

Improving Student Learning for Catholic Schools

Appendix A

School Profile-Basic Information

Our Lady of Perpetual Help School **PS-8** **(559) 299-7504**
School Name Grades School Phone

836 Dewitt Avenue **Clovis** **CA** **93612**
Address City State Zip

Patrick W. Dodd **pdodd@olphschool.net** **(559)288-4539**
Principal E-mail address Home Phone

Father Robert Borges **Clovis Unified School District**
Pastor Public School District

Sister Olvido Galiana, RCM X
Director of Education for Religious Community in School Religious Community

836 Dewitt Avenue, Clovis, CA 93612
Address City State Zip

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

Who is the chair/president? Laura Andrade

Do you have a Preschool Program? X Yes No

What are the hours of operation? 7:00 a.m. to 6:00 p.m.

Do you have an Extended Day Program? X Yes No

What are the hours of operation? 7:00 a.m. to 8:00 a.m. and 3:00 p.m. to 6:00 p.m.

What are the fees? \$200.00/month for 5 days a week

How many families participate? 55

For which grades do you have waiting lists? Preschool, TK, K, 3

Do you have an approved Technology Plan? X Yes No

Improving Student Learning for Catholic Schools

Appendix A-2 School Profile – Current Enrollment Information

	Male	Female	Total
Preschool	18	9	27
Pre-K	22	12	34
K	16	18	34
1	8	15	23
2	16	12	28
3	17	15	32
4	11	14	25
5	7	18	25
6	5	14	19
7	17	11	28
8	9	15	24
TOTAL	128	144	272

Race and Ethnicity	Catholic	Non-Catholic	Total
Black	1	0	1
Asian	47	2	49
Hawai'ian / Pacific Islander	0	0	0
Native American / Native Alaskan	0	0	0
White	198	11	209
Other	13	0	13
TOTAL RACE	259	13	272
Hispanic	119	1	120
Non-Hispanic	144	12	152
TOTAL ETHNICITY	259	13	272

School Year	Number of Graduates Boys / Girls	Number applying to Catholic high schools Boys / Girls	Number accepted by Catholic high schools Boys / Girls
2010-2011	25	13	13
2011-2012	19	11	11
2012-2013	17	9	9
2013-2014	22	9	9
2014-2015	24		

Appendix A2 Questions

1. Is the composition of the school reflective of the composition of the parish? If not, why not?

Yes, the composition of the school is reflective of the composition of the parish. Both the school and parish reflect a wide diversity of ethnicities including Caucasian, Hispanic, and Asian. Each classroom at OLPH School shows this wide diversity of culture and ethnicity. Also, the socio economic composition of the school is a mix between students who pay full tuition and those on tuition assistance. This shows that despite some families being unable to pay full tuition, many are still willing to sacrifice to provide their children with a Catholic education.

2. What is the acceptance rate of graduates into local Catholic High Schools?

The acceptance rate into the only local Catholic High School, San Joaquin Memorial (SJM), is 100 percent. Each year we have between 1/3 to 1/2 of the graduating 8th grade who choose to attend this high school. All who choose to go to SJM are accepted.

3. What articulation do your teachers have with local Catholic high school teachers?

The junior high teachers, especially, make an effort to maintain contact with various faculty members at SJM to improve our curriculum to ensure that the incoming freshmen are performing at an acceptable level. We do this through articulation dinners, attending Open House functions at SJM, and attending Middle School Visit Day. Some of the OLPH teachers have direct contact with teachers at SJM and are able to email or call them with questions.

4. How well prepared are the students for high school?

OLPH students are exceptionally well prepared for high school, whether attending SJM or any of the public schools in the Fresno/Clovis districts. We get feedback from parents, students, and schools indicating that OLPH students have proper study skills, academic ability, and knowledge of core subjects that typically puts them ahead of their peers. Our students are also adept at becoming involved in extracurricular activities ranging from sports to art to drama to academic clubs. We have had many of our past students graduate from their respective high schools

as valedictorians and salutatorians.

5. What is their strongest curricular area? Their weakest curricular area?

Language Arts, which combines English grammar, writing, and reading comprehension skills, is our strongest academic area. The students consistently score several years above grade level on standardized testing. We expose the students to books that are taught at the high school level in the public schools. Science is our weakest area for students. After reviewing our testing data, we notice that the students have trouble in analyzing scientific graph, charts, and data. They seem to have trouble articulating this type of information and putting it into usable materials on their assignments.

Improving Student Learning for Catholic Schools

Appendix A-3

Adhere to Diocesan Policy in publishing this appendix

School Profile – Instructional (Teaching) Staff

Name	Grade Subj.	Catholic/ Non-Cath.	Highest Degree	Teacher License	Catechist Cert.	Total Yrs. Exp.	Exp. this school	Ethnicity	M/F
Karoline Clark	K	Catholic	BS	Yes	Yes	9	9	White	F
Carolyn Morgan	1	Catholic	BA	Yes	No	3	4	White	F
Sister Monica Martinez	2	Catholic	BA	No	Yes	7	7	Hispanic	F
Gabriella Carvalho	3	Catholic	Masters	Yes	No	2	2	Hispanic	F
Rosa Garcia	4	Catholic	BA	Yes	Yes	9	9	Hispanic	F
Maria Sanchez	5	Catholic	BA	Yes	Yes	39	20	Hispanic	F

Wendy Revell	6	Catholic	BS	Yes	No	4	4	White	F
Amanda Savino	7	Catholic	BA	Yes	Yes	4	4	White	F
Heather Forcey	8	Catholic	BA	Yes	Yes	15	12	White	F
Nick Washington	Math and Language Arts	Non Catholic	BA	Yes	Yes	7	7	White and Black	M
Sister Olvido Galliana	Spanish	Catholic	BA	Yes	Yes	52	18	Hispanic	F
Patrick Dodd	Principal	Catholic	Tier 1	Yes	No	8	8	White	M
Kathy Savino	Resource	Non Catholic	BS	Yes	Yes	17	17	White	F
Martha Ortiz-Belcher	TK Dir	Catholic	AA	No	Yes	21	3	Hisp	F
Nara Adjemian	PS Dir	Non-Catholic	AA	No	No	2	2	White	F
Stevie Garcia	PS	Catholic	AA	No	No	3	3	Hisp	F
Sister Isabel de Castillo	Aide	Catholic	BA	Yes	Yes	41	49	Hisp	F

Appendix A3 Questions

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

The Diocese of Fresno requires that teachers are to be credentialed. Those that have not met the credentialing requirement have six years from the date of hire to complete this mandate. Each year those teachers submit paperwork detailing the course of action to become credentialed. Our school follows the policies of the Diocese of Fresno and all teachers are either credentialed or working on their coursework to become credentialed.

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

All new teachers are required to complete the *Echoes of Faith* program set forth by Bishop Ochoa within four years of being hired. Teachers who are up for recertification are required to attend the local Diocesan Ministry Conference as well as complete 40 hours of religious type classes every four years. Each year teachers submit their hours to the Master Catechist on staff to show the classes being attended. All of our teachers are in compliance with the catechist certification. We attend

Advent and Lenten retreats, our Parish offers a variety of classes including the *Echoes of Faith* program, and teachers are welcome to attend both the local Congress as well as the Los Angeles Catholic Congress.

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

Since the last accreditation, we have hired new teachers for various positions. Part of the reason for the new hires has been due to the opening of a preschool and the expansion of our kindergarten program to include a transitional kindergarten classroom for 4-year-olds. There have been two teachers who have completely left OLPH School since the last accreditation. One of the female teachers decided to leave to raise her children at home. One of the Sisters of the Immaculate Conception was transferred to a sister school, and we received another Sister to teach in our junior high. One of our teachers became the principal of our school and the last teacher moved out of state. When a position becomes available at our school, we interview those who have filled out applications through the Office of Education at the Diocese of Fresno.

