

# ***REPORT OF FINDINGS***

ST. ANTHONY OF PADUA SCHOOL  
1003 W 163RD STREET  
GARDENA, CALIFORNIA, 90247  
(ARCH)DIOCESE OF LOS ANGELES



AND

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

**IMPROVING STUDENT LEARNING 2012**

**A SELF STUDY PROCESS  
FOR CATHOLIC ELEMENTARY SCHOOLS**

**OCTOBER 19 TO OCTOBER 21, 2021**

# ***REPORT OF FINDINGS***

for  
E151 St. Anthony of Padua

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## **PREFACE**

We, the Visiting Committee, wish to commend you, the pastor, administration, faculty, staff, parents, and student body of St. Anthony of Padua for working together to make the school a loving, caring and learning environment. We pray that the good work that you have done and the plans that you have made for the future will help you become an even better school.

The team found our three days at St. Anthony of Padua professionally rich and personally rewarding. We experienced a community where everyone is striving to provide a Catholic environment where quality education is a priority. The feeling of community and love in the school was evident throughout all aspects of our visit - from our time in the classrooms, to our interviews with students, parents, pastor and staff.

We wish to thank all of you-pastor, principal, faculty, staff, parents and students-for your warm and gracious hospitality.

May the Christ we serve bless you with every success as you journey into your future.

## **Chapter 1: Introduction**

### **A. How the Self Study was Conducted**

The Visiting Committee observed that all school instructional staff and shareholders were appropriately involved in all aspects of data review, analysis and dialogue regarding the accomplishments and goals of the school. The Self Study process occurred in a faith environment with ongoing, systemic analysis of the school's effectiveness in all aspects of the Self Study process.

Both the Principal and Pastor oversaw the creation of the ISL Leadership Team. The ISL Leadership Team was composed of faculty and staff members. The ISL team regularly communicated with faculty and staff to clarify and establish goals and objectives, and also to identify appropriate strategies and practices to accomplish those goals and objectives.

The school sought to include all shareholders in the process, issuing surveys to parents, teachers, and students in an effort to properly assess the thoughts, feelings, attitudes, and concerns of the entire community. These surveys were submitted to parents and staff in the Spring of 2018, and again submitted to staff/parents/ students in the Spring of 2019. Classroom teachers also sent out informal surveys to parents throughout the year to garner feedback. The combined results served to inform and guide the Self Study.

Shareholders were kept informed of the accreditation process via mandatory general parent meetings, weekly faculty meetings, Parent Leadership Committee (PLC) meetings, student government meetings, parent/staff weekly bulletins, newsletters and email, as well as the school website and school assemblies.

PLC leads were consistently involved in giving their feedback throughout this process. These leaders represented the parent community during meetings with administration.

During the Self Study process the principal and pastor met weekly. The principal presented the progress towards the completion of the Self Study and the community's suggestions to the Pastor to inform him and ensure his voice was present throughout the process.

The school faced several challenges during the completion of the Self Study. Due to a serious health issue, the principal was on limited availability for a two month period. During this time the structures in place allowed the school to continue the Self Study process. In order to account for staff turnover from the prior self study (2014), the school reached out to a former faculty member who was able to help guide the school with knowledge from the previous Self Study.

Through systematic and consistent communication with all shareholders, St. Anthony of Padua created a highly effective process that appropriately involved all shareholders.

## **B. Involvement and Collaboration of Shareholders in Completing the Self Study**

*Accreditation Factor #1: The school involves all shareholders in data review, analysis and dialogue about perceived accomplishments in the area of student learning, and in developing, implementing and monitoring goals for improvements in student learning.*

The Visiting Committee observed that all of the St. Anthony of Padua instructional staff and shareholders, including the Pastor, Parent Leadership (PLCs), and the community as a whole were appropriately involved in all aspects of data review, analysis and dialogue regarding the completion of the Self Study.

Over the course of the Self Study process, St. Anthony of Padua School appropriately involved all shareholders in the process of collecting data, analyzing the data, and reviewing the data, dialogue, and overall collaboration and involvement of discussion and strategies for improving student learning. All shareholders took part in the completion of the Self Study, including the pastor, principal, the Parent Leadership Committee (PLC) leads, faculty, and students.

