

Standards of Excellence for Continuous Catholic School Improvement

Self-Study Report

Western Catholic Educational Association

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A Self-Study for—Notre Dame High School

7085 Brockton Ave

Riverside, CA, 92506

WCEA School Code: S081

Visit Dates: March 24-27, 2024

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Preface

Welcome to the Standards of Excellence Self-Study for Notre Dame High School, covering the academic years 2019-2024. This comprehensive document stands as a testament to our school community's collective effort and dedication toward continuous improvement and excellence in education.

Developed over a span of six years in collaboration with our esteemed faculty, dedicated staff, and engaged student body, this self-study represents the culmination of rigorous analysis, introspection, and aspiration. With the invaluable input of stakeholders, including alumni and parent boards, and the utilization of surveys to gather vital data, we have meticulously examined and assessed the needs, challenges, and opportunities within our school.

At Notre Dame High School, we are committed to fostering an environment of academic rigor, holistic development, and inclusive community engagement. As such, this self-study serves as a comprehensive reflection of our ongoing commitment to excellence and our unwavering dedication to the well-being and success of every school community member.

Contained within these pages are insights, observations, and actionable recommendations aimed at further enhancing the educational experience and outcomes for all stakeholders. From curriculum development to extracurricular enrichment faculty support to student empowerment, every aspect of our institution has been scrutinized through our shared mission and values.

It is our sincere hope that this self-study not only serves as a roadmap for future initiatives and improvements but also fosters a culture of transparency, accountability, and continuous growth within our school community. As we embark on this journey of self-discovery and renewal, let us reaffirm our collective commitment to excellence and our shared vision of Notre Dame High School as a beacon of inspiration and opportunity.

Thank you to all who have contributed to the creation of this document, and may it serve as a catalyst for positive change and transformative impact in the years to come.

Blessings,



A handwritten signature in black ink that reads "RaeAnna Ashton".

RaeAnna Ashton
Principal

Chapter I: Introduction to the School

1.A. Introduction

Name of School:	Notre Dame High School
School address (street, city, state, zip):	7085 Brockton Ave Riverside, CA 92506
WCEA Code:	S081
School Year of Accreditation Visit:	2023-2024

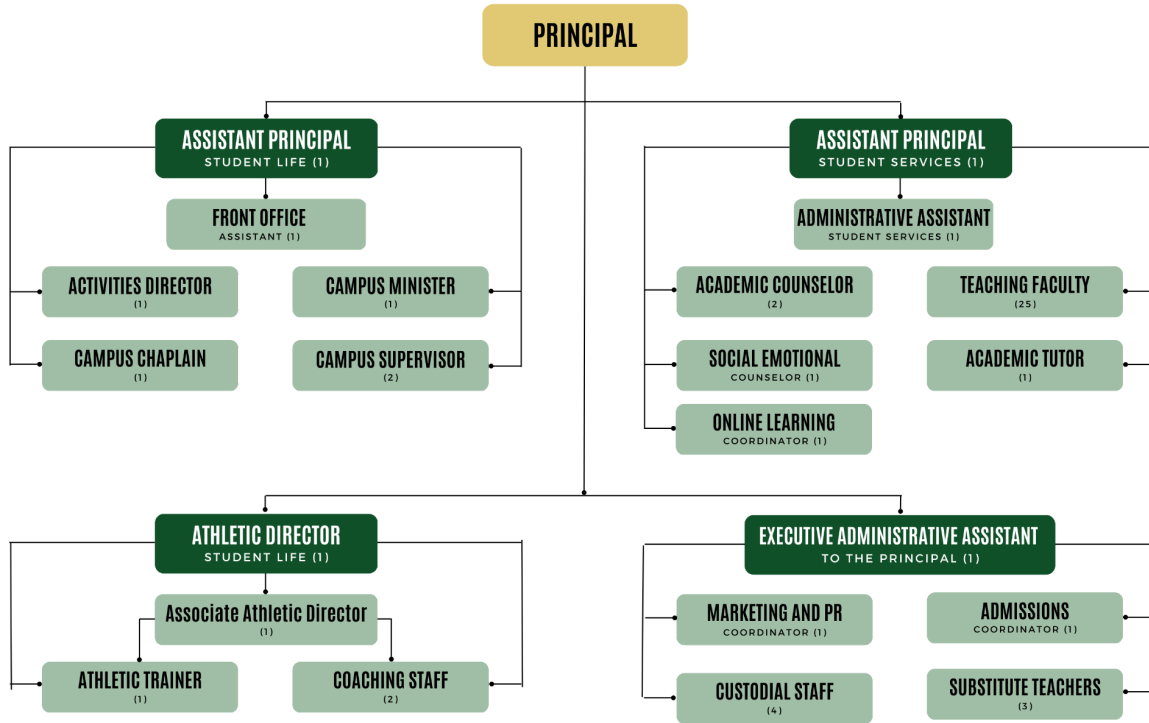
Nature of the School

Ownership	Gender
<input checked="" type="checkbox"/> Diocesan	<input checked="" type="checkbox"/> Coeducational
<input type="checkbox"/> Parochial	<input type="checkbox"/> All Female
<input type="checkbox"/> Religious Order	<input type="checkbox"/> All Male
<input type="checkbox"/> Lay Group (Identification of this owner):	

Governance Structure

<input type="checkbox"/>	Policy Board	<input checked="" type="checkbox"/>	Advisory Board/Council
<input type="checkbox"/>	Board of Limited Jurisdiction*	<input type="checkbox"/>	Consultative Board/Council
<input type="checkbox"/>	Other (specify)	Specify other here:	

*with reserve powers to the Owner (i.e., diocese, parish, religious congregation, other [canonical, Juridic Person])

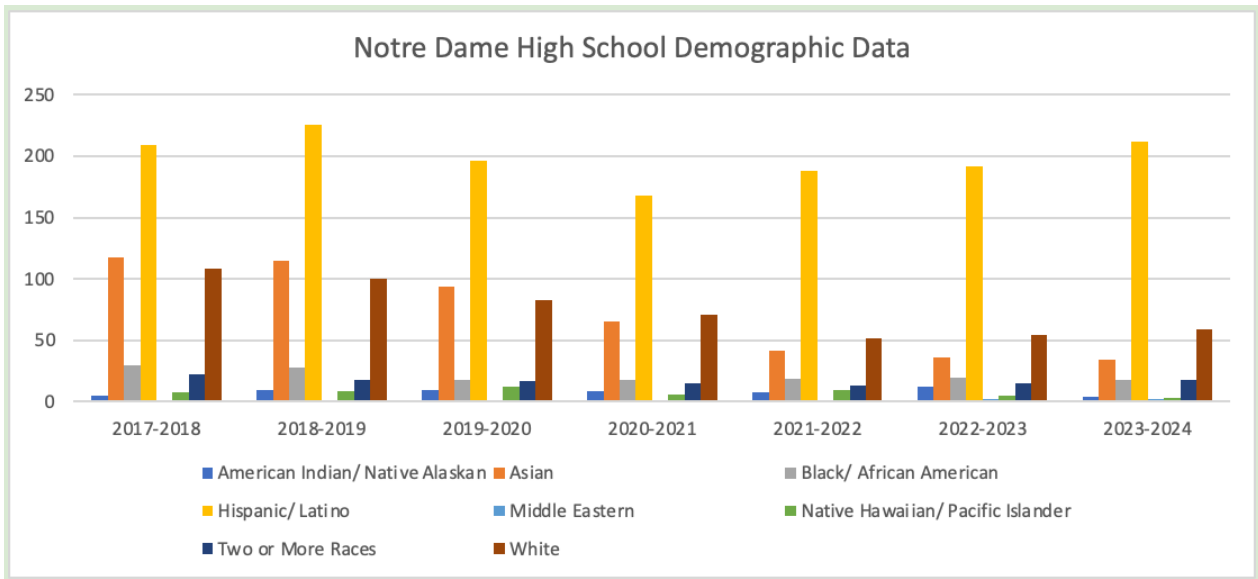
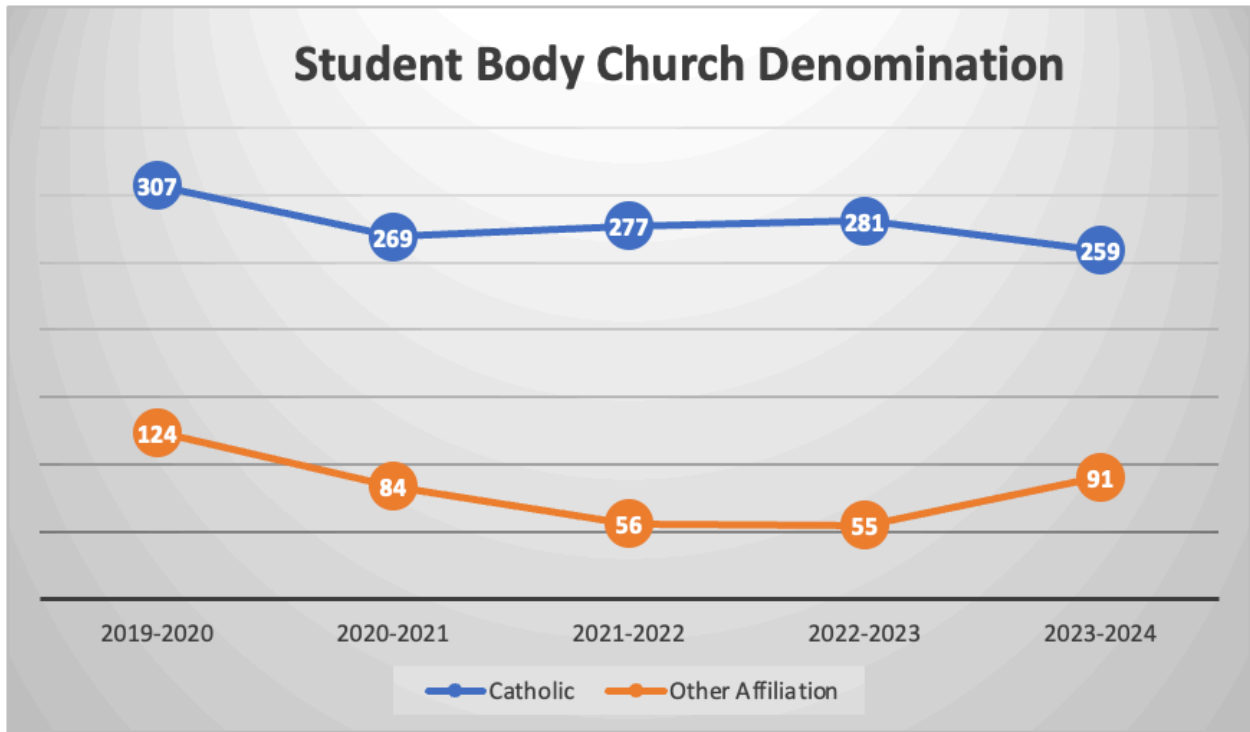


