding to retain two lunch periods, except for the first weeks of school and rally days. Ongoing efforts to prioritize mental health, promote diversity and inclusion, and foster community engagement have been integral to the school's commitment to student and faculty/staff well-being and academic success.

Critical Goal 3

Growth through collaboration: There is a need to consider the use of cross-curricular professional learning communities to enhance curriculum and instruction. Share best practices when it comes to quality teaching strategies used to engage and challenge students across disciplines.

In the 2018-19 school year, the school held three cross-curricular sessions during the year which enhanced the sharing of best practices. In addition, there was a PD Day in November in which in a series of workshops members of the staff were the presenters. This was extremely well received by the faculty. An emphasis was placed on peer observations throughout the year, as well. There were several surveys administered dealing with bell schedules, educational technology, methods of assessment along with the course surveys given to students. The following school-wide instructional focus was instituted: Through increased collaboration in PLCs and other professional development opportunities, SMCHS teachers commit to improving formative and summative assessment strategies so as to provide more effective feedback for students.

During the 2019-2020 school year, the focus on faculty development was preparation on teaching in a block schedule. There were cross-curricular and department level discussions. The school held 3 different Professional Development days where teachers were assigned cross-curricular groups that they attended workshops with throughout the day. One of these PD days involved the teachers being sent in groups to neighboring schools to speak and observe with them about how they taught in a block schedule. Another PD Day was training on Block Schedule strategies, and the third PD was best practices for block schedules. In addition to the PD opportunities, we also had our Principal's Advisory Committee continue to meet regularly. This is a group of members representative of each department that work collaboratively on making decisions on the school bells schedule. We also made sure that every tech training that was provided was a mix of at least 2 departments together. At the start of every school year, we had at least 2-3 sessions of tech training. In addition, we offer various other training throughout the year that are another opportunity for cross curricular time with the faculty. Lastly, every year we have our monthly faculty meetings, our monthly Curriculum Council, monthly department meetings, 15 PLC meetings, 4 faculty faith formation meetings, our annual Faculty and Staff Service Day, as well as 2 Town Hall Meetings. All these meetings were an opportunity for our various departments to come together in fellowship and collaboration.

In the Fall of 2020, the before-school teacher training was increased due to the needs of the time. The faculty attended a keynote session "Dream Manager" with Tony Ferraro. In addition, introductory Diversity, Equity, and Inclusion training was provided by Compliance Training Group. Our nurses and facilities management team provide COVID protocol training, and our new Wellness Director provided Mental, Health and Wellness training. The Educational Technology director provided in-depth department training and cross curricular tech training with particular attention to Microsoft Teams and OneNote. We also had a cross-curricular PLC group rotation. This robust professional development and collaboration schedule provided for a good start to a difficult year. As a result of Curriculum Council meetings and the speed with which things changed, a Weekly Wednesday update to improve communication was sent by the principal. The monthly faculty meetings were virtual and consistent, and the Curriculum Council meeting continued each month. Fifteen PLC meetings and 15 department meetings remained in place whether virtual or in-person. All these tools have been an opportunity for our various departments to maintain fellowship and collaboration. A new cross-curricular assessment committee was formed to begin to create action plans for the future of the school regarding authentic assessment. In addition, due to our unique and painful year, the faculty and staff participated in crisis training for grief issues surrounding a student suicide. We are grateful for the effectiveness and continued collaboration in the virtual setting with the Diocese of Orange, the Superintendent's office and CIF/Principals/Athletic Directors, as it was beneficial in all ways.