Goals which highlighted strengths and needed improvements were created based upon the input of parents, staff and students. Surveys were sent out to parents and staff in the Spring of 2018, and in 2019, a second survey was sent to parents, faculty, and students.

The Principal communicated the accreditation process through regular email blasts, general parent meetings, PLC lead meetings, newsletters, school bulletins, and during all-school assemblies.

The Self-Study process and progress was communicated to students and available to parents during morning assembly and after all-school Masses. Students were surveyed in the Spring of 2019. Students were given time during the school day to ensure they had adequate time to

compile responses. Younger students in grades K-2 were surveyed in small groups or individually.

The Visiting Committee found that all members of the community were well informed of the accreditation process and all shareholders felt that they had a voice in the process.

To ensure continued involvement among all its supporters, St. Anthony of Padua School gives regular opportunities for all shareholders to voice opinions and give feedback through surveys, regular general parent meetings, weekly faculty meetings, PLC meetings, and student government meetings. These efforts among shareholders create an environment for new ideas and improvements to continually be brought to St. Anthony of Padua School.

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

### **A. School Profile**

The Visiting Committee observed that St. Anthony of Padua has effectively compiled and analyzed updated data as well as identified major changes and trends.

The school has effectively identified the cultural and economic background of the school community. It is evident through interviews with the principal and reviewing the action plan that demographic data has guided and informed the Self Study process and conclusions the school has made in regards to goals.

The major trend identified by the school has been through enrollment data and the need to increase enrollment. In 2012 the school's total enrollment of 135 students was not sustainable. The school implemented several strategies to increase enrollment and as of 2021, the enrollment has increased to over 230 students.

Through parent interviews, student interviews, and survey data it is evident that the community loves their school. They are dedicated, volunteer, and lead improvement projects in order to provide the students with a comprehensive Catholic Education.

### **B. Use of Prior Accreditation Findings to Support High Achievement of All Students**

**Accreditation Factor #2:** *The school has used the prior accreditation findings, both those discovered by the school and those identified by the Visiting Committee, and other pertinent data to ensure high achievement of all students and to drive school improvement.*

The Visiting Committee has found that St. Anthony of Padua School created a highly effective environment where ongoing systemic data analysis to enhance student learning permeates the school's culture and drives student learning within a faith environment. This commitment to review and improvement allowed the school to meet all goals from the prior Self Study.

The school met all critical goals identified in the prior accreditation visit. The goals of the prior action plan have been addressed successfully, and there is evidence this has positively impacted student learning and has ensured high achievement of all students in relation to faith and academic development. This is seen through the review of STAR data as well as observation and development of new programs to foster high academic achievement.

While it would be redundant to review each goal, the Visiting Committee commends the dedication of the school to meeting these goals, including the work on the ELA program. Significant efforts were made including the creation of a school library, Onward Readers Grant, and Accelerated Reader Program.

It is evident throughout the visit that the school has consistently reviewed data in relation to the goals as it worked to meet them, and each goal was successfully met.

## **Chapter 3: Quality of the School Program**

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

*Accreditation Factor #3: The school is Catholic, approved by the Local Ordinary (Canon 803), providing opportunities for community worship and participation in the Sacraments, and promoting evangelization and service to the community.*

The Visiting Committee observed that St. Anthony of Padua School is highly effective in providing authentic Catholic teaching, opportunities for community worship and participation in the sacraments, and promotes evangelization and service to the community. St. Anthony of Padua School has been fostering and improving the spiritual formation of students, staff, and parents.

In order to improve spiritual formation and reinforce its Catholic Identity, St. Anthony of Padua School reevaluated and revised the school's mission and composed a philosophy statement to supplement the school's mission. The changes made to these documents helped to better articulate the principles and objectives of the school and also, reinforce the Catholic Identity of the School. With input from the pastor, the revised Mission Statement now includes the words, "Eucharistic Jesus." Additionally, there is a philosophy statement that supplements the mission statement, and articulates its commitment to education and spiritual formation, in collaboration with teachers and parents. Since 2015, the school has partnered with the Lovers of the Holy Cross Sisters and with seminarians since 2018.