Improving Student Learning for Catholic Schools

Appendix A-4

Adhere to Diocesan Policy in publishing this appendix

School Profile – Support (non-teaching) Staff

Name	Assignment	Hours per day Worked	Days per year worked	Years Worked at this school	Qualifications (degree, certification, etc.)
Stacey Robertson	Administrative Assistant	8	180	7	
Carmen Heredia	Kindergarten Aide	5.5	180	2	
Kara Dunnegan	Kindergarten Aide	5.5	180	1	
Virginia Chavez	1 st Grade Aide, Daycare Director, Hot Lunch	8	180	17	

	Coordinator				
Cortney Drew	1 st Grade Aide, Extended Daycare	8	180	2	
Melissa Cordova	3 rd Grade Aide	5	165	1	
Sarah Leonard	4 th Grade Aide	5	165	1	
Kali Hardcastle	5 th Grade Aide	5	165	2	
Rachel Espinoza	Yard Duty Aide	3	165	2	
Ezekiel Pardo	Custodian	4	180	23	
Adam Pardo	Custodian	8	180	3	
Irene Ramirez	Aide	5	180	2	
Tiffini Balladares	Aide	4	180	2	
Diane Hayes	Aide	5	180	2	
Jacqueline Herrera	Aide	2	140	2	

Improving Student Learning for Catholic Schools

Appendix A-5 School Profile – Participation in IDEA

Under the Individuals with Disabilities Education Act (IDEA), Local Education Agencies (LEAs) are responsible for locating, identifying, evaluating (“child find”) and developing an individual education program (IEP) for any child living within the district’s boundaries, including children enrolled in private and religious schools, who may have a disability (e.g., hearing, speech, sight, physical and mental impairments; emotional disturbances and learning disabilities, etc.) at no cost to the child’s parents.

Child find is a component of IDEA that requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who are in need of early intervention or special education services.

1. Has your LEA carried out this “child find” requirement in your school? ___ Yes X No
2. If yes, how many children were actually identified as having a disability? _____
3. If No, have you ever requested the LEA to do a “child find?” _____

- and had that request denied? Yes No
4. Of those children identified with a disability, how many have had a formal Instructional Service Plan (ISP) developed by the LEA? _____
 5. Of those children currently enrolled in your school and having an ISP with specified services identified, how many are receiving?
NO specified services N/A SOME specified services _____ All Specified services _____
 6. Of those children with disabilities currently enrolled in your school, how many are receiving the specified services in your school? N/A
 7. How many are receiving those services at a public school or neutral site? N/A
 8. For those receiving services at a public school or a neutral site, is transportation being provided at no cost to the child's parents? Yes No
 9. How many of the children identified as eligible for services through 'child find' transferred to the public school? N/A
 10. How many of the children identified eligible for services through 'child find' chose to remain in your school and forego receiving the specified services? 0
 11. How many children with disabilities, who applied to your school within the past three years, were unable to attend because your school does not offer services that meet their specific needs?
0

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

Improving Student Learning for Catholic Schools

Appendix A-6 School Profile – Participation in Federal Programs

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

1. How many students are eligible for Title IA services? _____
2. How many students are receiving Title IA services? _____
3. What services are being offered at your school for Title IA students?

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

1. What is your per-pupil allocation for Title IIA services? \$20.56 per child.
2. What is your total Title IIA allocation for School Year 2014-2015? \$3,145
3. Have you developed/filed an approved Title IIA Staff Development plan? Yes No
4. Attach a copy of your staff development plan to this section.

5.If you don't have a staff development plan, describe the staff development in-services you will be requesting.

We will be using our allocation in the following two ways:

1. A portion
will be allocated for teacher resources to be used at the CUSD resources center.
2. The
remainder will be used for professional development through Apple Education to train our junior high staff for the implementation of our 1 to 1 I-Pad program for 2015-2016

Title II, Part D – Enhancing Education Through Technology

- 1.What is your per-pupil allocation for Title IID services? \$ _____ per child.
- 2.What is your total Title IID allocation for School Year ____ - ____? \$ _____
3. How will you be using these resources?

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

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

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

- 1.What is your per-pupil allocation for Title IVA services? \$ _____ 0 _____ per child.
- 2.What is your total Title IVA allocation for School Year ____ - ____? \$ _____
- 3.How are you using these funds?

Title IV, Part B – 21st Century Community Learning Centers

1. Is your LEA participating in this program? ___ Yes No
- 2.How many students do you have that are a part of the target population for this program? ____
3. Describe the services that are provided for your target population.

Improving Student Learning for Catholic Schools

Appendix A-7

**Adhere to Diocesan Policy in publishing this appendix
School Profile – Standardized Testing Program (GE, NPR, etc.)**

Reading	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
2011	2.8	3.7	4.8	6.2	8.0	10.2	10.5
2012				3.9	4.1	5.2	6.8
2013			3.8	5.2	5.3	5.9	8.1
2014	2.9	3.0	4.8	5.8	6.4	7.8	9.3

Math	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
2011	2.3	3.6	4.3	5.2	6.5		
2012				3.5	3.9	4.2	5.8
2013			3.4	4.0	4.9	5.3	6.9
2014.	2.4	2.7	3.8	4.8	5.6	6.9	8.4

Lang. Arts	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
2011	2.5	3.7	5.4	6.5	9.1	11.7	12.5
2012				3.9	4.4	5.1	7.5
2013			3.8	5.0	6.1	6.3	8.2
2014	2.5	3.0	4.7	6.0	6.7	7.9	10

Core	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
2011	2.5	3.7	4.9	5.9	7.7	10.3	10.6
2012				3.7	4.1	4.6	6.5
2013			3.6	4.4	5.6	5.8	7.4
2014	2.4	2.8	4.2	5.5	6.0	7.3	9.1

Improving Student Learning for Catholic Schools

Appendix A-8 School Profile – Staff Development Program

Staff Development for 2012 - 2013: Theme: Reading Assessment

Activities/Cost:

DRA 2 Training	\$2100.00
Materials (2 full DRA2 Kits for training)	\$685.00
Teacher Center for Staff Use	\$950.00

Staff Development for 2013- 2014: Theme: Reading Assessment

Activities/Cost:

DRA2 Training (follow up)	\$250.00
Materials for Training:	\$500.00
Teacher Center for all Staff Use	\$1000.00
I-Pad Program Development (substitutes)	\$540.00

Staff Development for Current School Year: Theme: Technology

Activities/Cost

Teacher Center for all Staff Use	\$750.00
WASC Preparation/Materials	\$500.00
I-Pad Training by Apple Education	\$2000.00

Improving Student Learning for Catholic Schools

Appendix B-1 Data Analysis – Enrollment Trends Grade Enrollment Over Time

Year	Preschool	PK	K	1	2	3	4	5	6	7	8
2005	N/A	N/A	33	29	32	34	30	33	31	16	19
2006	N/A	N/A	33	32	24	32	27	29	30	17	11
2007	N/A	N/A	29	24	33	23	24	26	32	27	24
2008	N/A	N/A	20	31	30	29	23	21	28	24	25
2009	N/A	N/A	25	17	26	26	27	18	21	26	20
2010	N/A	N/A	23	20	16	20	26	25	17	17	24
2011	29	N/A	16	20	22	17	19	19	22	14	19
2012	29	N/A	31	24	21	23	21	22	21	20	17
2013	25	35	22	28	30	27	24	20	23	21	22
2014	27	34	34	23	28	32	25	25	19	28	24

1. As you trace a class diagonally (K-2005, 1-2006, 2-2007, etc.) do you see an enrollment trend? Are students entering or leaving at a specific grade level? What is the cause of this trend? What can the school do to change this trend, if a change is needed? For example, a significant number of students are leaving after 5th grade in order to attend the new public middle school with a brand new computer lab? What must you do to keep these students at your school?

There are three trends over the past ten years. From 2005-2007, enrollment was fairly consistent before beginning to decline in 2008. This continued until 2011 when the decline began to reverse itself. The change began with an administrative change that occurred in 2011. We are currently increasing in nearly every class each year with little to no drop off when students enter junior high.