In the next two school years, faculty attended a keynote session with the administration team that offered feedback on the stressors and needs of teachers and staff because of managing a classroom during a pandemic. In addition, we expanded our time to build collaboration and enjoy in person time together after significant isolation. The Educational Technology director provided in-depth department training and cross-curricular tech training with particular attention to Microsoft Teams and OneNote, and we also continued cross-curricular PLC group rotation. Due to the high rate of teacher turnover our new teacher

training schedule was offered throughout the year. The Weekly Wednesday update was sent by the principal to all faculty and staff to maintain strong communication. The monthly faculty meetings and the Curriculum Council meeting continued each month in person. Fifteen PLC meetings and fifteen department meetings remained in place whether virtual or in-person. All these meetings have been an opportunity for our various departments to maintain fellowship and collaboration. Tech Tip Tuesday videos were sent by the Director of Educational Technology. A cross-curricular assessment committee led a pilot of a new on-line assessment resource for teachers to enhance authentic assessment and to utilize effective on-line resources. The cross-curricular committee also participated in the Microsoft Education Transformation Framework (ETF) to develop our technology goals. In preparation for the WCEA/WASC visit in 2024, domain committees of all stakeholders began their work. In addition, in preparation for the next IB 5-Yr. Evaluation Year in 2024, the IB Director has prepared the IB faculty for PLC meetings in the Fall of 2022 to begin the Preliminary Review documentation and will begin to identify the teams for the in-person or virtual visit with all stakeholders. In addition, due to the crisis with student deaths and a parent death, we had T.E.A.M emergency crisis meetings to support our faculty and staff. Our wellness staff, Personal and Academic Counselors and OCDE Grief counselors were on hand to provide support and collaboration to all faculty and staff during these crises.

Additional Goal

Fundraising efforts in the school: To optimize fundraising to meet the fiscal need of the school. Fundraising efforts will remain paramount to meeting the fiscal needs of the school. Fundraising through the Annual Fund, the Blue and Gold Gala and the Golf Tournament will be the sole areas of focus on the fundraising front.

In this area, fundraising efforts through the Annual Fund, Blue and Gold Gala and the Gold Tournament have been established as the sole major fundraisers of the school. A feasibility study for a capital campaign was conducted by the Steier Group Consultants in 2019 with the 'silent phase' of the campaign and set for public launch in January of 2020. Also, in 2019, the Eagle Foundation was established. The pandemic changed the trajectory of the Capital Campaign, and it has been placed on hold until the Diocese approves movement forward for capital campaigns due to the pandemic. The Golf tournament was changed in format significantly due to the Covid-19 pandemic guidelines. All three sole major fundraisers exceeded expectations since the last accreditation visit. In 2020, fundraising efforts targeting the construction of the Wellness center were completed by the President due to the emergent needs of the students. The streamlined fundraising efforts remained consistently successful and returned to in person events. The Annual Fund, Blue and Gold Gala and the Golf tournament continue to exceed expectations as managed by the Eagle Foundation. Details can be found in the data library.

B. Key Strengths and Critical Growth Areas

Key Strengths:

Domain 3 Standard 7: Key Strength 1

- SM offers a rigorous college prep, UC/Diocese approved curriculum.

Domain 3 Standard 7: Key Strength 2

- SM offers a wide variety of elective courses that are of the highest standard.

Domain 4 Standard 13: Key Strength 1

- The School's enrollment is strong.

Domain 4 Standard 12: Key Strength 1

- Technology is provided to deliver functioning, supportive, and effective educational technology to students, staff and faculty. An educational technology center is staffed to maintain continuity of devices for students, faculty, and staff. Devices are consistently upgraded to more efficient devices.

Domain 1 Standard 3: Key Strength 1

- Santa Margarita provides multiple opportunities for students to participate in liturgical and communal prayer, through all-school masses, reconciliation services, and daily prayer.

Domain 1 Standard 3: Key Strength 2

- Through Santa Margarita's Christian Service Office, students have a service requirement that is graded out by class. This program provides students multiple opportunities to do works of justice and to see the value in doing justice work.

Domain 2 Standard 5: Key Strength 2

- Santa Margarita Catholic High School has a strong Catholic identity as evident in the school's effort to prioritize the integration of Catholic teachings, values, and traditions into its educational programs and community life.