The Visiting Committee observed that St. Anthony of Padua School is highly effective in providing opportunities for the spiritual formation of its students, staff, and parents, especially through daily opportunities for community worship. The school community comes together at Morning Assembly to pray, recite the Pledge of Allegiance, and make pertinent school announcements. In addition, during morning assembly, students recite the Paduan Pledge that

reflects the Student Learning Expectations. Other daily opportunities for prayer include recitation of prayers in classrooms before instruction, meals, and the end of the school day. Likewise, weekly faculty meetings begin and end with prayer, as do all other gatherings, including general parent meetings and Parent Leadership Committee (PLC) meetings, sports events, field trips (using the Guardian Angel prayer), and Student Government meetings.

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

Additional worship opportunities include a pilgrimage for the 8<sup>th</sup> grade students, graduation Mass, Posadas, and parent retreats for parents of students preparing for the sacrament of First Holy Communion. The school prays one decade of the Rosary at Morning Assembly during the month of October. They celebrate All Saints' Day by writing reports about a saint and dressing up as that saint. The students also participate in a Christmas program, Stations of the Cross during Lent with Benediction, and an all-school Rosary and May Crowning.

The pastor also offers parent faith formation retreats. In 2019, the first parent retreat was offered in November. About 30 families showed up and the attendees enjoyed the experience and would continue to attend even without the parent service hour incentive. Parents earn service hours for this retreat, even if it is required.

St. Anthony of Padua School provides authentic Catholic teaching to all students by using a standard-based curriculum. Since 2018, in alignment with its mission to effectively instruct students in the teachings of the Catholic Faith, St. Anthony of Padua School adopted the new Archdiocesan Religion Standards in an effort to increase ACRE scores and better instruct students. Teachers use these new standards as a guide to create Religion curriculum maps and lesson plans that can be found on the school website and Planbook.com for each grade level.

Teachers also utilize a plethora of supplemental materials to enrich their daily religion lessons, including the Holy Bible, Archdiocesan approved prayers, inspirational music, iPad applications, informational religious videos, online bible stories, weekly Mass journals, music hymnals and online articles. The Visiting Committee observed that the faith is permeated throughout the school day and curriculum.

St. Anthony of Padua School continues to create new opportunities for students to learn about real-life applications of their Catholic faith. In 2015, the school implemented a Chastity

Education program for 6<sup>th</sup>-8<sup>th</sup> grade. Parents are asked to attend a mandatory parent meeting preparing them for what is taught at these classes.

In the 2019-2020, “St. Anthony Faith Facts” returned to the school. Although Faith Facts were reintroduced this year, St. Anthony of Padua would like to fully implement this program in 2020-2021 as part of the school’s action plan. The Religion Department Co-Chairs are currently reviewing Faith Facts to ensure alignment with Archdiocesan Religion standards as well as the topics on the 5th and 8th grade ACRE tests. “Faith Facts” are based off of the Baltimore Catechism document. Faith Facts was a prior practice within the Religion curriculum practiced by the nuns when the Sisters of Providence made up the entire faculty and administration at St. Anthony of Padua School.

St. Anthony of Padua School provides spiritual development opportunities for staff focused on faith formation and religious instruction. Every year, the staff participates in an all-day retreat in August and a mid-year retreat in March. Teachers also use Jonathan Doyle’s Going Deeper series to deepen their faith. Staff members pray for each other and offer special intentions during faculty meetings. Teachers are also required to complete their Basic Catechetical Certification within 1-3 years after they are hired. Faculty members, once certified as catechists, are asked to continue their ongoing faith formation annually, showing at least 10 hours of specialization requirements.

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

St. Anthony of Padua School is continuously discovering areas of Catholic Identity that can be improved. During the last WASC/WCEA visit, the school identified the goal of increasing the number and types of schoolwide religion projects to enhance the spiritual formation of students, staff, and parents. To meet this goal, the school provides multiple service opportunities throughout the year. As part of their religion curriculum, junior high students complete between 10-20 hours of community service.