Total Enrollment Over Time

2005	2006	2007	2008	2009	2010	2011	2012	2013	Current
257	237	242	227	206	188	168	200	252	272

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

In the past ten year, enrollment has increased nearly 6%. In the past 5 years, however, enrollment has increased nearly 45%. The recent increase in enrollment has been the result of a staff and community committed to creating a faith-centered academic community with the purpose of educating the whole child. OLPH is committed to offering everything the local public school can offer academically, but with our Catholic faith infused into it.

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

Public school enrollment is increasing in the Clovis community. Clovis Unified School District has a high academic rating, but OLPH feels that what we offer beyond academics makes our school the better choice. We are able to offer high academic standards, comparable extra-curricular activities, and a small family community.

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

The opening of our licensed preschool in 2011 and the addition of Transitional Kindergarten in 2013 has helped keep our kindergarten enrollment strong over the past 4 years. We have also strengthened our enrollment by connecting with OLPH Church and its members with looking at the school as “their” school that is here for their children. We have also made connections to other Catholic churches that do not have parish schools to consider OLPH School as “their” school.

Improving Student Learning for Catholic Schools

Appendix B-2 Finances

Per Pupil Cost Over Time

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Current Year
Amount	3764	4241	4560	4946	5525	5203	4846	4622
% Increase		12.7%	7.5%	8.5%	11.7%	<5.8%>	<6.7%>	<4.6%>

First Child's Tuition Over Time

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Current Year
Amount	3270	3270	3500	3625	3750	3900	3900	4100
% Increase		0%	7%	3.6%	3.4%	4%	0%	5.1%

Tuition as a % of Per Pupil Cost

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Current Year
%	87%	77%	77%	73%	68%	75%	80%	89%

Budget Surplus/Deficit (Bottom Line)

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014
\$	<52,714>	<56,885>	<105,563>	<100,054>	<62,289>	<42,157>	<45,755>	9,000

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

In order to keep tuition affordable, every effort has been made to decrease per pupil cost while increasing enrollment. The parish and other Catholic organizations have been very generous with tuition assistance donations. OLPH School also gives very generous discounts for 2nd, 3rd, and 4th children.

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

In order to keep a stable balance of the revenue mixture, each year costs vs. tuition are reviewed and analyzed. Tuition is raised minimally as not to create a hardship for families. The Parent Club organizes fundraisers throughout the year to assist with costs. The parish generously subsidizes the school.

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

OLPH School has used savings from previous surplus years to address budget deficits.

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

The parish has increase the parish subsidy, tuition assistance, and added a second collection monthly. It has also assisted in purchasing unexpected capital needs when necessary.

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

The Arch/diocese does not have a role in addressing our school's budgets deficits.

Improving Student Learning for Catholic Schools

Appendix B-3

Disaggregation and Analysis of Test Results: Quartile Analysis

English Language Arts Total

Subject	2	3	4	5	6	7	8	2-8 Totals
75-99%	12	4	8	8	8	9	9	58
50-74%	9	9	10	10	1	7	4	50
25-49%	7	8	4	5	3	5	10	42
1-24%	1	8	3	1	5	6	1	25

Data Analysis:

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

2	Reading: Informational Language: Punctuation
3	Reading: Key Ideas Written Expression: Usage and Grammar Punctuation
4	Reading: Authors Craft Written Expression: Usage and Grammar Punctuation
5	Reading: Authors Craft and Informational Written Expression: Usage and Grammar Punctuation
6	Reading: Vocabulary Written Expression: Usage and Grammar and Essential Competencies Capitalizations
7	Reading: Implicit meaning Written Expression: Essential Competencies
8	Reading: Extended Reasoning Written Expression: Usage and Grammar Conventions of Writing: punctuation

Appendix B3 Questions (English Language Arts):

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

No, we do not feel that a significant number of students are scoring in the bottom quartile. There were 25 students out of 175, or 14% of those taking the test who scored in this area. We do not feel that this number is significant, yet we do acknowledge that there are students in this quartile who must have their needs met academically.

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

While we do not think that 14% of our students would suggest a significant number scoring in the bottom quartile, we recognize the need to address these lower scoring students. These low scores can be attributed to many factors such as difficulty in understanding classwork, students working below grade level, and students requiring directed attention from teachers.

3. What is being done to help these students?

We have hired a resource teacher who is scheduled to help reinforce in-class instruction. We have teacher's aides in grades Transitional Kindergarten through 5th grade who help with small group instruction. Work is modified to meet the needs of students who cannot attain grade level achievement at this time. We have ongoing parent/teacher interaction to develop methods to ensure the success of students who might struggle with grade level curriculum.

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

More one on one instruction with lower performing students would greatly help their success. Due to limited time and money, this is often difficult to achieve. The resource teacher hired works on a part time basis. Increasing her hours or bringing in a second resource teacher could provide increased help to students who need it.

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

Students scoring in the top quartile comprise 33% of the students at our school. We consider this to be a significant number, while still allowing for the promise of raising this number to higher levels.

6. What is being done to challenge these students?

At OLPH School, we teach to a high standard which allows these students to accomplish great successes during their years here. All teachers offer high level projects, research papers, and hands-on activities that allow the top level students to learn beyond their books. Also, we offer extracurricular opportunities for our top students to excel such as Academic Decathlon, Spelling Bee, and Science Fair. Many of our students place very high in these endeavors.

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

Due to the fact that teachers need to work to meet the needs of all students within the class, at times, attention is given to students needing extra instruction. However, top students can be given opportunities to use critical thinking skills, extend their learning outside of the textbooks, and differentiate their instruction for these students. Students at this top level could work in small groups to read novels above their grade level, work on extension projects including extra reading and writing, and provide more current events information on a given topic.

Improving Student Learning for Catholic Schools

Appendix B-3

Disaggregation and Analysis of Test Results: Quartile Analysis

Math Total

Subject	2	3	4	5	6	7	8	2-8 Totals
75-99%	13	4	3	2	3	5	7	37
50-74%	4	4	8	8	3	9	4	32
25-49%	10	11	4	10	4	6	7	53
1-24%	2	12	10	5	7	7	6	49

Data Analysis:

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

2	Data analysis, probability and statistics
3	Extended Reasoning
4	Measurement
5	Data analysis, probability and statistics Geometry Fractions
6	Geometry Compute with decimals
7	Geometry Fractions and Decimals
8	Geometry Decimals

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

Yes, a significant number of students are scoring in the bottom quartile for math.

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

The students are struggling in the areas of fractions, decimals, and data analysis. We have noticed student trends that indicate they have short term retention in order to pass skills tests. However, they seem to struggle with long term retention, which is greatly needed in the area of mathematics where skills build upon each other.

10. What is being done to help these students?

Constant reinforcement of skills and concepts are conducted by teachers. We have a resource teacher who reinforces the lessons being taught by the classroom teachers. Students in the younger grades work in small groups with classroom aides to receive individual instruction. We also offer six weeks of math skills instruction in the summer time to help students with basic math functions and to help them get started on the next year's instruction.

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

We have found that the students who attend the math camp during the summer perform above those who did not attend. Not all students are going to attend math camp, but packets sent home reinforcing skills taught would greatly benefit each and every student at our school. We can also offer extension clubs such as Math Olympiad and Bricks4KIDS club (a program that combine LEGOs and engineering skills). OLPH will be implementing IXL, an online program that addresses both Languages and Mathematics. This program can accessed both at school and at home.

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

No, a significant amount of students do not fall into the top quartile in math. Only 21% of our students scored in this area.

13. What is being done to challenge these students?

When students complete 5th grade, the teachers and administration evaluate math performance to determine students who will be eligible to skip 6th grade math and enter pre algebra as a 6th grader. Only the top identified students are allowed to make this jump. This enables these top students to take Algebra as a 7th grader and Geometry as an 8th grader. We run our junior high math classes at the same time to accommodate the needs of all students in mixing grade levels according to math skill.