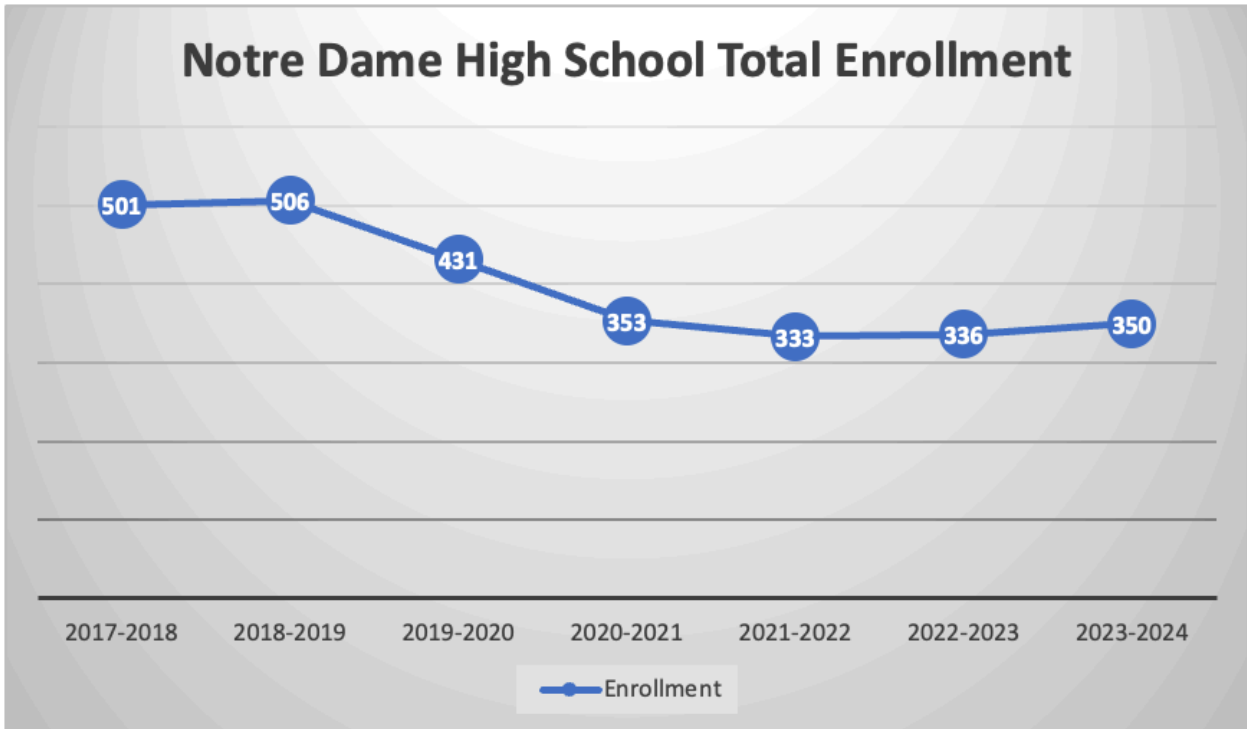
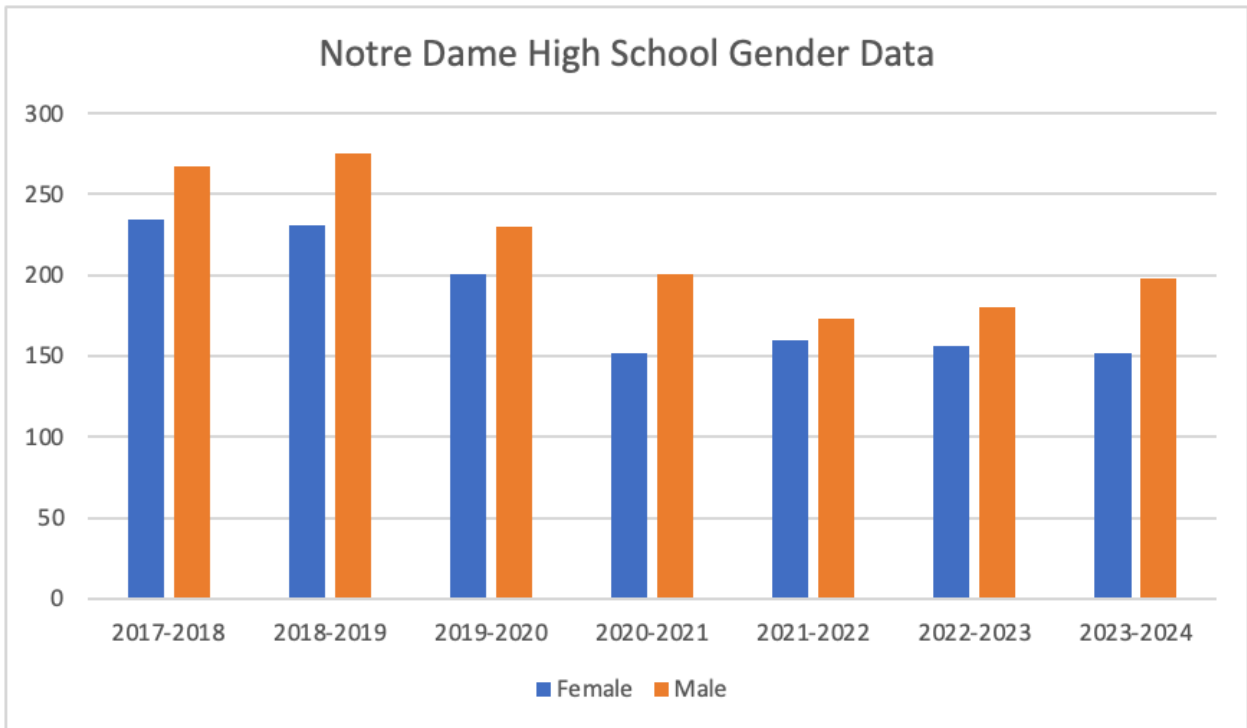
1.B. Student Demographics

348 Students	
Female Students	152
Male Students	196

Race/ Ethnicity Demographics

<u>Category</u>	<u>Students</u>
American Indian/ Native Alaskan	4
Asian	34
Black/ African American	18
Hispanic/ Latino	210
Middle Eastern	2
Native Hawaiian/ Pacific Islander	3
Two or More	18
White	59
Total	348





1.C. School Personnel Demographics

Administrative Personnel

Administrator Name	Position Title	Years in Position	FT/PT
RaeAnna Ashton	Principal	3	FT
Chris Johnson	Assistant Principal of Student Life	5	FT
Alexandria Arguelles	Assistant Principal of Student Services	1	FT