Domain 2 Standard 6: Key Strength 2

- Santa Margarita Catholic High School demonstrates operational vitality through its wide-ranging assortment of robust programs.

Critical Growth Areas:

Domain 3

- SMCHS will improve on the practice of Professional Learning Communities in order to achieve equitable and consistent implementation of curriculum and assessment that recognizes and supports differentiated learning. In addition, PLC work will evaluate best practices and identify areas of growth both in student learning and delivery of curriculum.

Domain 4

- The School should explore ways to improve the recruitment and retention of excellent employees.

Domain 1

- Intentionally connect principles of Catholic Social Teaching to multiple areas of study within the school.

Domain 2

- Santa Margarita Catholic High School recognizes the need for more intentional collaboration and transparency through improved means of communication.

C. New Educational Improvement Plan (EIP)

Domain 1

- Goal: Intentionally connect principles of Catholic Social Teaching to multiple areas of study within the school.
- Rationale: While Catholic Social Teaching (CST) is woven throughout Santa Margarita's Theology curriculum and Campus Ministry's Service Learning, the Domain 1 Team identifies a need to further communicate CST principles across the curriculum to include extra-curricular school activities.

A systematic integration of the Church's social teaching across many subjects and activities will demonstrate that Santa Margarita "walks the talk" of our Mission Statement to be Christ's love in the world, embodying its corollary principles of Compassion, Humility, Justice, and Goodness. An Integrated CST Program would provide a unifying dimension to the Santa Margarita experience and create a solidarity of mission for all stakeholders to manifest Caritas Christi through social awareness, understanding, and action.

- Expected Measurable Outcome(s): Objectives for the 2024-29 school years will be to:
 - Provide instruction for faculty and staff that overviews the 7 Themes of Catholic Social Teaching (CST) and their application in a high school setting.
 - Brainstorm general application of themes within the curriculum in PLC groups.
 - Instruct new employees about the role of CST in living our Catholic identity as a school community. This will be done annually.
 - Procure CST resources from USCCB, Diocese of Orange, Catholic Relief Services, Catholic Charities, and other online sources, and distribute to departments through TEAMS.
 - Identify within PLC groups where instruction in CST, either direct or implied, already exists in that department's curriculum and document that evidence in PLC notes.
 - Identify within PLC groups where CST principles could be introduced to the curriculum and document in PLC notes.
 - Discuss within respective departments each PLCs plan of action for integration of curricular content and document the department's Integrated CST curriculum plan.
 - Evaluate and consider creating an all-school mapping platform for departments to upload their CST instruction so as to facilitate interdisciplinary learning.
 - Form interdisciplinary groups among the faculty (e.g. One or two teachers from English, Social Studies, Theology, Science...) to review the all-school Integrated CST curriculum plan and discuss application in the classroom.
 - Prompt discussion among Athletic Director and coaches regarding participation in the Integrated CST Program, potentially through the sponsoring of a particular outreach program by each sport to raise awareness of selected issues, provide service and support, and widen the circle of what "team" means in Eagle sports.
 - Action Steps: Provide instruction for faculty and staff that overviews the 7 Themes of Catholic Social Teaching (CST) and their application in a high school setting., Brainstorm general application of themes within the curriculum in PLC groups., Instruct new employees about the role of CST in living our Catholic identity as a school community. This will be done annually, Procure CST resources from USCCB, Diocese of Orange, Catholic Relief Services, Catholic Charities, and other online sources, and distribute to departments through TEAMS., Identify within PLC groups where instruction in CST, either direct or implied, already exists in that department's curriculum and document that evidence in PLC notes., Identify within PLC groups where CST principles could be introduced to the curriculum and document in PLC notes., Discuss within respective departments each PLCs

plan of action for integration of curricular content and document the department's Integrated CST curriculum plan., Evaluate and consider creating an all-school mapping platform for departments to upload their CST instruction so as to facilitate interdisciplinary learning focused on the Integrated CST Program., Form interdisciplinary groups among the faculty (e.g. One or two teachers from English, Social Studies, Theology, Science...) to review the all-school Integrated CST curriculum plan and discuss application in the classroom., Prompt discussion among Athletic Director and coaches regarding participation in the Integrated CST Program, potentially through the sponsoring of a particular outreach program by each sport to raise awareness of selected issues, provide service and support, and widen the circle of what "team" means in Eagle sports. (We have a service requirement in place with athletics).