St. Anthony of Padua is highly effective in discovering areas of their Catholic Identity that need to be improved. St. Anthony of Padua has assessed the success of the changes it has implemented into its programs to reinforce Catholic Identity by utilizing surveys, Los Angeles Archdiocese Religion standards-based assessments, graduation and high school enrollment figures, and School-wide Learning Expectations (SLE’s) rubrics. In a survey issued to parents in the Spring of 2019, 91% of parents agreed that the mission of St. Anthony of Padua School is



aligned with the Catholic Church. Additionally, 88% of parents indicated that they are satisfied with their child's spiritual development at St. Anthony of Padua School. Students in the fifth and eighth grade take the annual Assessment of Catechesis Religious Education (ACRE). In 2018-2019, fifth grade scores increased compared to previous years, bringing the average from 56.15% to 68% in two years. Although students scored higher, there is still room for improvement. 52.4% of fifth grade students scored at a proficient level with 47.6% scoring at the needs of improvement level. In the year 2017-2018, the 8th grade student average was 56.1% compared to 60.2% in 2016-2017. 33.3% of the students scored at a proficient level, while 66.7% scored at a Needs Improvement level. Though a decrease was evident, St. Anthony of Padua has taken steps to increase ACRE Test scores, including introducing Faith Facts to each grade level, supplying a Bible set for classes, and enhancing faith enrichment activities. The junior high students also experience a Chastity Education program and learn about Pope John Paul II's Theology of the Body.

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

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

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

**Accreditation Factor #4:** *The school's purpose is defined through the school's mission statement, philosophy, measurable Schoolwide Learning Expectations, Arch/diocesan*

*curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

The Visiting Committee observed that St. Anthony of Padua School communicates the Catholic Identity and the school's purpose, through its mission and philosophy statements. To a highly effective degree, the school's mission and philosophy reflect the Catholic Identity/nature of the school. The school is effective in using their SLEs and curriculum standards to define the school's purpose. The school's mission statement and philosophy are as follows:

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

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

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

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

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

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

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

philosophy statement commenced in September of 2018, and these documents were finalized March 2019.

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

**The Schoolwide Learning Expectations (SLEs) are as follows:**

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

**Followers of Jesus:**

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

**Academically Prepared:**

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

**Socially Aware:**

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

**Totally Healthy in Mind, Body, and Spirit:**

- Responsible moral decisions
- Incorporates physical exercise into their daily life
- Responsible dietary choices
- Avoids situations and/or actions that negatively affects spiritual health

## SLEs for grades 4-8

### Followers of Jesus:

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

### Academically Prepared:

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

### Socially Aware:

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

### Totally Healthy in Mind Body and Spirit:

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

St. Anthony of Padua is highly effective in communicating their mission and purpose to all stakeholders. St. Anthony of Padua School works at integrating its SLEs into the total reality of the school. The SLEs have a visible presence throughout the school and are posted in each classroom for easy reference. They are in school and faculty handbooks, and on the school website. To further reinforce the centrality of the SLEs to the school culture and mission, students, parents, and staff recite the SLEs each morning as part of the “Paduan Pledge” (written in 2012).

St. Anthony of Padua School uses curriculum standards to define the school’s purpose. In 2018, St. Anthony of Padua School adopted the new Archdiocese of Los Angeles Religion Standards.

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

The school is highly effective in discovering what improvements are needed to its mission, philosophy, SLEs, standards, and/or governing authority expectations. St. Anthony of Padua School works to identify improvements needed to the statements that detail the school's goals and values. During the process of the Self Study, it was discovered that there was a disparity with the mission and philosophy statements that were written in the previous Self Study, and those that were published on the school website and current school literature. The administration and teachers worked collectively to rewrite the school's mission to accurately reflect the school's values and submitted a final statement to be reviewed by the pastor and principal.

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

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

**Accreditation Factor #5:** *The organizational structures of the school focus on high achievement of all students, and communicate student progress to all shareholders.*

The Visiting Committee observed that the school is highly effective in supporting and promoting the Catholic Identity of the school. The pastor, Msgr. Sabato "Sal" Pilato, maintains a consistent presence in the school as a means to support the Catholic Identity of the school. The visiting Committee observed the daily morning assembly focused on prayer and Christian values. The school attends mass twice a week; one being school-wide.

The principal has established policies and procedures that actively support the school's mission, including the reinforcement of consistent schoolwide discipline and the presence of Tribes agreements in each grade. Tribes posters are posted throughout the hallways and in each classroom.

In addition to Tribes, another schoolwide initiative the school implemented is Rick Morris' classroom sign language. These posters are hung in every K-8 classroom and they are also posted online for parents to print out and use with their children at home.