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

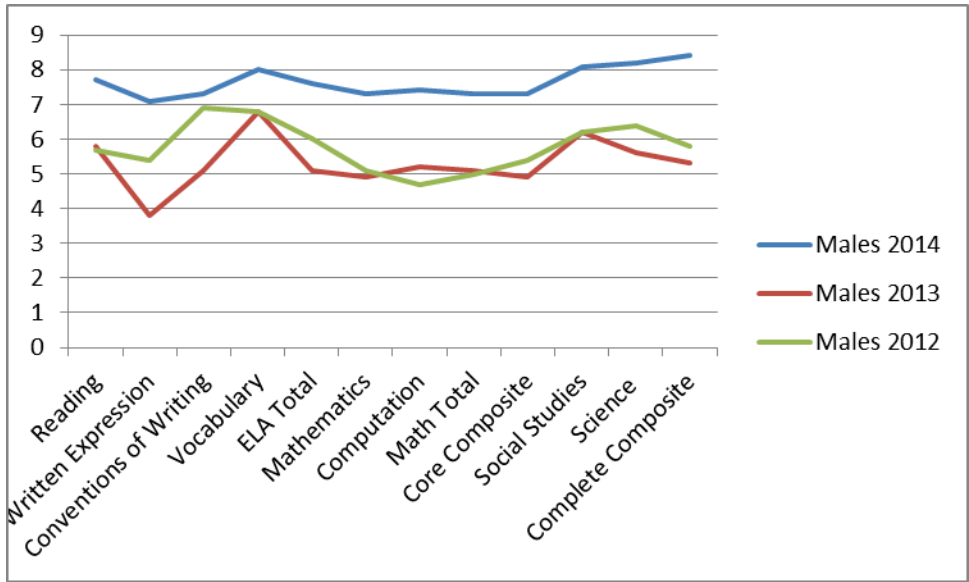
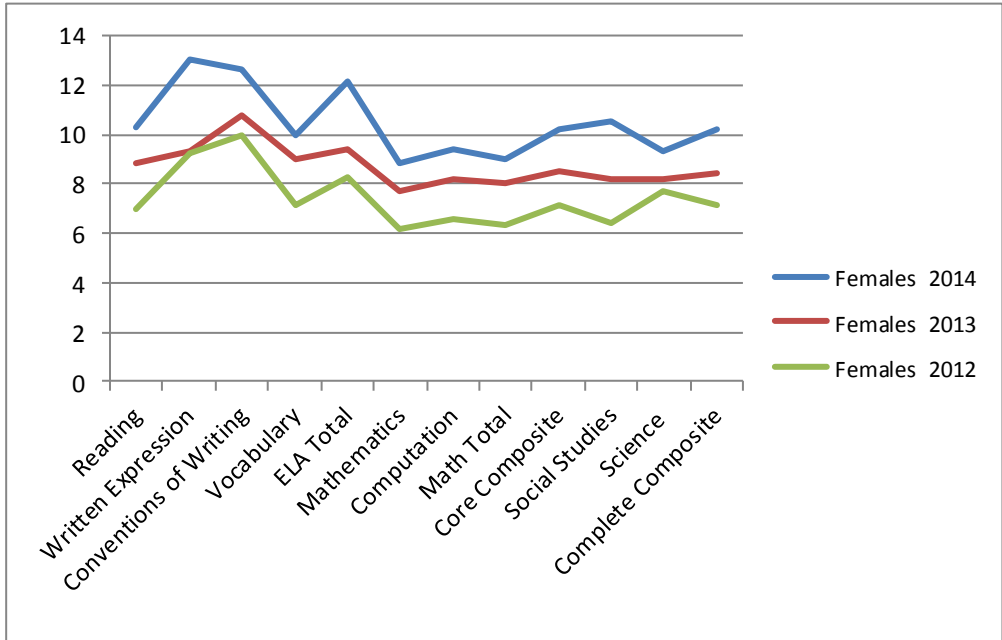
More emphasis can be placed on reasoning, justification, and explanation of math thought processes. Skills beyond memorizing will show understanding at a deeper level. Teaching students to connect their math to real-world situations will give them more visualization in this subject.

Improving Student Learning for Catholic Schools

Appendix B-4

Appendix B-4 Student Growth over Time						
	Females			Males		
	2014	2013	2012	2014	2013	2012
Reading	10.3	8.8	7	7.7	5.8	5.7
Written Expression	13	9.3	9.2	7.1	3.8	5.4
Conventions of Writing	12.6	10.8	10	7.3	5.1	6.9
Vocabulary	10	9	7.1	8	6.8	6.8
ELA Total	12.1	9.4	8.3	7.6	5.1	6
Mathematics	8.8	7.7	6.2	7.3	4.9	5.1
Computation	9.4	8.2	6.6	7.4	5.2	4.7
Math Total	9	8	6.3	7.3	5.1	5
Core Composite	10.2	8.5	7.1	7.3	4.9	5.4
Social Studies	10.5	8.2	6.4	8.1	6.2	6.2
Science	9.3	8.2	7.7	8.2	5.6	6.4
Complete Composite	10.2	8.4	7.1	8.4	5.3	5.8

Disaggregation and Analysis of Test Results: Student Growth Over Time In Language Arts



Improving Student Learning for Catholic Schools

Appendix B-4

Disaggregation and Analysis of Test Results: Student Growth Over Time In Language Arts

1. What disaggregate groups are being compared? Why?

OLPH School has decided to disaggregate the English Language Arts test and its subgroup scores between genders in 8th grade. This information will help us identify bias in our teaching so that we are not favoring one gender over the other. This comparison will also help us identify those students who fall into the lowest quartiles in an effort to differentiate instruction to better serve them. The Iowa Assessment test was updated three years ago, and it is from those three years that we will be analyzing test scores and data.

2. What statistically significant differences are displayed in the data?

As we look at the data over the past three years some significant differences are displayed. We saw a drop in scores for the boys in six out of the 10 subtests between the 6th and 7th grade school years. At the same time, the only time the girls showed a drop in scores between years was in the area of Capitalization between their 6th and 7th grade year. In all other areas, they show appropriate if not significant growth, often scoring three to five years above grade level in several subtests.

3. What is/could be the cause of the difference? Are there trends?

The biggest trend we found is that a significant number of the 8th grade boys entered OLPH at 5th grade or later, where the opposite is true for the girls in that the majority of them have been at the school prior to 5th grade. Only two out of the nine boys in 8th grade started at OLPH prior to 5th grade allowing them to build a solid learning foundation. Ten out of the 15 8th grade girls have been attending OLPH School since prior to the 5th grade, with several of them attending since kindergarten. The remaining five girls entered the school after 5th grade. This trend might indicate that consistency in education plays a role in higher scores.

As a smaller school with one class per grade, this allows teachers to develop relationships with students and parents that might not be seen at larger schools. As a faculty we recognize that the girls in the 8th grade class have a high level of maturity and intrinsic motivation that is just not seen overall in the 8th grade boys. The girls in this class motivate each other through healthy competition and genuine friendship that is lacking in the boys. One other possible cause for the difference in gender scores is parent involvement, which seems to be stronger with this group of girls.

4. What can be done to improve student learning?

During non WASC Accreditation years, we analyzed the testing data to discover that there was a noticeable drop in scores for the 8th grade boys between their 6th and 7th grade years. We addressed this drop in scores by targeting this group in the specific sub tests. The result is that the boys' scores between 7th and 8th grade rose significantly in respect to the previous year's scores.