- Acting Agents: Patrick Visconti and Campus Ministry Team, Patrick Visconti, Department Chairs, Patrick Visconti, Ann Nunes, PLC Leaders, PLC Leaders, PLC Leaders, Tom Smith, IT, John Hayek / Patrick Visconti, Patrick Visconti, Donnie Green, Justin Bell
- Necessary Resources: Faith Formation Meeting time / Team Days of Faith and Service, Faith Formation Meeting, Department Meeting, Time, Onboarding for Mission and Charism Sessions, Time to research and gather digital resources;, PLC Time, PLC Time, PLC Time, Time, Time, Time
- How Progress is Assessed: Agenda and session documentation for Faith Formations and Team Faith and Service days., PLC notes to a shared space for interdepartmental review, Documentation of Onboarding for Mission and Charism sessions, Checklist of organizations, PLC Notes, PLC Notes, PLC Notes, Final decision/consensus reached, Names gathered and grouped and dates set for meeting, List of identified affiliations that teams would serve/support
- How Progress is Reported: Session attendance reports and Exit Survey, PLC Notes, Session attendance is taken and exit interview, Documents in a OneNote or Teams Channels, PLC notes to a shared space for interdepartmental review, PLC notes to a shared space for interdepartmental review, PLC notes to a shared space for interdepartmental review, Meeting notes/minutes that reflect decision, Interdisciplinary group notes, Record of service / support
- Timeline for Completion: Year 1, Year 1, Year 1, continuing annually, Years 1 - 6, Years 2 - 3, Years 2 - 3, Years 2 - 3, Years 2 - 3, Years 3 - 4, Years 1 - 6

Domain 2

- Goal: Santa Margarita Catholic High School will improve communication with stakeholders through a combination of new channels and improved systems of distribution.
- Rationale: The rationale of determining the critical goal for Domain 2 was developed from the need to enhance transparency, decreasing the potential of uncertainty and increase the alignment of respective efforts with the mission of the school.
- Expected Measurable Outcome(s): Santa Margarita Catholic High School will improve communication with stakeholders through a combination of new channels and improved methods of disclosure.

Year 1 - In year one the expected measurable outcomes will include establishing a project management platform such as Microsoft Project to provide organized guidance with this endeavor. This will include information such as general data entry, responsible parties, deadlines and any necessary resources for programming effectiveness. The second task for year one will be to determine what and how information should be communicated to the respective stakeholders. This will be accomplished through surveys to attain input from the various stakeholder groups.

Year 2- Based upon the data return from the stakeholder surveys, the proper communication programs will be established or enhanced to convey the appropriate information. Assessment surveys at the end of the semesters and face-to-face interactions throughout the year will be conducted to determine effectiveness of the new programs.

Year 3 – Analysis of year two assessments results will drive communications in year three. Potential modifications or new communication pathways may be established. Mid-term assessment measuring the changes over the past three years will take place at year end.

Year 4 -6 – The action plan for the improvement of communication and transparency for the SMCHS community and stakeholders will be reassessed for years four through six based upon year three survey results as well as market conditions and other variables which are difficult to determine at this time. Remaining flexible for future adjustments provides a greater probability for overall goal attainment.