The Positivity Project (P2) character traits were explicitly taught to students and modeled by teachers. These monthly traits were integrated into the curriculum and some traits were displayed on banners hanging from the ceilings on the second floor of the school building, as positive affirmations for all to see. These overarching initiatives lend to the Catholic Identity of the school and are organizational structures that help to support the high achievement of all students.

The principal also encourages student learning by critically examining the curriculum and encouraging supplemental resources. Teachers review their current curriculum and hold discussions with the Curriculum Chairs for each subject. The principal has been working toward having a spiraling curriculum across grades in all subjects, to ensure vertical alignment. The Visiting Committee observed through teacher interviews that the staff discusses grade level standards and expectations to improve student achievement.

St. Anthony of Padua uses ST Math as a supplement to the math curriculum for all grades to support the achievement of students. ST Math Progress Charts are displayed in each classroom. Accelerated Reader (AR) is also used to support student learning as a supplement to the ELA curriculum. AR Progress charts are displayed in the classrooms. The library books are labeled with the AR point value and reading levels. In spring 2019, the school began to use the program Accelerated Math (AM) in junior high (has recently changed to Freckle) and is now a schoolwide program. Additional school subscriptions or supplemental online resources include Kahoot! (available for all grade levels), Raz Kids (primary grades), and Kiddle (primary grades). Students have access to these resources using school Ipads or personal devices in the classroom.

The principal and faculty meet once a week on Wednesdays from 1:45-3:30 for faculty meetings, professional development, retreats, meetings with guest speakers, or grade level collaboration to focus on improving student learning. Grade levels are scheduled to meet for STAR data analysis. Teachers use STAR data to monitor and improve student learning.

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

St. Anthony of Padua School integrates technology as a means to effectively support students' achievement. The Archdiocese has helped the school improve their technologies with 40 new iPads through the C3 Ignite Program, and has provided funding to help the school update their Wi-Fi infrastructure. Each teacher has access to an iPad when needed and all rooms have a classroom short-throw projector and magnetic whiteboard, allowing teachers to supplement their lesson plans with many multimedia educational applications.



St. Anthony of Padua School made renovations to the dated Science Lab. All classrooms have access to the Science Lab for STEM and other science lessons.

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

The school utilizes an online grading system, Gradelink, as an effective means of supporting and communicating student progress and achievement to the appropriate shareholders (parents, guardians, and students). Student progress and achievement are also communicated to parents through interim progress reports (mid-trimester), trimester report cards, trimester award ceremonies, emails, phone calls, in-person parent conferences, effort notices, conducts slips, and other forms of communication, including postings on the school website under the teacher blogs.

Formal parent conferences are held each Fall to review each child's progress and establish individual goals for the year. Additional conferences are held on an as-needed basis to further encourage high achievement in all students and reinforce the communal nature of educational success. To keep close ties with parents and give families a chance to get updates on their children's learning, each grade level held a Parent Night to inform parents of accomplishments, review expectations from the school year and to update parents on what to expect for the remainder of the year. Additional parent meetings typically happen in January and April, to serve as touch points for families on academic contracts and to have frequent check-ins with those on STEP plans. Surveys are also sent each year to parents and students from the school to garner feedback and get parent input.

Room Parents also serve as liaisons between classroom parents and the homeroom teacher and are able to voice concerns to administration as needed. To further communicate school news with shareholders, the principal writes a "Principal's Message" that is attached to the weekly school bulletin sent out to families each Tuesday in the Family Parent Envelope. This message is also posted on the school website electronically every Monday morning.

During the 2010 accreditation process, the school decided to form a new organizational structure to effectively improve student learning. The organization was called the Parent Leadership Committee (PLC). The PLC is a crucial component of the school's organizational structure. There are over 26 active committees and parents are encouraged to participate in up to four committees of their choosing. Each committee is initially led by the principal, and parent "Chairs" and "Secretaries" are chosen from among the parent members who have been identified by administration as leaders. The committees meet regularly to address any pertinent task or issue related to its charge and fulfill any actions decided upon by its members. Minutes are taken

at all meetings and relayed to other parents on the committee as well as teachers. These committees report to the entire school population during the General Parent Meetings. Every PLC provides an opportunity for shareholders to be involved in the school, comment on the policies of the school, and improve the school to enhance students' quality of life, while facilitating the high achievement of all students as evidenced in parent interviews by the visiting team. The Room Parent PLC serves as an additional point of communication to families. Lastly, room parents facilitate communication between parents and the teacher, school administration, and/or PLC, and support the teacher needs that may arise during the school year. The principal is in constant communication with PLC leads.