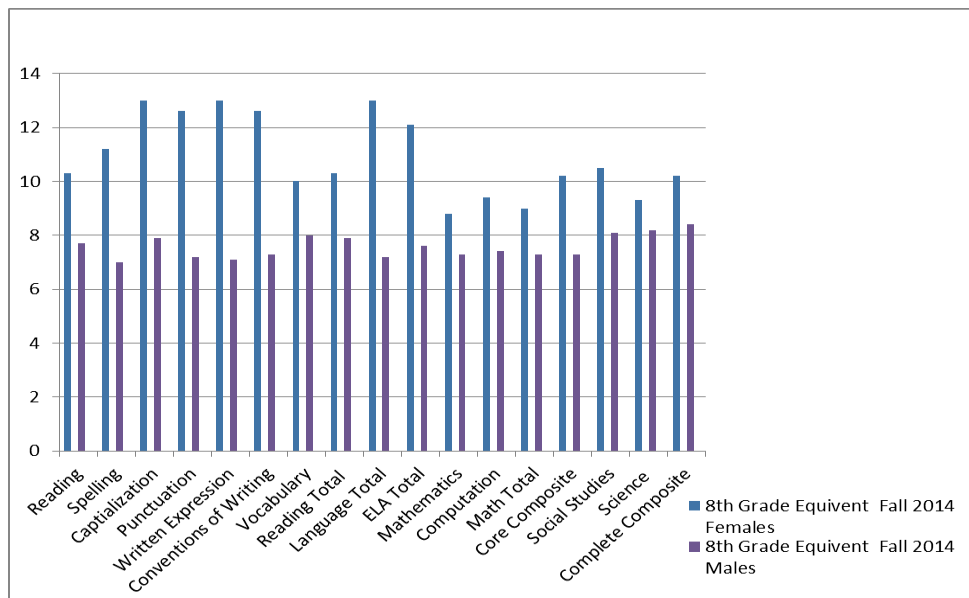
5. What impact will this have on the budget?

In the school budget, money will need to be allocated for extra resources and materials to help teachers differentiate instruction.

Improving Student Learning for Catholic Schools

APPENDIX B-5 Analysis of Disaggregation Test Results:

8th Grade Equivalent Fall 2014		
	Females	Males
Reading	10.3	7.7
Spelling	11.2	7
Capitalization	13	7.9
Punctuation	12.6	7.2
Written Expression	13	7.1
Conventions of Writing	12.6	7.3
Vocabulary	10	8
Reading Total	10.3	7.9
Language Total	13	7.2
ELA Total	12.1	7.6
Mathematics	8.8	7.3
Computation	9.4	7.4
Math Total	9	7.3
Core Composite	10.2	7.3
Social Studies	10.5	8.1
Science	9.3	8.2
Complete Composite	10.2	8.4



Improving Student Learning for Catholic Schools

Appendix B-5

Analysis of Disaggregation Test Results:

1. What disaggregate groups are being compared? Why?

We are comparing disaggregated groups for a single grade across all the test in a single year (Fall 2014). We have chosen to analyze the scores for the 8th grade class and disaggregate between males and females in hopes to use data to drive curricular changes to improve student learning. The method of scoring, we will be referring to, is grade equivalency.

2. What statistically significant differences are displayed in the data?

In analyzing the differences between boys and girls in the 8th grade, we see that the girls outscore the boys in every subject test. The girls consistently scored above grade equivalency in each subject, while the boys scored below grade level in all but three areas: vocabulary, science, and social studies. The girls are scoring at a grade equivalency which is several years above the boys in many subjects.

3. Is each disaggregate group making appropriate annual growth?

While the scores for the boys are below grade equivalency, when analyzing their scores for the past three testing years, they show significant annual growth. For example, from 2013 to 2014, the boys' test results reflect an average overall 2.5 years of growth in every subject area. The most significant growth area from last year to this year was in the Written Expression test which showed a grade equivalency of 3.8 to 7.3, which is 3.3 years' worth of growth. The 8th grade girls are also showing appropriate and often times significant growth in each of the subject tests as well. When tested in 7th grade, the girls scored above grade equivalency in each area. The test scores for 8th grade show at least a year's worth of growth from the previous year's scores in every area, with several testing areas (Written Expression, ELA Total) showing two years of growth and beyond.

4. How can the school improve test scores for the lower disaggregate group?

The school can improve test scores for the boys by providing outside resources to build subject matter, along with differentiating lesson plans and reteaching when needed. While the resource teacher on campus primarily works with younger students, we can refer older students to her services as well. Finally, teacher awareness plays a significant role in addressing student needs and areas of weakness.

5. What is the most significant difference between the groups?

There is a large difference between the ELA scores between boys and girls in the 8th grade. Test results show a difference of 2.5 years. There is also disparity in the test area of written expression which showed over three years' worth of difference between them.

6. How does this information impact the school's budget?

This information is used in the planning of the yearly budget to determine what resource materials, differentiated instruction items, and supportive services that are needed to reach our lower disaggregated group.



In-Depth Study

© Copyright 2013

An In-Depth Study in Social Studies

by:

**Our Lady of Perpetual Help School
836 Dewitt Ave.
Clovis, CA 93611**

Continuous School Improvement Focused On High Achievement Of All Students
2015

Preface

The purpose of the Social Studies In-Depth Study was to critically analyze our strengths and weaknesses with the curriculum in order to support higher achievement of all students. OLPH students are learning knowledge, skills, and attitudes in their Social Studies lessons necessary for informed and thoughtful participation in society. We have identified significant accomplishments that have had a strong impact on student learning and have identified areas that need to be addressed to increase learning. We recognize the importance of a strong Social Studies program where our students will acquire a critical foundation to be life-long participants in society.

TASK 1 – ANALYZING CURRICULUM ASSESSMENT DATA

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

Each year the students in grades 2-8 take the ITBS Assessment. This is a test given to all students in the Diocese of Fresno. The test itself was revised two years ago, and the Diocese of Fresno adopted the IOWA Assessment as its new testing. The years we have taken the IOWA Assessment are for the 2012, 2013, and 2014 fall test dates. The data we collected on students prior to the test rewrite will not correlate directly with the data from the previous two years. For purposes of this document, we will limit our data analysis to the past two years.

The students at OLPH consistently score well on the ITBS/IOWA test, placing them in the above average category compared with students across the United States. General trends show that the students in second grade score at or slightly above grade level and older grades show exponential growth as they continue to mature and learn. The 8th grade class has consistently scored several grades above their grade level in all test subjects.

This report will deal specifically with the Social Studies portion of the test. The test is given in September of each school year which indicates that students are in the first month of school. An example of an 8th grader scoring on grade level in September would receive a Grade Equivalent score of 8.1. With the exception of the 5th grade who scored a 5.0 Grade Equivalent score for Social Studies in 2012, all other grades scored at least three months above grade level in Social Studies that year. The greatest above grade score occurred in the 8th grade with a grade equivalent score of 9.6, which is 1.5 years above grade level. On average, all grades together scored 3.6 months above grade level.

In the year 2013, every grade scored above grade level. On average, all grades scored 4.4 months above grade level. Again, the class scoring at the highest above grade level score was 8th grade with a Grade Equivalent score of 10.7, which is over 2.5 years above grade level.

In comparing data between the two years of test scores, each individual class has increased their Social Studies scores by over a year's worth of growth. For example, 3rd graders scored a Grade Equivalent score of 3.7 in 2012 and as 4th graders in 2013 they scored a 5.0 Grade Equivalent score. This shows one year and three months of growth from one year to the next. The highest jump in growth was again with the 7th graders in 2012 compared with their scores as 8th graders in 2013. The 2012 score was a Grade Equivalent 7.9 and their 2013 Grade Equivalent score was 10.7. This shows a one-year growth of 2.8 years.

Besides looking at the overall Social Studies scores, we also looked at individual sub sections of the test which is broken into the following areas: History, Geography, Economics, Civics and Government, Essential Competencies, Conceptual Understanding, and Extended Reasoning. The information given compares the percentage of answers correct from each class with the percentage of answers correct nationwide. In comparing the seven grades in each of the seven areas over the past two years, our students are answering problems correctly with a higher percentage than

nationwide scores in 79 percent of the categories. In other words, out of 98 areas of scoring, there were only 21 instances in which our students scored below the nationwide levels.