- Action Steps: Date Entry MS Project, Determination of desired information and means of distribution for SMCHS stakeholder communication, Analysis of year two assessments., Deploy communication tactics and programs based upon data from the stakeholder surveys, New communication tactics assessment, Modifications to communications strategy and tactics based upon end of year two assessments., Mid-term assessment measuring the changes over the past three years
- Acting Agents: Krysten Fisher, Sergio Muniz, Sergio Muniz, Marketing and communications department, Sergio Muniz, Marketing and communications department, others based upon survey results, Sergio Muniz, Marketing and communications department, Others based upon survey results, Sergio Muniz, Marketing and communications department, Others based upon survey results, Sergio Muniz, Marketing and communications department, Others based upon survey results, Sergio Muniz, Marketing and communications department, Others based upon survey results
- Necessary Resources: MS Project program, IT assistance, MS Forms, dedicated personnel time to develop survey, compile information and analyze results, Dedicated time of personnel, potentially IT, Personnel time, potential new communication

platforms, MS Project program, MS Forms, personnel time, IT assistance, Personnel time, potential new communication platforms, MS Project program, MS Forms, personnel and stakeholder time, IT assistance

- How Progress is Assessed: Population of improvement plan action item information into the project management software program, Survey, interviews, constant contact, Program data metrics, Program data metrics and utilization, Surveys and in-person discussions or focus groups, Program data metrics, Surveys and in-person discussions or focus groups
- How Progress is Reported: Utilization of information from MS project to drive the necessary actions and provide real-time feedback of action item progress. Items to be reported semi-annually to the SMCHS Board of Administration, Share with Board of Administration data metrics to justify recipients of communications., Share with Board of Administration data metrics, Results to be shared with SMCHS Board of Administration, Program data metrics from surveys and meetings to be shared with the SMCHS Board of Administration, Share with Board of Administration data metrics, Assessment of survey results and focus groups will be shared with SMCHS Board of Administration
- Timeline for Completion: Months 1-6, Months 3-9, End of year 2, Year 2 - 1st quarter, Last quarter of year 2, Year 3, first quarter, Year 3, last quarter

Domain 3

- Goal: SMCHS will improve on the practice of Professional Learning Communities in order to achieve equitable and consistent implementation of curriculum and assessment that recognizes and supports differentiated learning. In addition, PLC work will evaluate best practices and identify areas of growth both in student learning and delivery of curriculum.
- Rationale: This goal originated from multiple comments from faculty identifying the full potential of PLCs was not being met. Analyzing shared student data often happened informally outside of scheduled PLC meeting times, and therefore the discussions were not documented. Addressing the goal allows for formal, documented analysis and clear outcomes with SMART strategies to address them.
- Expected Measurable Outcome(s): In addition to the twice per year common assessments, each PLC identifies 5-10 questions on existing assessments, or a criteria rubric on an essay or other performance-based assessment (lab report, project, film, etc.), to collect common data throughout the semester. This will measure the outcome of data gathering of an "equitable and consistent" implementation in the area of curriculum and assessment.

PLCs will use this data and comparative analysis to have data-driven learning conversations, results of which will be recorded. One of the results will be identification and curation of best practices as well as identifying gaps in learning and instruction.

Best practices, particularly those for addressing gaps, will be tried out by PLC members and monitored with further assessment, continuing the data gathering.

PLC discussion evaluates the impact of attempted best practices on student learning, especially on gaps in learning and instruction.

Intervention and personalized learning plans for students with neuro-differences or other psycho-emotional needs will be addressed through this cycle of PLC data discussion as it informs instructional and learning practices.

- Action Steps: PLC Leaders: sets agenda and shares prior to meeting; collects and shares data from all PLC members, PLC Members: gather and bring evidence of learning and data from past assessments and examples of formative work to each PLC, PD opportunities, at least one member or preferably leader attends a PLC related PD, Singleton PLCs should attend PLCs of classes that feed into their class to maintain continuity, preparedness, etc., SM is expanding on available PLC time.
- Acting Agents: PLC leader for each group, All teachers, John Hayek, Any teacher of a singleton class, SM admin team
- Necessary Resources: PLC Teams/OneNote, PLC Team/Onenote, student work, assessment data, Conference Registration, finance to pay for conference and travel, PLC group assignment based curriculum pathway, Calendar Mapping
- How Progress is Assessed: PLC Teams/OneNote, PLC Minutes, create spreadsheet tracking who has attended the training, PLC meeting minutes listing group members, Number of meetings compared to previous year.
- How Progress is Reported: PLC Teams/OneNote, PLC minutes in Teams/OneNote, PD hours earned by teachers, PLC minutes, Master Calendar Document
- Timeline for Completion: May 2024, December 2023, May 2025, August 2023, Sept. 2023