School Personnel

Faculty

Faculty Name	Years	Credentials/ Degrees	Course(s)	Grade Level(s)	Catholic	Meets Diocesan Catechetical Requirements
Alcala, Jose	2	M.A.	Spanish I, Spanish II, Spanish III	9-11	YES	NO
Avila, Ruben	7	M.A.	Theology I, Theology IV-Comparative Religion	9, 12	YES	YES
Bakhsh, Reeba	32	Ph.D.	AP Calc/Honors Pre Calc/Pre Calc	10.11.12	NO	YES
Bin Yazid, Syahryl (Norman)	2	PHD	Theology II-Ethics & Social Justice, Honors Philosophy	11	YES	NO
Bravo, Nadia	4	M.S.	Intro to Psychology, AP Psychology, Cultural Anthropology	10-12	YES	NO
Goux, Claudette	19	M.A.	French I/II/III/Photography	9.10.11,12	YES	YES
Cooney, Cullen	15	B.S.	Personal Finance, Geometry/Geometry Honors, Physics	10, 12	NO	YES
Culver, Andrew	9	M.A./Credential	English II/English II Honors, Film History	10, 11	NO	YES
Hawley, Alma	1	B.A.	Drama, Drama II Honors, Speech, Band/Choir	10, 11, 12	NO	NO
Freeman, Brian	1	B.A.	English IV, AP Literature and	12	NO	NO

Faculty Name	Years	Credentials/ Degrees	Course(s)	Grade Level(s)	Catholic	Meets Diocesan Catechetical Requirements
			Composition			
Heron, Matthew	3	B.A.	Biology, Biology Honors, AP Biology, Astronomy	9, 11, 12	YES	NO
Johnson, Joshua	2	B.A./Credential	Algebra I, Algebra I Honors, Algebra II	9, 10, 11	NO	NO
Le, Dustin	1	M.A.	iCreate (Freshman Foundations & Tech), P.E.	9	YES	NO
Loson, Roxana	25	M.A./Credential	Honors Spanish I-III, AP Spanish	9, 10, 11, 12	YES	YES
Loyola, Stephanie	1	B.S.	Anatomy & Physiology, Anatomy Honors, Biology, Health-Online	11, 12	YES	NO
Mitchell, Thomas	1	B.A.	Chemistry, Chemistry Honors, AP Chemistry	10, 11, 12	YES	NO
Nolte, Raymond	1	B.A.	Theology II, Theology IV-Comparative Religion	10, 12	YES	YES
Olvera, Alyssa	7	B.A.	ASL I, ASL I Honors, ASL II/Honors, ASL, Dance, Girls PE	9, 10, 11	NO	YES
Orozco, Brianna	1	B.A.	English I, English I Honors	9	YES	NO
Ponce, Eulices	2	M.A.	English III, AP Lang	11	NO	NO
Rodriguez, Yolanda	8	M.A./Credential	AP Gov, AP Econ, Gov/Econ	12	YES	YES
Shelton, Dakota	3	B.A.	US History, AP US History	11	NO	YES
Stemmann, Leah	2	B.A.	Art I, Art II, Textile Design, AP Art Studio	10, 11, 12	NO	NO
Stewart, Christopher	1	M.A./Credential	World History, AP World History	10	NO	NO
Villescas, Michael	6	M.A./Credential	Algebra II Honors, AP Statistics, Statistics	10, 11, 12	YES	YES

School Personnel

Staff

Staff Name	Years	Credentials/ Degrees	Title	Catholic	Meets Diocesan Catechetical Requirements
Aguilar, Mona	1	N/A	Custodian	YES	NO
Aguirre, Tanya	6	B.A.	Executive Administrative Assistant	YES	NO
*Arguelles, Alexandria	9	M.A.	Assistant Principal of Student Services	YES	YES
*Ashton, RaeAnna	13	M.A./Credential	Principal	YES	YES
Galeana, Asuncion	1	N/A	Campus Supervisor	YES	NO
Ginter, Dawn	1	N/A	Front Office Secretary	NO	NO
Hernandez, Tina	10	M.A./Credential	Activities Director	YES	YES
Hunt, Carnell	1	N/A	Audio/Visual	NO	NO
Kerr, Katie	1	B.A.	Director of Marketing and Public Relations	YES	NO
Kimble, Will	1	M.A.	Athletic Director	NO	NO
*Johnson, Chris	13	B.A./Credential	Assistant Principal of Student Life	YES	YES
McFerren, Linda	27	N/A	Associate Athletic Director	NO	YES
Miranda, Genaro	12	N/A	Custodian	YES	NO
Morris, Sheeck	1	N/A	Campus Supervisor	NO	NO
Murrillo, Robert	2	N/A	Maintenance	YES	NO
Nessman, Aaron	3	M.S./Credential	Counselor M-Z	NO	YES
Ragadio, Angel	3	N/A	Admissions Coordinator	YES	NO
Serrato, Maritza	3	M.S./Credential	Counselor A-L	YES	YES
Schmidt, Fr. Paul	17	M.DIV.BS.	Chaplain	YES	YES
Thompson, Andrea	1	M.S./Credential	Athletic Trainer	NO	NO
Vanwagenen, Dawn	2	N/A	Administrative Assistant to Student Services	YES	NO

Board/Council

Notre Dame High School has the following [board/associations](#) to support Notre Dame's Mission and Vision. Please click on the following name for more information regarding each.

[Principal Advisory Board](#)

[School Board](#)

Parent Organizations

Notre Dame High School has the following associations to support Notre Dame's Mission and Vision. Please click on the following name for more information regarding each.

[Athletic Association](#)

[Performing Arts Association](#)

Alumni Organization

The [Notre Dame High School Alumni Association](#) serves as a network for former students and encourages the connection and engagement of alumni. This Association supports the mission of the school and participates in mentorship programs and fundraising activities which contribute to the school's growth and development. The overall goal of the Association is to strengthen the Titan community by upholding the values and traditions of Notre Dame High School.

1.D. Brief History of the School

Notre Dame was founded in 1956 by the Most Reverend Charles F. Buddy, Bishop of the Diocese of San Diego, as a Diocesan secondary school for boys. Rev. J.V. Sullivan, a Diocesan priest, served as school principal until 1957 when the administration of the school was taken over by the Holy Ghost Fathers. In 1970, plans were made to merge Notre Dame with Riverside's St. Francis de Sales Girls High School. Under the direction of the Most Reverend Leo T. Maher, Bishop of the Diocese of San Diego, the present coed school was started in 1971.

In 1978, the Diocese of San Diego was divided and the new Diocese of San Bernardino was created with the Most Reverend Philip F. Straling as its first Bishop. Since the formation of the new Diocese, Notre Dame has become a tuition-based self-supporting high school under the Diocese of San Bernardino with an enrollment of approximately 500 students.

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

- Administration Changes
- Recognized as an Apple Distinguished School
- Elimination of the President Position
- Upgrades to campus facilities (Field, Gym, Freshmen Quad, Boards, Furniture, LED Wall, SMART Lab, Music Dept)
- Athletic Training facility and program
- Retreat week for all grade levels

Evidence link [here](#)

Chapter II: School Purpose

School Mission Statement

Notre Dame's family-oriented environment serves as the foundation for an engaging and collaborative campus. Our mission as a Catholic High School in the Diocese of San Bernardino is to prepare our students for a life of faith, scholarship, and community engagement through real-world learning activities. Together, we forge a path for students, teachers, and our community to share their stories. Together, we continue our journey to innovate, create, and learn. Together, We Are ND.

School Philosophy Statement

Notre Dame High School recognizes the parent as the primary educator of their child and strives to compliment the parents' role in the education and formation of their student. We strive to help young people develop their God-given talents to their fullest potential in their pursuit of higher education. Notre Dame's philosophy is rooted in our motto, *Cor Unum et Anima Una*, One Heart and One Spirit, referenced in Acts 4:32: "The full number of those who believed were of one heart and soul and no one said that any of the things that belonged to him were his own but that they had everything in common;" and again in 1 Corinthians 12:12: "For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ." Notre Dame believes that a student's God-given gifts must be identified, nurtured, and shared with the larger community and that our role is to provide as many opportunities as possible to educate the whole student, mind, body, and spirit.

Describe how the Mission, Philosophy, and Vision (optional) Statements are promulgated in school life.

The Mission, Philosophy and Vision statements are integrated into campus life physically, spiritually and most importantly embodied in the school's gifted charism of *Cor unum et Anima Una*, *One in Heart-One in Spirit*. Notre Dame celebrates its charism of *Cor Unum Et Anima Una*, at its monthly assembly by the same name. Students who exemplify the school's charism, intended student outcomes and virtues are recognized at the monthly [Cor Unum assembly](#) named after the charism, with a 3D printed award that is branded with the verse, "The community of believers were of of One Heart and One Spirit " (Acts 4:32). Catholic identity, imagery, charism and tradition are clearly identifiable on the Notre Dame campus. Notre Dame has a strong connection ensuring that all aspects are woven together through all faith traditions that are part of campus life. Various landmarks on campus, including a prayer garden with a statue of Mary along with scriptural connections to trees and plants, crucifixes in all classrooms and work spaces, demonstrate the school's [Catholic culture](#) and charism. The school's Chaplain and alumnus, Father Paul Schmidt, incorporates the mission statement and charism into schoolwide prayers with all stakeholders present.