The strongest grades for both years were 3rd, 4th, and 8th graders who outscored the nationwide numbers in every area. The 7th grade had just one area (economics) in the 2012 where they scored below the nationwide numbers. In looking at a cross section of the ITBS/IOWA test booklets, the teachers recognized that much of the information their particular grade is tested on is not information that they teach. For instance, the fourth grade social studies curriculum focuses on California history, but the 4th grade ITBS/IOWA test asks questions about the United States and the 13 colonies. This is traditionally taught in our 5th grade class following our curriculum standards. In some cases, our kids have performed exceptionally well on the tests despite not learning certain material. However, in other instances, our students are at a disadvantage in not knowing some of the material due to lack of exposure because it isn't grade level information.

In analyzing the ITBS/IOWA test, the weakest area for our students in the Social Studies domain is that of History. Six out of 14 tests scored lowest in that category. The next lowest scoring domain was that of Geography with five out of 14 areas showing the lowest scores. The students in all grades scored well in the domains of Economics and Civics & Government. In fact, nine out of the 14 highest scores were in the domain of Economics. Grades 2 through 5 consistently scored their highest levels in this category while the upper grades did the best in Civics & Government. This could be due to the fact that a greater emphasis is placed on this category in the upper grades within the Curriculum Guidelines used by our school.

In looking at disaggregating our Social Studies data, we have found that overall, there was not one consistent trend in the lowest quartile throughout all grade level subgroups. The majority of the students are not falling into this quartile. For those students that do fall into the lowest quartile, we review the subtest in which they struggle and provide resources such as after school tutoring, extra time on tests, differentiated instructions in the classroom, and pulling outside resource to scaffold their learning.

Under the category of Cognitive Levels, the students in younger grades scored lowest in Essential Competencies. However, once the students moved into 5th grade, the lowest scores were earned in Conceptual Understanding. The best scores occurred in Extended Reasoning. This lets us know that we need to do a better job of helping the students understand the concepts of what we are teaching, but they are doing a good job of using the knowledge they have obtained to master critical thinking tasks. A possible reason for the lower scores in the Conceptual Understanding category is the size and scope of the material needed to be covered. There are always students who need more time to master concepts, but as a teacher, we have to make the best decisions for the whole class. Often times this means moving forward in the material. We evaluate on a lesson by lesson basis if more review or reteaching is necessary to help all students grasp the concepts to the best of their ability.

Besides using the ITBS/IOWA test to analyze assessment, we use all varieties of assessment which include but are not limited to: chapter and unit tests, oral discussions, projects, read alouds, written papers, group tasks, quizzes, simulations and retelling.

Teachers are constantly reviewing the Curriculum Guidelines set forth by the Diocese of Fresno to ensure that our assessments are matching the standards. All textbooks are selected to be aligned with the standards we are teaching. The lessons that each teacher teaches are also aligned with the standards. As we assess each student, we are looking to see that competency is reached. Formal assessments are used as well as informal assessments throughout the day to gauge understanding and comprehension.

The students at OLPH School are consistently showing overall growth in the area of Social Studies, culminating with the current 8th grade class scoring nearly three years above grade level. A strong foundation in the elementary grades sets the stage for the upper grades to build upon knowledge learned. Throughout each grade, students are learning to think critically about social justice issues. Students are asked to analyze a situation in history such as the impact of endangered species on ours or future societies. As caretakers of God's creation, we are asked to protect all species on earth for future generations to enjoy. Students also learn about ancient religions in social studies, which allows them to compare and contrast our faith with those around the world. Student faith formation is fostered in Social Studies through these types of readings and discussions.

Accomplishments:

1. A majority of students throughout grade levels fall in the 25% and above on IOWA Assessment.
2. All classes are scoring at grade level or above.

Goal

- Increase conceptual understanding, especially in the domain of history. One way for us to accomplish this goal is to purchase current textbooks.

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

OLPH faculty/staff strive for excellence in learning. We would like each student to reach their highest academic potential. The role of Diocesan and state curriculum standards as well as our student learning expectations play an important role in developing the course of learning at OLPH School.

K to 8th grade Diocesan Curriculum guidelines are passed from the instructor at the current OLPH grade level to the instructor at the next grade level. Throughout the year instructors review these guidelines, checking off one of three columns that indicate whether the current class has been 1. Introduced 2. Reviewed or 3. Mastered each guideline.

SLEs posters can be seen hanging in every classroom. Teachers review and discuss SLE's with students throughout the school year. The SLEs are used by faculty in weekly lesson planning. Each lesson is linked to a specific SLE.

We define and measure acceptable progress for all students in achieving curriculum standards by ITBS/IOWA Assessment scores, quizzes, tests, projects, class participation, presentations, reports and essays. When looking at the ITBS/IOWA Assessment, we have determined acceptable progress is defined as a years' worth of growth. For all other assessment we have set acceptable progress to be at a 70%.

To help all disaggregated groups of students make acceptable progress we at OLPH differentiate instruction by looking at the abilities of each student. Extra support services are available by a resource specialist for individual students who need extra help. Many of the OLPH faculty/staff make themselves available after school to give students extra help. The faculty understands that all students will not perform at grade level and OLPH faculty make accommodations to achieve maximum growth through the school year. Faculty also stays in contact with parents regarding students' progress (especially those students with special needs) through progress reports, e-mails, notes and phone calls. OLPH faculty also tries to challenge students with special activities such as extra credit projects, middle school math, Spelling Bee, Academic Decathlon, Science Fair, etc.

Catholic identity and faith formation are integrated into the total curriculum by referencing the SLEs in lesson planning. Religious integration and articulation can be found in OLPH Curriculum Guidelines for each subject area.

In conclusion, in a world that demands independent and cooperative problem solving to address complex social, economic, ethical, and personal concerns, core social studies content is as basic for success as reading, writing, and computing. The social studies curriculum that is being taught is designed to support students in their understanding of the foundational ideas and philosophy of our country, and the historical themes and events of the world's many cultures. The goal of all social studies instruction is to enable students to see matters through other's perspectives, respect and understand other cultures, and foster patience, respect and civic courage.

To critically evaluate our teaching of geography specific skills to better student understanding in

maps, locations, longitude/latitude, and directionality which has a direct connection to faith formation in the areas of appreciating and understanding cultures different from ours. We teach our students that we are increasingly a global community both in society and in our faith. We realize that our students have a need to improve in this specific area to better enhance their overall student learning.

The students are learning knowledge, skills, and attitudes in their social studies lessons necessary for informed and thoughtful participation in society. The K-8 social studies program focuses on concepts from the four core social studies disciplines: civics, economics, geography and history. When students experience learning through a strong social studies program, they acquire a critical foundation for life-long participation as citizens.

Accomplishments:

- Offering students a variety of in-class assignments and projects designed to support greater subject understanding.
- Offering opportunities outside of the classroom to build upon understanding such as field trips and Academic Decathlon.

Goal:

- To critically evaluate our teaching of geography specific skills.

TASK 3 – INSTRUCTIONAL METHODOLOGY

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

At OLPH School, the teachers use a wide variety of instructional methodology to support high achievement by all students. We realize that the purpose of Social Studies is to develop students who have the knowledge to understand, fulfill their role in, and make informed decisions in the world around them while utilizing the church's teachings propriety. Teachers at OLPH School use strategies which make the material meaningful to the children. Whether assisting in building vocabulary or developing projects, simulations, or other activities which will help with understanding of content or concepts, teachers try to meet the needs of each student. Teaching strategies such as problem solving, debates, simulations, projects and role playing are active strategies that can lead to discovery and engagement.

Teachers recognize that in order for Social Studies to be fully comprehended and appreciated by students, they must make the topics meaningful. This is done in a variety of ways. For example, the 8th grade class learns about the forming of the United States and the writing of the Constitution. In learning about the law making process in the U.S., the students simulated the process in the classroom. They began as a grassroots group to identify problems in their schools where they would like to see improvement, mirroring what might happen in the real world with a concerned citizen bringing forward an issue to a city council. The students narrowed down the list of issues, chose four that they determined to be the most important, and then assumed the role of Senators and House of Representatives writing the bills which would lead to change in their schools. As the students worked their way through the process, they gained a real-life understanding of how bills become laws. Through enacting change in their own school, the Social Studies came to life in a meaningful way.