Domain 4

- Goal: The School should explore ways to improve the recruitment and retention of excellent employees.
- Rationale: Low salaries, limited benefits and burnout make it challenging for teachers and staff to sustain their careers, especially if they can find higher-paying opportunities elsewhere. This has always been a challenge for our school. However, it has become an even bigger issue now that public schools are also struggling to retain employees. The pool of qualified candidates has become much smaller. The School needs to find ways to improve the recruitment and retention of excellent employees. (Standard 11.2)
- Expected Measurable Outcome(s): Find ways to improve the recruitment of employees by clearly demonstrating the advantages of working at SM, developing an employee referral program, and reaching out to alumni.

Find ways to improve the retentions of employees by researching ways to increase employee compensation.

Find ways to improve community within the campus by increasing community building activities.

- Action Steps: Clearly demonstrate the advantages for working at SMCHS, including benefits packages, mission values demonstrated within the work environment, paid leave options, potential continuing education, work schedules, dedicated on-boarding experience (with training included), sign-on bonus i.e. voucher to bookstore, Develop and Employee Referral Program, Establish a career page for alumni to find current job listings and internships, Research means to increase employee compensation, Increase community building activities (extend new employee onboarding, continue prayer partners, continue faculty/staff service projects, set aside time in Faith Formation events for community building, implement employee clubs, etc), Pursue discounts for employees at local businesses: car dealerships, restaurants, insurance companies., Connect with education departments of different colleges/universities, Add a position in the administrative structure of Vice President of People Development to supplement staff in Human Resources.
- Acting Agents: Human Resources, Human Resources, Business Office, Human Resources, Alumni, Eagle Foundation, Communications, President and Principal, Administrative Board, Human Resources, Administrative Board, Andy Sulick and Cheri Wood
- Necessary Resources: Develop HR webpage for potential applicants to review the advantages, create on-boarding experience/training, approval of the programs from the diocese and board of admin, Dedicated funds within the budget, advertising presence, new section on application for "referred by", Robust database of alumni with current job roles and education backgrounds, brochures to give to alumni and graduating students, internship availability, Increased Funds in the budget for payroll, revised pay scale from the Diocese, Schedule events on calendar, Time to work with these businesses, Time to connect with education departments of different colleges/universities, Potential salary implications, office space
- How Progress is Assessed: Database of applicants, Employee database with designations for # of people referred, Alumni Database and HR Database, Decreased employee turnover., Keep track of event participation, Number of discounts attained, Demonstrated increase in # of qualified applicants, increased employee retention, Summative year-end evaluation of the position and new job descriptions for the Vice President of People Development, Assistant Principal of Curriculum and Instruction and the Principal.
- How Progress is Reported: Demonstrated increase in # of qualified applicants, increased employee retention, # of faculty/staff who have received the referral bonus, increased number of applicants who have utilized the "referred by" field, : # of alumni applicants, increase in # of alumni employed., Annual comparison of turnover rates, Annual report to Administrative=Board, Annual report to Administrative Board, Annual Report to Administrative Board, Vice President of People Development will attend and report at the Administrative Board meetings.
- Timeline for Completion: 2024-2027, July 2024 - May 2025, July 2024 - June 2027, 2024 - 2028, June 2024 - June 2026, July 2024 - June 2025, 2024-2028, Change of organizational chart and new positions completed on Nov. 13th, 2023