The school's [community service program](#) is known for its generosity and demonstrates this posture of giving with our students time, talent and resources. Over the last few years, the school has added more Jeans Day donations to its calendar so that through the students' donations it will be able to provide local charities with more financial support. After we have received our donations for the selected charity, we take a small group of students to the charity to present "the big check" and learn more about what they do. This collaborative culture of networking in the community and making vital connections allows students to learn about how their giving impacts the world around them and what a community focused on Christ can do. Our goal is for students to develop a heart of giving and for them to show Christ's love through their generosity.

Schoolwide Statement of Student Outcomes

FAITH

Conscience-Driven Young People Dedicated to Living by Catholic Gospel Values:

- Students possess a sense of personal responsibility.
- Students practice moral and ethical behavior.
- Students remain true to the Church's tradition of supporting faith with reason and reason with faith.
- Students respect the role of God in the lives of all His creation.

SCHOLARSHIP

Academically Prepared Young Adults

- Students set, manage, and achieve academic goals.
- Students develop the skills needed to thrive in a 21st century world.
- Students apply problem-solving skills and knowledge in a wide variety of contexts.
- Students recognize the necessity to continue education well beyond the classroom.
- Socially Responsible Students Who Seek Justice for All

COMMUNITY

Socially Responsible Students Who Seek Justice for All

- Students demonstrate positive and productive citizenship and servant-leadership qualities in all aspects of their lives.
- Students contribute time, talent, and resources to the improvement of their communities.
- Students work productively with a variety of people to achieve common goals.
- Students recognize and respect the roles of their leaders and peers to form a strong society.

Describe how the Statement of Student Outcomes is integrated into school life.

Notre Dame's Intended Student Outcomes (ISOs) are strategically designed to align with the school's core pillars: Faith, Scholarship, and Community. These outcomes are prominently featured and branded on the school's website, as well as within every classroom on campus. As a culminating requirement at the end of their Senior year, students are mandated to present a capstone project, serving as a comprehensive reflection on their journey at Notre Dame High School.

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.	3.3
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) to clarify, review and renew the school’s mission statement.	3.2
1.4 The mission statement is visible in public places and contained in official documents.	3.3
1.5 All constituents know and understand the mission.	3.2
Average of all Benchmarks – Standard 1	3.2

Analysis of Standard 1 at Notre Dame High School

After a thorough examination of the survey results and discussions with the Domain 1 focus group, it became evident that the school lacks a clear understanding of its mission statement. While the institution is confident in the opportunities provided for students in service learning and faith formation, the essence of the mission statement itself seems to have been lost in recent transitions, including leadership changes, the addition of new staff/faculty members, and the return from the pandemic.

Despite the tangible presence of the pillars—Faith, Scholarship, and Community—within the school's activities, the actual wording of the mission statement is not well-known among the

majority of stakeholders. The mission, though deeply felt, has not been effectively communicated to all members of the school community.

Various opportunities for engagement with the pillars exist, ranging from spiritual activities like XLT, liturgies, and retreats, to academic initiatives such as A.P. courses, college tours, and tutoring. Community involvement, including Jeans Day donations and partnerships with local organizations, also contributes to the realization of the mission.

In the Fall of 2022, faculty and staff engaged in focused discussions (Three C's: Coaching, Curriculum, and Culture) to review and revise the mission and vision statements provided by the Administration. However, it is noted that important stakeholder groups—School Board, Endowment Board, Parents Guild, and the Athletic Association—did not have the opportunity to provide their input.

The benchmark 1.5 survey results indicate a misalignment between the focus group's perspective and the lived reality of the school, highlighting this discrepancy as an area for growth. It is evident that there is no formal program orienting members to the mission, and those more deeply involved in the school's life seem to have a better grasp of the mission than those who are primarily classroom attendees.

Recognizing this gap, there is a need for a more inclusive approach to the development of the mission and vision statements, ensuring representation from all stakeholders. This inclusive process, combined with enhanced visibility, will contribute to a more comprehensive understanding and embodiment of the school's mission throughout the entire community.

Key Strengths for Standard 1

- Leadership team provides opportunities for students to engage in service learning.
- Leadership team supports opportunities for students to be involved in faith formation (retreats, XLT, Adoration, Liturgy).

Key Growth Areas for Standard 1

- Develop a mission statement that speaks to the lived reality of the school.
- Mission and vision of the school to be embodied and lived by all stakeholders aligning to the commitment of students and staff.

Evidence, Standard 1

[Domain 1](#)

[Foundational Documents](#)

[Service Programs at ND](#)

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 meets the religious education requirements and standards of the (arch)diocese.	3.3
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
2.3 Faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction.	3.3
2.4 The school's Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education.	3.2
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.	2.8
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
2.7 The theory and practice of the Church's social teachings are essential elements of the curriculum.	3.2
Average of all Benchmarks – Standard 2	3.2

Analysis of Standard 2 at Notre Dame High School

Notre Dame High School is dedicated to continuous growth, striving for excellence in both academic rigor for religious studies and individual development through faith formation. Currently, our focus on growth includes the vital task of seamlessly integrating the Catholic faith into all aspects of the academic curriculum.

While our theology department is comprised of knowledgeable experts, ensuring that the school's faith tradition permeates all classrooms presents a challenge. Not all faculty members are adept at incorporating the Catholic faith into their subjects. To achieve this goal, it becomes imperative to provide formation opportunities for non-Catholic teachers and staff. While these educators are committed representatives of the Catholic faith, discussing topics unrelated to their own faith experiences can be challenging. Looking ahead, integrating the Catholic faith seamlessly into the curriculum is a goal that aligns with the onboarding of new faculty and staff who may be more comfortable implementing the Catholic faith in their teaching.

Notre Dame High School takes pride in its strong foundation of faith and traditions. Our campus is enriched by student leaders who organize community events such as XLT, fostering campus-wide Eucharistic adoration. These students actively serve as Eucharistic ministers during the school's liturgies, and their leadership extends to facilitating spontaneous prayers for the needs of the community. As peer ministers, they embody the spirit of the school's charism, living out the values

of "One Heart, One Spirit." The vibrant faith community at Notre Dame is a testament to our commitment to nurturing both academic excellence and spiritual growth.

Key Strengths for Standard 2

- Strong and knowledgeable theology department.
- Peer Ministry leaders model faith life on campus.

Key Growth Areas for Standard 2

- Integration of theology in non-theology courses.
- Develop a hiring process that prioritizes the understanding and collaboration in faith traditions, regardless of personal religion.

<u>Evidence, Standard 2</u>
<u>Domain 1</u>
<u>School-Sponsored Formative Events</u>
<u>WASC-NDHS Organizational Chart 2023-2024</u>

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.

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
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
3.3 Every student participates in Christian service programs to promote the lived reality of action in service of social justice.	2.8
3.4 Every student experiences role models of faith and service for social justice among the administrators, faculty and staff.	2.8
Average of all Benchmarks – Standard 3	3.1

Analysis of Standard 3 at Notre Dame High School

Notre Dame High School is dedicated to nurturing the faith formation of its students, empowering them to take active leadership roles in fostering a vibrant community of faith. Students are deeply involved in various aspects of the school's spiritual life, participating in the planning and execution of school-wide liturgies, daily masses, and special events.

These leadership opportunities extend beyond traditional roles, encompassing activities such as serving as lectors, altar servers, choir and band members, and ushers during religious services. Students also take charge of high-energy faith nights like XLT, daily classroom prayers, prayers at home games, Penance Services, Passion plan, adoration at lunch, and numerous other events. Furthermore, Notre Dame emphasizes the importance of reflection and personal growth through student leadership retreats in athletics, ASB, and Peer Ministry. These retreats provide students with the chance to explore and deepen their faith, applying it within their specific groups or sports programs.

The school's commitment to spiritual development is evident in underclass retreats and the Kairos program for seniors. These extended retreats offer students a unique opportunity to disconnect from their daily routines and delve into a more profound relationship with Christ. Led by a collaborative team of student leaders, alumni, parents, faculty, and staff, these retreats foster a sense of community and shared faith experiences.

Recognizing the importance of role models, Notre Dame acknowledges areas for growth. Faculty and staff are encouraged to demonstrate their Catholic charism outside the classroom by actively participating in faith and social justice events. The school believes that faculty and staff presence at daily mass, weekly adoration, and community service projects positively impacts students, reinforcing the shared values of the faith community.