Another example of true meaning in Social Studies can be found in 4th grade. The students are assigned one mission to study and then construct that mission for a fun showcase evening. The students are immersed in learning about their mission and the history of California. Another project in fourth grade includes a gold rush simulation. The student "dig" through a cookie to look for gold. Concepts of real gold and fool's gold are taught using this cookie model. M & M cookies are the fool's gold, while macadamia nuts represent the real gold. The students earn money from their gold findings to buy food or supplies. The students develop an appreciation of what it might have been like to mine for gold during the 1840's in California.

The 3rd grade class curriculum involves learning about their community. To develop this concept over the year, the teacher provides field trips to visit various locations around Fresno County. These include the Meux Home, the Saint John's Cathedral, and the Clovis Museum. While visiting the Cathedral, the students are able to integrate their faith with the history of the area in which they live. Effective practice does not limit Social Studies to one specific period or time of day. Students can feel the integration of Social Studies across other subjects as well as through trips such as those of the 3rd and 4th grades.

Our faith and values are evident in Social Studies classes when students are given opportunities to discuss values, engage in real world problem solving, and make reasoned decisions.

Teachers analyze the data received from the ITBS/IOWA Assessment test to see what the areas of strength and the areas of improvement are for their class as a whole, as well as the student individually. This data helps the teacher emphasize areas that are needed by differentiating their instruction to reach each student. By updating and including Common Core State Standards (CCSS) to the Social Studies curriculum mapping, using updated material at each grade level, will increase conceptual understanding by all students.

Teachers are given a variety of professional staff development opportunities in Social Studies and various subject matter. Funds are set aside each year for teachers to attend professional development courses of their choosing. Over the past three years teachers have participated in the following professional development: Reading Assessment training, including DRA training, and Technology training, such as iPad training.

With Religion and Social Studies being tightly intertwined in the concepts of values, social justice issues, and influences of society, any courses or workshops that we attend with a religious theme easily enrich our knowledge and ability to teach both subjects. The Fresno Diocese offers workshops through the yearly Diocesan Congress, which each of our staff attends each year. The religious classes are imperative to teachers in integrating Social Studies to our faith. The Los Angeles Religious Congress is another venue that many of our teachers take advantage of each year to enrich their spiritual life as well as learn about topics of interest such as Social Studies. Many of the field trip venues attended by OLPH School offer teachers a “teacher day” to preview the facility as well as engage in learning grade level content to teach students. One example of this is the 4th grade mission field trip where the teacher took advantage of one such day.

Assessment results are considered for reallocation of resources. Curriculum and Instruction are enriched with the purchase of videos, software, and supplemental materials. Field trips and outside speakers are utilized to enrich learning.

Teachers pursue ongoing educational opportunities to improve their skills. By assessing the acquisition of basic skills, teachers are able to lead students to apply their skills to higher order thinking levels.

The variety of assessment techniques insures fairness in the treatment of our students. The uniqueness and the different learning styles of each child are addressed. At OLPH School, we encourage children to become life-long learners who are empowered because of their academic success. The faculty exhibits compassion towards students, and in consultation with the parents, they will adjust low grades if the effort on the part of the student is apparent. Finally, assessment allows us to see that our students are progressing in a continuum of learning with the ultimate goal of achieving the School Wide Learning Expectations.

Accomplishments:

- Providing cultural experiences through local and out of town field trips.

- Differentiated instruction in the classroom

Goal:

- To update by including Common Core State Standards (CCSS) in Social Studies curriculum mapping using updated materials at each grade level to increase conceptual understanding.

TASK 4 – SUMMARY OF FINDINGS

The faculty/staff at OLPH strive to ensure that every student has access to an outstanding education and that there is a positive impact on their learning each day. There are several significant

accomplishments that show this positive impact, the main one being high scores earned on the ITBS/IOWA Assessment test each fall. All grades 2nd through 8th scored above grade level with the 8th grade class scoring over two years above grade level. This particular accomplishment is achieved through caring teachers who impart their knowledge to their students each day. Teachers take the time to explain the material, create their own materials to be used in learning, and assessing each student whether formally or informally to check for understanding. There is also a big connection between our social studies curriculum and the religion curriculum. Many areas in each subject overlap and enable dynamic discussions and learning to take place. This accomplishment can be replicated in other areas across our curriculum. In fact, the ITBS/IOWA Assessment scores in language arts are above grade level average with the 8th grade scoring at the 12th grade level. This great achievement was also accomplished through the care of teachers and connections between language arts and religion which permeates all subjects throughout each day.

Another significant accomplishment at OLPH School is student led policy change. In studying the United States Constitution, the 8th grade class learned about government process of bills becoming laws beginning at a grassroots interested committee level and continuing the process all the way through implementation of adopted bills signed into law. The students chose areas of interest in their school where improvements could be made. They wrote letters to their Congress Representatives and then acted in a simulation as the Senator and House of Representatives. Through the law making process, they formed committees, wrote bills, voted on the bills, sent the bills to the other House for a vote, dealt with amendments and revisions, and finally submitted their bills to the president for approval. In this case, the president was the principal of our school. The 8th grade class submitted four bills for the principal's approval: a dress code change, the formation of an art club/show, involvement in lunch meal planning, and new lockers for the junior high. The principal was able to use his "veto" stamp to eliminate some bills, and he signed into laws a new dress code addition of wearing ties with their Mass Dress. In addition to having the bill signed into law, the dress code policy will be rewritten to reflect the change as well as notating that this was an 8th grade student led process. This project allowed the students a firsthand experience in the lawmaking process of our government. This led to critical thinking skills, practicing debating skills, working in collaboration with others, and writing for a purpose. This experience can absolutely be replicated across the curriculum. Any time students are able to engage in a hands-on experience, it leads to greater connection between the subject and the student. Math manipulatives, science projects, and literature projects are all areas in which a simulation like the one described can take place.

Another significant accomplishment taking place at our school is the Open House Cultural Fair. This is a family experience that takes place each spring where all families are encouraged to attend to see each classroom and learn about different cultures. The fair has grown from a simple study of various countries into a multi-cultural experience that is enjoyed by all. Each classroom selects a country to study and completes projects and learning about that country. At the fair, each room displays projects, clothing, food, music, and more to show off the learning that has taken place. Flags are displayed, students often dress up in native wear, and a festive atmosphere makes it enjoyable for parents and grandparents to learn about our school and our students. The fair has also grown each year, and students are given a passport when they arrive on campus that they take to each teacher to get "stamped." The students have a great time "traveling" to different countries to get their passport stamped. Later in the week, students return their passports to school for a prize. This passport system also encourages parents to visit other classrooms in addition to their child's

room. It gives them an opportunity to see what their children might be learning as they grow at OLPH School. We schedule the fair for a Thursday evening with Grandparent/VIP day the following day. This allows a second group of visitors to enjoy our cultural experience and share in the great things that are happening at our school. This type of experience can be replicated in other areas of our curriculum, and in fact, one area in which all grade levels are invited to attend is Reading Night. The event is set up with many different activities and reading opportunities with exposure to a variety of authors, projects, theater, and books. Our cultural fair is based on a social studies theme, but encompasses other subjects such as art, music, dance (physical education), religion, and language arts.