While Notre Dame is actively engaged in charitable initiatives, including fundraisers and student-led Christian service projects, there is an awareness of the need for a more intentional approach to individual student involvement. The school aims to guide students towards a deeper understanding of Gospel values by promoting service hours that extend beyond on-campus activities and actively involve students in Christian community service projects within the broader community.

In essence, Notre Dame High School is committed to fostering a holistic and active faith community, where students, faculty, and staff are united in their journey of spiritual growth and service to others.

Key Strengths for Standard 3

- We continue to add more opportunities every year for students to grow in their faith (retreat week, XLT, etc).
- Daily morning Mass in the Chapel with Father Paul Schmidt.

Key Growth Areas for Standard 3

- Increase student involvement and voluntary participation in faith based events and activities on and off campus.

Evidence, Standard 3

Domain 1

School-Sponsored Formative Events

Survey Responses

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.	3.2
4.2 The leader/leadership team and faculty assist parents/guardians in their role as the primary educators of their children in faith.	2.5
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/ guardians to grow in the knowledge and practice of the faith.	2.8
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.	2.7
4.5 Every administrator, faculty, and staff member visibly supports the faith life of the school community.	2.8
Average of all Benchmarks – Standard 4	2.8

Analysis of Standard 4 at Notre Dame High School

Notre Dame High School provides formation opportunities for its faculty/staff. This is achieved through diocesan-wide faith formation days along with school centered spiritual activities. Typically the school will bring in a guest speaker/priest to lead the faculty/staff in a half-day spiritual retreat. Daily Mass is offered in the school's chapel before school and adoration is available each Tuesday at lunch. At each Operational Meeting, a time of reflection and prayer is offered by the Leadership Team. All Faculty/Staff, regardless of their religious affiliation, are required to participate in the PMFP formation program established by the Diocese of San Bernardino within their first two years of employment.

The survey results demonstrate a tremendous area of growth for the school when it comes to assisting parents in their role as the primary educator of their children in faith. While it is implied that this is their responsibility, no formal program exists for parents/guardians at the school or through collaboration with a Catholic institution that offers Catholic doctrine to reinforce this. Standard 4.2 is expressed to parents/guardians through conversations that are had, mostly disciplinary related. A Christian service program for students currently exists, however there is no

required adult participation in such a program. The school can be more hospitable and deliberate by inviting parents to school-wide liturgies and other religious events held on campus.

In order to foster an environment and ultimately an example of what service looks like, it must first be modeled by the school's faculty and staff. In *Lay Catholics in Schools: Witnesses to Faith*, this same sentiment is offered saying "the laity are called in a special way to make the Church present and operative in those places and circumstances where only through them can she be the salt of the earth. ...lay people must be ready to proclaim the message through their words, and witness to it in what they do." While many faculty and staff do exhibit this desire for discipleship, often faculty members do not believe that it is their job to do so or are of no faith

Key Strengths for Standard 4

- Many of our teachers serve as moderators of clubs (service and Social Justice clubs)
- Service hours initiate a response to the needs of the community and expand their yearly engagement.

Key Growth Areas for Standard 4

- Service projects that simultaneously involve students and their parents/guardians.
- Increase school community participation in school events.

<u>Evidence, Standard 4</u>
<u>Domain 1</u>
<u>School-Sponsored Formative Events</u>
<u>Survey Responses</u>

Summary of Domain 1

The faculty and staff at Notre Dame High School acknowledge that while the pillars of Faith, Scholarship, and Community are well-known, there is a collective recognition that the mission statement requires greater visibility and understanding among all stakeholders. The need for a comprehensive review of the mission statement is evident, highlighting an area where growth is essential. Despite the school's success in providing ample opportunities for students, faculty, and community members to actively engage and develop in the three pillars, ensuring a shared understanding and commitment to the mission statement remains a focal point for improvement. **The Mission and Vision of the school is to be embodied and lived by all stakeholders aligning to the commitment of students and staff.**

In Standard Two, it was affirmed that the theology department is robust, offering students meaningful faith traditions and opportunities for growth. However, a noteworthy area of growth identified was the need for more widespread integration of faith across all subject areas. While the school excels in providing abundant opportunities for students to nurture their faith, leadership skills, and engage in service, there's a recognized opportunity for improvement in infusing greater purpose and intentionality into the learning and service experiences offered. This points toward a

collective desire for a more holistic and intentional incorporation of the school's mission and values into all facets of the educational journey at Notre Dame High School.

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 by-laws.	3.4
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.	3.6
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.	3.4
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.	3.7
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.	3.6
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	3.4

Analysis of Standard 5 at Notre Dame High School

Notre Dame High School (NDHS) upholds a collaborative and professional relationship with all governing entities, fostering a positive connection with the Office of Catholic Schools, the Bishop, and other diocesan offices.

The resilience and responsiveness of NDHS leadership, faculty, and staff have been evident during various challenges, ranging from the Covid pandemic to recent transitions in leadership and staff. Despite these obstacles, the school has consistently adhered to its overall mission of preparing students for college and professional life. The leadership team has maintained a steadfast

commitment to community relations, actively engaging with entities such as the Riverside Mayor's office, the greater Riverside Community, and other alumni.

Recognizing a growth opportunity, NDHS has proactively addressed the need to enhance interaction and collaboration with the Office of the Bishop. The school recently hosted the Bishop's Office on campus for a Synodal Listening Session, reflecting a commitment to Notre Dame, its students, and willingness to increase communication and participation with the Bishop's office. This initiative aligns with the school's dedication to fostering stronger ties with the broader diocesan community.

NDHS's leadership team demonstrates a commitment to the professional development of faculty and staff by providing multiple levels of training opportunities. Additionally, independent coaching and support for professional growth and career development are offered. Despite these efforts, there is an identified growth area, suggesting that the leadership team could enhance its approach by providing individualized implementation plans based on independent evaluations. This personalized approach would address specific elements of growth, further contributing to the ongoing professional development and success of each faculty and staff member.

Key Strengths for Standard 5

- Increase involvement by diocesan and Office of Catholic Schools leadership for the success of the school.
- Leadership, faculty and staff are responsive to the needs of the school.

Key Growth Areas for Standard 5

- Leadership, faculty and staff collaboratively develop a systematic and transparent evaluation of operational vitality.
- Parallel the relationship and collaboration between elementary schools and their pastor with the school's relationship to the Bishop's office.

<u>Evidence, Standard 5</u>	
<u>Domain 2</u>	
<u>Professional Development</u>	
<u>Survey Responses</u>	

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.	3.7
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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.	3.6
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.	3.6
6.4 The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.	3.7
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.	3.6
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.	3.6
6.7 The leader/leadership team assumes responsibility for communicating new initiatives and/or changes to school programs to all constituents.	3.7
Average of all Benchmarks – Standard 6	3.6

Analysis of Standard 6 at Notre Dame High School

Notre Dame High School (NDHS) has developed effective networks of collaboration between departments. Our Professional Learning Communities regularly communicate and meet for the purpose of developing cross-curricular with learning opportunities for the students. Individual departments meet monthly in order to ensure that the students benefit from a strong curriculum development throughout the duration of their time here at Notre Dame. The Athletics Department works regularly with the faculty to facilitate the coordination of sports and academics.

NDHS promotes and embodies a culture of "Cor Unum Et Anima Una" - "One Heart, One Spirit." The culture of the school is one that values community and practices acceptance and respect. The school also benefits from its involvement in the larger Riverside community. For example the leadership regularly participates in the Mission Inn Marathon; local members of the legal community are heavily involved in our Mock Trial Club; and the school's Board of Trustees involves local business owners, community leaders, alumni and parents.

Although survey results indicate that the school meets benchmark on the identification and usage of its mission statement, upon further analysis, this area was identified as an area of growth. The goal is to articulate a universal and clear mission and vision for the school. Although changes have been made to the mission statement, it is not clearly articulated, and is being further addressed. This can lead to different departments in the school going in different directions, with a lack of solidarity. Therefore, the school is committed to creating a consistent vision.

According to the data collected from a recent survey, NDHS found standard 6.5 to be an area of growth. In past years, no data was collected from benchmark assessments, nor was a strategic team in place that would oversee the sustained academic success and growth of the school. Improvement was needed in this area. During the 2022-2023 school year, NDHS began implementing standardized benchmark assessments in the form of Star Assessments. An Academic Advisory Team was formed, to lead the continuous improvement of curriculum and

instruction. Now that the implementation of data collection and the STAR standardized testing has been adapted, NDHS will continue to collect data and form a cohesive plan for student success.

Key Strengths for Standard 6

- Effective networks of collaboration to ensure the effectiveness of the school’s curriculum.
- Promoting and embodying Notre Dame High School culture by living out the school’s charism of cor unum anima una.

Key Growth Areas for Standard 6

- Aligning the pillars and charism of the school to the school’s mission and vision.
- Stakeholder commitment to the school’s Strategic Plan for the overall growth of Notre Dame High School.

<u>Evidence, Standard 6</u>
<u>Domain 2</u>
<u>School Board</u>
<u>Strategic Plan</u>

Summary of Domain 2

The domain group engaged in a collaborative effort to assess benchmark surveys, working together to identify key areas of growth and strengths within the school. Faculty and staff actively participated in surveys over the past year, collectively evaluating the results during a dedicated WASC work day on September 15, 2023. The group meticulously examined each survey result, determining the median average for each standard. Subsequently, discussions ensued, focusing on the identified strengths and growth areas gleaned from the survey results.

The leadership, faculty, and staff of Notre Dame High School are dedicated to developing a systematic and transparent evaluation of operational vitality. While the domain group expresses satisfaction with the school's leadership team, valuable feedback was shared to enhance their roles in working with students. For instance, faculty members suggested an increase in administrators' classroom visits and a greater presence for students to become familiar with the leadership team. Additionally, the group expressed a desire for more visibility from the Office of Catholic Schools and the Bishop's office, noting minimal connections with faculty and staff, with interactions typically occurring only when issues arise, such as visits from the Superintendent in response to specific concerns. The group's feedback reflects a commitment to ongoing improvement and fostering stronger connections between leadership and the school community.

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.

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.	3.3
7.2 Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.	3.4
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 global citizens.	3.4
7.4 Curriculum and instruction for 21st century learning prepares 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.	3.4
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.	3.4
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.	3.3
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.	3.4
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.	3.4
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.	3.4
7.10 Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.	3.3
Average of all Benchmarks – Standard 7	3.4

Analysis of Standard 7 at Notre Dame High School

Notre Dame High School focuses on a rigorous curriculum integrating Gospel values and Catholic Identity. All of the benchmarks have met the standards based on the surveys completed by faculty and staff. The school has met these standards based on graduation rates, student acceptances to 4-year universities, and average GPA on our school campus. The academic rigor is interwoven with Catholic values as students are required to attend a Theology class every school year and attend monthly liturgy. These classes focus on analyzing scripture, understanding Catholic culture, and looking at the Bible from a historical perspective. Our curriculum is meticulously designed to

challenge and inspire, fostering intellectual curiosity and critical thinking. Within this academically vibrant environment, our educators weave Catholic teachings into every aspect of learning, ensuring that moral integrity and empathy are as integral to the syllabus as mathematics and science. However, there are three specific benchmarks that have been identified where growth is necessary. These benchmarks include 7.1, 7.6, and 7.10.

Although Notre Dame High School has met the benchmarks for the standard, the school has also identified areas where the school can grow to exceed expectations. One area of improvement is that the school can implement department leaders to more clearly define academic rigor in courses and how Catholic values are incorporated into the curriculum to ensure that all teachers follow a specific set of measurable standards. An Academic Advisory Team was put in place to evaluate growth based on data that is gathered through Star Assessments and surveys that are sent to faculty and staff. The teachers in the Academic Advisory Team should be considered for positions as department heads as they are part of the overall academic and instructional planning. In this capacity, they can relay the information to their specific department to improve academic performance by identifying areas of weakness and implementing new plans of action. These plans include reviewing course standard benchmarks and supplementary materials such as Freckle and Aleks Math.

Another area of growth is to better serve students with special learning needs. Based on the survey, it is evident there is room to improve on the implementation of ISP's and 504's by creating targeted professional development days to train teachers how to better understand and serve students with documented accommodations.

Key Strengths for Standard 7

- Faculty and staff are confident this standard is a lived reality.
- Teachers have a positive attitude towards Catholic morals and values and they're actively exemplified in the classroom.

Key Areas of Growth for Standard 7

- Intentional professional development to better serve students with special needs.
- Increased school-wide collaboration with department heads to identify areas of needed improvement across all curricular areas.

<u>Evidence, Standard 7</u>
<u>Domain 3</u>
<u>Curriculum Handbook</u>
<u>Advisory Team Meetings</u>
<u>Professional Development</u>

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.

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.	3.4
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.	3.4
8.4 Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.	3.4
8.5 Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.	3.6
Average of all Benchmarks – Standard 8	3.4

Analysis of Standard 8 at Notre Dame High School

The data displays consensus amongst faculty and staff that school wide data collection strategies are effective and transparent. Through Star Assessments, student reading and math levels are evaluated after each of the three testing windows. Meetings include the Student Services department, and the math and english departments. The school identifies students who score below the 50th percentile of these assessments. Then departments and grade level meetings are held to monitor individual and class wide student learning which utilize the data to determine areas of improvement within each teacher's classroom. The meetings determine methods of interventions such as Freckle and on site tutoring to aid in student learning and improving assessment scores.

The area of growth identified was "8.2 School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders." Based on the domain surveys, there is a need for growth regarding how aggregated data are shared with appropriate persons. Stakeholders need to be aware of the data, how it is being analyzed, and used for methods of intervention.

Suggestions may include direct access for stakeholders to review student data. Once each appropriate party has the data, the school will continue to determine how to use it for necessary intervention. Data can also be used to determine AP and honors placement to ensure standards are being met across all departments. This is something that should be further discussed and decided together as a school through leadership, faculty, and staff meetings.

Key Strengths for Standard 8

- Faculty initiating the collaboration on monitoring student learning through assessment and rubrics, including Star Assessments.
- Universal criteria to report student work/data.

Key Growth Areas for Standard 8

- Develop strategies and targets for stakeholders to understand how student/instructional data is analyzed and utilized.
- Vertically align curriculum scope and sequence and align with co-curricular resources.

<u>Evidence, Standard 8</u>
<u>Domain 3</u>
<u>Standardized Test DATA</u>
<u>10. Evidence of regular review and analysis of student learning data through PLC's or other methods</u>

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/guardians to enhance the educational experiences for the school community.	3.6
9.2 Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.	2.9
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.	3.4
Average of all Benchmarks – Standard 9	3.3

Analysis of Standard 9 at Notre Dame High School

Notre Dame is committed to meeting the rigorous standards outlined in Standard 9 of WASC accreditation, with a clear focus on providing both academic and moral support to students and families. Through our strength and commitment 9.1 we utilize robust communication through daily announcements through Canvas and/or FACTS, and weekly social media updates, ensuring the school community is well-informed about available programs.

In 9.3, we excel in offering diverse co-curricular and extracurricular activities, fostering students' strengths and growth through our AP level courses, clubs, and sports. The widespread

participation in these activities by students, coupled with initiatives like adopting a local park and partnering with Keep Riverside Clean and Beautiful, showcases our dedication to community engagement.

Despite these strengths, we acknowledge an opportunity for growth in 9.2, particularly in enhancing services related to student behavior and academic guidance. While the school provides various programs in this realm, we recognize the need for more consistent and detailed communication. Currently we have adopted new tutoring services and counseling programs to aid in improving in this area of growth. We also propose a strategic plan of implementing modern communication channels, such as weekly 30-second video clips produced by our students, offering a dynamic and engaging platform for program explanations and updates. This initiative aims to ensure a comprehensive understanding of the available resources within our school community.

Key Areas of Strength for Standard 9

- Student engagement and participation in co-curricular programs.
- Stakeholder communication of co-curricular programs.

Key Areas of Growth for Standard 9

- Communication methods that serve a larger range of content usage and expectations.

<i><u>Evidence, Standard 9</u></i>
<u>Domain 3</u>
<u>Athletics</u> Co-Curricular & Extracurricular (<u>1</u> & <u>2</u>)
<u>Survey Responses</u>

Summary of Domain 3

The goal is to enhance the overall academic rigor and uphold Catholic values within the school. This can be achieved by appointing academic leaders who will establish clear academic standards and moral values for the teachers to follow. These leaders will be responsible for evaluating academic progress based on data obtained through methods like Star Assessments and surveys. Data driven decision making to improve pedagogy. Improve academic rigor by appointing leaders who set clear standards, assess progress using data from STAR tests and survey, and enhance teaching methods. **Develop and execute a comprehensive academic plan based on measurable data to support student needs.**

The biggest factor that went into the decision-making process was collaboration. As group members, we aimed to understand each other, other perspectives and the results that we analyzed. Together, we looked over the data, standard benchmark and collectively interpreted and

related the information to our own personal knowledge. We also utilized our own relationships with each other to further understand the benchmarks and standards and see how we can better our school. Overall we learned that our school does a good job with communication, programs and assessment practices but are aware that there is always room for improvement and continued collaboration.

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.