One last area of significant accomplishment at OLPH School is in the development of many opportunities for travel. Each grade takes several field trips throughout the year, many of which are based on a social studies theme. For instance, each year the 8th grade class travels to southern California to visit the Ronald Reagan Presidential Library. The class has the unique opportunity to not only look around the museum but to also engage in a simulation of the Grenada Invasion. The students take on the roles of the President and Cabinet, military and news media. They use information given during the simulation to make decisions to help save the United States citizens that were living and going to school in Grenada at that time. Through the decision making process of the simulation, the students also learn how President Reagan actually responded to the crisis. Three years ago, a small group of 8th graders traveled to Washington, D.C. during Easter Vacation. The students were able to gain a fantastic understanding of the origins of our country. This trip does not take place each year, but future trips to the east coast are being planned. Other field trips for other classes include the 4th grade traveling to visit Mission Delores to supplement their learning about California Mission history. The 3rd grade class travels to Sacramento on the train to visit Old Town Sacramento and make a stop at the train museum. They learn how rail transportation helped form California. The 3rd grade also visits local historical sites such as the Meux Home, which is a home belonging to one of Fresno's earliest settlers. A tradition that started four years ago, is taking the 5th through 8th grade on a "fall field trip." Trips have included visiting The Getty Museum for art history appreciation, the de Young Museum, and some science related trips. Travel experiences can be replicated across the curriculum and in fact students are given many opportunities for local and longer travels to learn across a wide variety of curriculum. Science trips, music and dance trips, and local history are just some of the opportunities our children have been given. Field trips create an excitement for children to learn about their world and receive education and exposure not always found in a book or classroom. It also gives children an experience that they might not be able to receive from their parents. Travel given meaning and purpose to the learning that happens in the classroom and students are immersed in the topic such as the 8th grade Granada simulation. We will continue to provide as many travel opportunities in the future.

The goal that will have the greatest significant impact on student learning is updating the social studies textbooks/resources for all classes. The new textbooks/resources will align with our current standards and provide teachers with new strategies and materials that can reinvigorate teaching. New resources will include a technological component to allow for extra research and use of computers as well as updated language and graphics to interest students in learning.

GOAL:

- To update by including Common Core State Standards (CCSS) in Social Studies curriculum mapping using updated materials at each grade level to increase conceptual understanding.

TASK 5 – ACTION PLAN

Action Plan for Our Lady of Perpetual Help School

Goal #3: (from In-Depth Study)

To update by including Common Core State Standards (CCSS) in Social Studies curriculum mapping using updated material at each grade level to increase conceptual understanding.

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

We realize that the state of California has not yet created Common Core standards for this particular subject and are instead integrated within the Language Arts Common Core Standards. Selection of this goal is based on the fact that many of our current resources (textbooks, supplemental workbooks and materials) are out of date and do not align with Common Core Standards. The textbooks being used in the classrooms are all at least 10 years old or older. New materials also need to look relevant, including graphics, charts, and pictures. This will help engage the current population. The purchase also needs to include supplemental materials such as maps, charts, workbooks, worksheets, project ideas, etc. The purchase of these materials will allow teachers to create current mapping for their lessons to increase conceptual understanding.

Alignment with philosophy, mission, SLEs:

This goal aligns with our philosophy, mission, and SLEs in many areas. Our school philosophy speaks to the development of respecting and appreciating the cultural diversity of our society. A core aspect of our mission states that we seek to develop students who actively participate in society. Our SLEs include the importance of students caring for creation, becoming globally aware Christians who learn from and act upon social justice issues, make decisions based on facts, accept responsibility for their own actions, work collaboratively, respect other cultures, ethnicities, physical appearances and points of view.

Strategy #1	1. Teachers identify specifically which grades need a new Social Studies curriculum resources 2. Teachers create new mapping that includes CCSS Stated this was completed in Task 2
Activity #	1. Distribute Common Core Standards for Social Studies to teachers. 2. Contact book publishing companies to request samples for the school. Have teachers look at the variety of books and supplemental resources to determine which curriculum would work best at OLPH. 3. Purchase new materials/resources 4. Begin adding updated resources into Social Studies maps.
Cost or Resources & Sources	Funds are allocated each year for new books and materials. Approximately \$1500.00 Administration sets a budget each year in the spring for the following academic year. We need to make sure funds are available to purchase new books.
Person(s) Responsible For Implementation	Administration and teachers.
Process For	1. Receiving input and ideas from teachers. 2. Assess many different companies that publish books.

Monitoring	3.Review lessons plans for the inclusion of Common Core. 4.Staff meetings to share mapping.
Baseline Assessment	1.Review current curriculum maps 2.Look over Common Core Standards.
Ongoing Assessment	Check in with teachers at the end of the year to review how the curriculum is managed in the classroom with the students.
Timeline Start/Stop	As new materials are purchased, mapping should be completed by the end of the school year. End time of 2015-2016.
Process for Communicating to Shareholders	All teachers will be involved in the process. The school board will be kept of progress as well as Parent Club. Fr. Robert is part of the budget meetings for the calendar year. Parents will be made aware of new materials/resources through newsletters, Back to School Night, Open House, and conferences.

Improving Student Learning for Catholic Schools

Appendix G-1

Catholic Identity Standard 6: Service

The school helps students develop a service-oriented outreach to the Church and civic community after the example of Jesus who said, “I have given you an example so that you may copy what I have done to you.” (John 13:15)

Task 2

The Catholic Identity Standard 6 survey, completed by ~24% of the families, Parent Club officers, and School Board demonstrated the high priority placed both on the importance of service to others and the students active participation in service to others. These opportunities begin with the school and extend to the church and the community at large. The entire student body, through the leadership of the Student Council, research, plan, organize, and implement monthly service projects. Individual classes also plan and implement service projects. The completed surveys also indicated the service projects are based upon the mission of the school, with Jesus being the role model for students to follow. Students are willing to participate in helping others without receiving personal recognition.

Eighty-nine percent of those surveyed agreed that service opportunities are rooted in Catholic values—that students and faculty provide service because it is a hallmark of Catholicism, not because it is a requirement, proving that students are learning the inherent value of their actions.

Ninety-three percent of those surveyed agreed that students are expected to complete a minimum number of service hours each year. The junior high students are required to document their hours and consistently exceed the minimum expectations by a significant amount.

Eighty percent agreed that students are expected to provide a clearly defined portion of these service hours to their parish of registry.

Eighty-seven percent agreed that service opportunities are organized by school staff and are age appropriate. While the staff directs and assists in some of the organization of projects, they are driven by students. Students regularly come up with their own original service projects.

Ninety-three percent agreed that students voluntarily participate in service opportunities for which they receive no credit.

Ninety-seven percent agreed that service opportunities are an overt expression of the Themes of Catholic Social Teaching.

Students participate in traditional service projects that run throughout the year as well as monthly school projects. The first Monday of each month, children bring in cans of food to help support St. Martha’s Pantry to help the poor in the community. Some examples of the monthly service projects are school supplies for the needy, baby bottles of change for Right to Life, and used books for schools and prisons. The older students serve each month for the Silver Foxes, a senior group from the church. This gives them the opportunity to serve and interact with senior adults in our community. The entire student body participates each Lenten Season in “Magic of Change” where students bring in change for the six weeks of Lent to raise money for a Sisters of

the Immaculate Conception School in another country. The Sisters send back pictures so the students can see what their generosity has accomplished. The first Sunday of each month, our students prepare and serve at Mass. Our students also serve by providing the music, readings, petitions, and ushering. Some of the other ways our children serve include but are not limited to volunteering at St. Martha's Pantry, Povarello House, the ASPCA, and Children's Hospital of Central Valley. Another way service is emphasized is the way our students serve is as role models for our younger students by being classroom buddies. One example of this is our 7th and 8th grades are buddies with our preschool and transitional kindergarten students and sit with them and model appropriate worship and behavior at Mass.

Significant Accomplishments (2)

1. Students design, plan, and implement service-oriented projects
2. Service Projects include church and local community

Goal (1)

1. Provide more service opportunities for our younger students to participate in and lead on their own.

Task 3

The goal will be accomplished by teaching staff meeting to make a good list of age appropriated projects and ideas. This will allow teachers to direct the discussion for lower grade students to appropriate service ideas. Service project ideas will be presented to Student Council who will calendar the ideas and add them to our monthly service projects. Student Council will also assist the classes in their projects. The service projects will be communicated to the shareholders through our weekly parent communication on Schoolspeak, e-mail updates, and individual classroom communications.