10.1 The governing body and leader/leadership team engage in financial planning in collaboration with experts in nonprofit management and funding.	3.3
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, dioceses, religious orders, educational foundations, the larger Catholic community, and responsible boards.	3.3
10.3 Financial plans define revenue sources that include but are 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.	3.7
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.	3.7
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.	3.5
10.7 The governing body and leader/leadership team provide families access to information about tuition assistance and long-term planning for tuition and Catholic school expenses.	3.7
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.	3.5
Average of all Benchmarks – Standard 10	3.5

Analysis of Standard 10 at Notre Dame High School

Notre Dame High School’s financial plan has been developed and discussed but not widely shared. The school prepares the budget annually and collaborates with the Financial Controller to ensure that financial needs are met. NDHS is not currently collaborating with other outside financial experts. The school needs to work on building the endowment and creating a team of experts to assist with projections, budgets and other revenue and funding.

Another key area of growth is benchmark 10.2 which was rated at a 3.3, partially meets benchmark. There are no formal agreements in place, however, NDHS does have informal “handshake” agreements with outside partners. There is an overall uncertainty on if there are partners available to assist with financial investments. The school is working with the diocese for financial planning, however, there are other partnerships that can be utilized to assist in current and projected budgets.

The last key areas of growth are 10.2 and 10.3, partially meets benchmarks. Notre Dame High School’s financial plans include traditional sources of revenue such as tuition, parish support and fundraising. The school does recognize the opportunity to find new revenue sources beyond those already listed. In conclusion, NDHS intends to explore the opportunities available with outside partners in regards to financial planning and investments.

Key Strengths for Standard 10

- Information regarding tuition assistance and other available resources to families are easily accessible through the website and FACTS Management
- Projects and advancement to the physical plant of the campus are shared by the leadership team.

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

- Transparency with all stakeholders of the vitality and sustainability of the school in order for all stakeholders to understand their role and impact.
- Increased partnerships and funding networks for added revenue.

<u>Evidence, Standard 10</u>
<u>Domain 4</u>
<u>Handbook of Finance Policies</u>
<u>Description of the tuition assistance process</u>
<u>Survey Responses</u>

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.

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.	3.7
11.2 Human resource policies delineate standards for position descriptions including staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning and retirement.	3.7
11.3 Human resource policies ensure that competitive and just salaries, benefits, and professional growth opportunities are provided for all staff.	3.3
11.4 Human resource policies ensure that institutional planning includes investment in personnel growth, health care and retirement.	3.3
Average of all Benchmarks – Standard 11	3.5

Analysis of Standard 11 at Notre Dame High School

One key area of growth is benchmark 11.3, partially meets benchmark. Human resources are held at the diocese. The evidence shows that salary scales are not widely shared. The benefits offered are competitive with fellow Catholic schools, but are not when compared to public schools.

Another key area of growth is benchmark 11.4, partially meets benchmark. Evidence shows that Notre Dame High School has human resource policies in place, but there is an opportunity for the diocese to share the details with faculty and staff at the school level for transparency.

The goal is to remain competitive and find new ways to be more competitive with private and public schools with access to resources held within the diocese. Another goal is to reduce turnover rate of faculty and staff by making our salary schedules and benefit packages more competitive and offering additional professional development.

Key Strengths for Standard 11

- Leadership recognizes the value of all employees and is intentional in highlighting their contributions.
- Faculty and staff meet diocesan requirements for their position

Key Growth Areas for Standard 11

- Increased communication and transparency from diocesan Human Resource Office.
- Intentional retention plan for faculty through the use of school means or network.

Evidence, Standard 11

[Domain 4](#)

[School Organizational Chart](#)

[Professional Development](#)

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.

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.	3.3
12.2 The school's budget supports facilities, equipment, and technology management with specific funds for capital improvements, depreciation, and replacement.	3.3
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 environmental stewardship.	3.5
Average of all Benchmarks – Standard 12	3.4

Analysis of Standard 12 at Notre Dame High School

One area of strength is that Notre Dame High School maintains our campus and facilities which is being recognized by receiving awards for having a clean campus. As a school, NDHS is being the best stewards of our finances for our operating costs.

One area of growth is benchmark 12.3, -partially meets benchmark. The school is working towards expanding our resources, campus improvements and projecting what is needed for the future.

Key Strengths for Standard 12

- The school maintains the upkeep of the campus property very well and receives awards on its cleanliness and beautification from the city of Riverside.

Key Growth Areas for Standard 12

- Expand financial resources for future expansion and growth of the school.

Evidence, Standard 12

[Domain 4](#)

[Facilities Maintenance Plan](#)

[NDHS Strategic Plan](#)

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 school leader/leadership team and staff person(s) to ensure the implementation of contemporary, multiple information technologies to reach targeted audiences, and to establish reliable and secure databases and accountability to stakeholders.	3.5
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.	3.3
13.3 The development plan requires 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.	3.3
Average of all Benchmarks – Standard 13	3.2

Analysis of Standard 13 at Notre Dame High School

Notre Dame High School has created a preliminary Strategic Plan which is being shared with advisory boards to ensure goals are being met. The Strategic Plan includes the mission and vision of Notre Dame High School as well as the action plan for the next three years including goals in admissions & marketing, digital presence, advisory boards and associations, facilities and legacy. With this plan, the goal of Notre Dame High School is to increase enrollment, strengthen the relations of community and alumni and find new opportunities for revenue.

The school is investing in what is needed for its future. As a school, one evident strength is showcasing the students and what is offered at the school. Notre Dame High School is working towards implementing programs and curriculum that will result in better retention, increased enrollment and career development of the faculty and staff.

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

- The marketing plan of the school promotes constant and in depth communication to its community via website, monthly newsletters, emails and social media.

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

- Understanding better retention strategies and implementing program/curriculum investments.
- Develop a rubric to evaluate the effectiveness of the marketing plan.

<u>Evidence, Standard 13</u>
<u>Domain 4</u>
<u>Communications Plan and Calendar</u>
<u>NDHS Strategic Plan</u>
<u>Survey Responses</u>

Summary of Domain 4

Notre Dame High School is restructuring financial planning and reports after the recent loss of the President and bookkeeper positions. The Principal, in collaboration with a new financial firm, the diocesan controller, and stakeholder boards is developing a sustainable budget and budget report. Transparency in financial matters is a key focus in school board, advisory committee, and association meetings.

The Principal is dedicated to providing clear financial reports, emphasizing the importance of understanding the school's vitality and sustainability for all stakeholders. A comprehensive plan is being developed with transparency at its core, maximizing individual contributions and impact.

The school is committed to upholding its mission in decision-making, ensuring stakeholders understand their roles. Regular meetings with stakeholders and the Notre Dame community's financial support are crucial for success. The School Board, Principal advisory group, and association members play vital roles in driving values, connecting donors, and supporting extracurricular activities.

Faculty and staff collaborate daily to create opportunities for students while staying connected to the school's overarching purpose.

Chapter IV: Educational Improvement Plan

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

Identified Critical Goals from Last Self-Study:

- 1. Data Analysis for Improved Learning

Goal #1, Summary of Accomplishment

In June 2021, Notre Dame applied for Apple Distinguished School status, encouraging a transformative journey for both educators and students. Guided by our C.R.E.S.T Innovator's guide, teachers considered

how a layered lesson-building process that emphasizes innovation, creation, can encourage student-centered instruction.

2. Implementation of the Loyola Marymount University's Blended (Discontinued Goal)

Goal #2, Summary of Accomplishment

With new leadership changes the decision was made to discontinue services with LMU. A contract was developed to work alongside teachers and LMU coaches over three years with professional development. After only one year of PD, the new leadership decided funds would be used best on better opportunities to serve the students. As a result, title funds have been used to work with Catapult Learning and One on One Learning for Academic Coaching, Diversity Training for Faculty and Staff and Tutoring.

3. Academies: To establish Academy Pathways

Goal #3, Summary of Accomplishment

A curriculum director has been developed in the 2020-2021 school year to support teachers and students in academic success. As the curriculum director works alongside each department, an academic pathway has been designed for students to follow. Counselors are also an integral part of this process where they meet with students twice a year to map out their academic plans. As a result, 99% of our students continue to college after graduation as well as receive academic scholarships.

Additional Critical Goals Identified After Last Self-Study:

New Goal N/A

New Goal, Summary of Accomplishment N/A

Evidence, Implementation of the Prior Plan from the Last Self-Study

[Annual Reports](#)

B. Key Strengths and Critical Growth Areas

Key Strengths:

Domain 1:

- Strong theology department.
- Peer Ministry leaders engage students in their faith life on campus.
- Leadership team provides opportunities for students to engage in service learning.
- Leadership team supports opportunities for students to be involved in faith formation (retreats, XLT, Adoration, Liturgy).

Domain 2:

- Increased involvement by diocesan and Office of Catholic Schools leadership for the success of the school.
- Leadership, faculty and staff are responsive to the needs of the school.
- Effective networks of collaboration to ensure the effectiveness of the school's curriculum.

- Promoting and embodying Notre Dame High School culture by living out the school's charism of cor unum anima una.

Domain 3:

- Faculty and staff are confident this standard is a lived reality.
- Teachers have a positive attitude towards Catholic morals and values and they're actively exemplified in the classroom.
- Faculty initiating the collaboration on monitoring student learning through assessment and rubrics, including Star Assessments.
- Universal criteria to report student work/data.
- Student engagement and participation in co-curricular programs.
- Stakeholder communication of co-curricular programs.

Domain 4:

- Information regarding tuition assistance and other available resources to families are easily accessible through the website and FACTS Management.
- Projects and advancement to the physical plant of the campus are shared by the leadership team.
- Leadership recognizes the value of all employees and is intentional in highlighting their contributions.
- Faculty and staff meet diocesan requirements for their position.
- The school maintains the upkeep of the campus property very well and receives awards on its cleanliness and beautification from the city of Riverside.
- The marketing plan of the school promotes constant and in depth communication to its community via website, monthly newsletters, emails and social media.

Critical Growth Areas:

Domain 1:

- The Mission and Vision of the school is to be embodied and lived by all stakeholders aligning to the commitment of students and staff.

Domain 2:

- Leadership, faculty and staff collaboratively develop a systematic and transparent evaluation of operational vitality.

Domain 3:

- Develop and execute a comprehensive academic plan based on measurable data to support student needs.

Domain 4:

- Develop and execute a comprehensive vitality and sustainability plan with a focus on transparency with all stakeholders to maximize individual roles and impact.

C. New Educational Improvement Plan (EIP)

Domain 1: Mission and Catholic Identity

Action Plan for Domain

Critical Area of Growth

The Mission and Vision of the school is to be embodied and lived by all stakeholders aligning to the commitment of students and staff.

Rationale for Selecting this Area of Growth

Faculty and staff acknowledged familiarity with the pillars of Faith, Scholarship, and Community, but identified a gap in awareness of the mission statement. It is essential for all stakeholders to review and embody the mission statement. While the school effectively provides opportunities for engagement and growth in the three pillars, there is room for improvement in this aspect. The aim is for all stakeholders, including leadership, faculty, staff, coaches, students, families, board members, and alumni, to not only know and understand but also actively implement the mission of Notre Dame High School.

Goal for Action Plan 1

What is the goal for the year 1 action plan?

- **Goal-** Conduct stakeholder meetings to review the current Mission and work towards re-establishing a revised Mission statement that more clearly articulates the schools intended outcomes.
- **Goal-** Incorporate the revised mission as the driving force for decision making, cultural standards, and instructional goals throughout the school.
- **Goal-** Introduce and emphasize the revised mission via marketing campaigns, visual displays on campus, and school communications.

Objectives	Person(s) Responsible	Resources Needed	Timeline/ Completion Date	Indicators of Completion	Reporting
Ongoing Strategic planning meetings with all stakeholders to revisit the current Mission statement .	Administration	Meeting Notes	Dec. 2024	All stakeholders will revisit the current Mission and serve as advisory members in planning.	During the annual WASC report, the administration will record the work completed by all stakeholders.
Following strategic meetings, revise the school's Mission.	Administration	Strategic Plan, and meeting notes	March 2025	A revised Mission statement for the school.	During the annual WASC report, the administration will record work completed.

Communicate the re-envisioned Mission to all stakeholders via written and created visuals to be displayed throughout campus, on social media, and all school branding.	Administration	Marketing & Administration team collaboration. Printing and Funding.	May 2025	All stakeholders will be aware of the new Mission, where it is located, and its role in daily school activities and decision-making.	During the annual WASC report, the administration will record the work completed by all stakeholders.
Utilize the new Mission as the driving force for all school decision-making and standards.	Administration	New Mission and Mission guidelines.	August 2025	All stakeholders will understand the pivotal role of the Mission in guiding school decision-making.	During the annual WASC report, the administration will record the work completed by all stakeholders.

***[Objectives developed in collaboration](#)

Domain 2: Governance and Leadership

Action Plan for Domain

Critical Area of Growth

Leadership, faculty and staff collaboratively develop a systematic and transparent evaluation of operational vitality.

Rationale for Selecting this Area of Growth

Through conversations with stakeholders and feedback surveys, it's clear that many are not fully acquainted with the school's overall vision, resulting in a limited operational understanding. When the administration makes decisions regarding programs or investments for students, it is imperative that these choices align with the school's mission and incorporate input from all stakeholders.

Goal for Action Plan 1

What is the goal for the year 1 action plan?

- **Goal-** Develop and implement a long-term vision for the school that aligns with the revised school mission.
- **Goal-**Incorporate input from stakeholder meetings to progress and define the school's Vision.
- **Goal-**Communicate a transparent budget so all stakeholders have a clear understanding of the school's overall operating cost.
- **Goal-** Create a Strategic Plan that aligns with our Action Plan goals .

Objectives	Person(s) Responsible	Resources Needed	Timeline/ Completion Date	Indicators of Completion	Reporting
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Meetings with all stakeholders will be ongoing throughout the year to revisit the current vision.	Administration	Meeting Notes	Dec. 2024	Refinement of the school's long-term vision through collective input.	During the annual WASC report, the administration will record the work completed by all stakeholders.
Working with all stakeholders, Diocesan representatives and using EANS funding to develop a defined Strategic Plan.	Administration	Meeting Notes	March 2025	Refined strategic plan	During the annual WASC report, the administration will record the work completed by all stakeholders.

***[Objectives developed in collaboration](#)

Domain 3: Academic Excellence

Action Plan for Domain

Critical Area of Growth

Develop and execute a comprehensive academic plan based on measurable data to support student needs.

Rationale for Selecting this Area of Growth

In our overall assessment, we recognize the school's effectiveness in communication, program implementation, and assessment practices. However, we've identified a gap in utilizing assessment data-driven for curriculum development, course standards, and targeted programs.

Goal for Action Plan 1

What is the goal for the year 1 action plan?

- **Goal-** Clearly define course rigor, learning standards, learning outcomes, and measurable benchmarks for all courses.
- **Goal-** Prepare a strategic plan for implementing and reviewing student data across course curriculums.
- **Goal-** Implement regular and intentional student- data review and decision making meetings for across course curriculums .
- **Goal-** Utilize test data for student placement, intervention, and overall progress.

Objectives	Person(s) Responsible	Resources Needed	Timeline/ Completion Date	Indicators of Completion	Reporting
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Define course rigor, instructional standards, and measurable benchmarks.	Academic Advisory Team	Regular meetings and data review	Aug. 2024	Clearly defined course rigor document , course scope and sequences, and grading plans.	During the annual WASC report, the administration will record the work completed by all stakeholders.
Regular and intentional student- data review and decision making.	Academic Advisory Team	Regular meetings and data review	March 2024	Student-data review and course instructional plan.	During the annual WASC report, the administration will record the work completed by all stakeholders.
Utilize test data for student placement, intervention, and overall review.	Academic Advisory Team	Regular meetings and data review	April 2025	Student data and academic review plan.	During the annual WASC report, the administration will record the work completed by all stakeholders.

***[Objectives developed in collaboration](#)

Domain 4: Operational Vitality

Action Plan for Domain

Critical Area of Growth

Initiate and implement a comprehensive vitality and sustainability plan, prioritizing transparency with all stakeholders to optimize individual roles and impact to ensure the vitality and sustainability of the school.

Rationale for Selecting this Area of Growth

Notre Dame High School is reworking financial planning after key staff changes. The Principal, in collaboration with a new financial firm and diocesan controller, is crafting a sustainable budget with a focus on transparency. To ensure future development aligns with the school's mission, consistent meetings with stakeholders will be prioritized.

Goal for Action Plan 1

What is the goal for the year 1 action plan?

- **Goal-**Develop a strategic plan utilizing stakeholder input to address the current Vision and Mission.
- **Goal-**Create a Strategic Plan emphasizing budget planning and financial stability.
- **Goal-** Review the overall budgetary process to gain clarity of all school operating costs.
- **Goal-**Communicate transparent budget reports to all stakeholders.
- **Goal-** Optimize improved budget planning to achieve financial stability.

Objectives	Person(s) Responsible	Resources Needed	Timeline/ Completion Date	Indicators of Completion	Reporting
Meetings with all stakeholders will be	Administration	Meeting Notes	Dec. 2024	Stakeholder input and understanding	During the annual WASC report, the

ongoing throughout the year to revisit the current vision.				of the school's revised vision.	administration will record the work completed by all stakeholders.
Work with Diocesan Controller to create a comprehensive and transparent budget for school operating costs.	Administration	Meeting Notes	March 2025	Strategic financial plan for developing and communicating school budgets and operating costs.	During the annual WASC report, the administration will record the work completed by all stakeholders.
Working with all stakeholders, Diocesan representatives and using EANS funding to develop a defined Strategic Plan.	Administration	Meeting Notes	March 2025	Comprehensive Strategic Plan.	During the annual WASC report, the administration will record the work completed by all stakeholders.

***[Objectives developed in collaboration](#)