St. Anthony of Padua School created an Enrollment Management Team (EMT), which consists of the pastor, school administration, faculty & staff, and parents. The objective of the Enrollment Management Team is to discuss and execute community ideas and suggestions for recruiting new families and retain current ones which include development and marketing projects to elevate the school's presence in Gardena and nearby communities. The parent lead of the EMT has helped the school in creating an effective system for these inquiry cards which include contacting families, filling out applications, and scheduling school tours and shadow days.

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

**Accreditation Factor #6:** *The school uses educationally sound assessment processes to collect data. The school disaggregates and analyzes student performance data and uses the analysis as a basis for instructional/curricular improvement.*

The Visiting Committee observed that there is a commitment to the collection of a variety of student achievement data in all grades. There is documentation, disaggregation, and discussion of the data. Analysis of data includes discerning individual student needs, and using these findings to adjust instruction and enhance programs to improve student learning.

Data is primarily generated from the following sources: The Assessment for Catholic Religious Education (ACRE) test, Renaissance (STAR) Reading, Math, and Early Literacy assessments, and curriculum assessments (both teacher and publisher generated formative and summative assessments).

Use of data drives curricular decisions, programs, and improvements. A review of ACRE scores led the school to adopt new Archdiocesan Religion standards as well as implementing the *Christ Our Life* religion curriculum and the *Writing Our Catholic Faith* handwriting curriculum.

Student data from STAR is disaggregated into instructional levels based upon the student scores. Teachers review multiple data reports including the class and student diagnostic report, the screening report, and the growth report. Teachers use data from these reports to adjust lesson plans to either challenge or further support their students. Teachers use this data to create stations and differentiate lessons by creating small groups in the classroom based on ability level. The data is reviewed by the administration and faculty during faculty and grade level meetings in order to identify the school's performance.



The school uses data from multiple sources, including the STAR Data to identify areas of focus.

The school identified that the data showed growth in two domains (STAR Early Literacy and STAR Math). For STAR Early Literacy, from 55 points with 61% to 60 points with 68% of students were At/Above Benchmark. For STAR Math from 41 points with 45% to 55 points but with a lower average of students At/Above Benchmark of 36%. Furthermore, in 2017, the school was at 45% in reading for median school percentage rate, compared to 2019, where the school was at 58% in reading for median school percentage rate. Comparing 2017 and 2020 STAR Reading reports, the school is up 3% from 50 to 53 Median (PR). STAR Math reports comparing 2017 and 2020 we're up 1% from 66 to 67 Median (PR).

Using this data, the school continues to focus on ELA and the area of reading. St. Anthony of Padua has identified demographic trends that may impact student achievement in ELA. As of 2019, the school has per the 2019-2020 census report, 59.04% of students are Hispanic, 15.91%, are Filipino, 1.36% are Asian, 10% are African American, 17.73% of students identify as multiracial, and less than 1% of students are Caucasian. For many students, English is not the primary language spoken at home. In 2017, based on the Data Snapshot Report, 39% of students were English Language Learners. Furthermore, many of our families consist of two-full time working parents.

The school continues to focus on the area of ELA and the action plan goals are designed to meet needs identified through data analysis. Although there has been significant improvement, according to STAR Student Growth Percentage (SGP) data, students have not yet collectively met the archdiocesan SGP of 65% for STAR Reading, Math, and Early Literacy. Students who have an SGP of 65% or higher indicate adequate learning growth for the testing period. Students should be at 65 for their percentile rank or better, to be able to do well on the state tests, and to be high-school ready.

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

Through the course of curricular review, the school determined that the science program needed to be reviewed and aligned. Parent survey data also indicated that more focus on science was important to the community. The school has determined that adoption of the New Generation Science Standards will create strong vertical alignment of the science curriculum as well as continue to support growth in ELA. The school has addressed this through their action plan goals.

Overall, through reviews of evidence, classroom observations, interviews with faculty and administration, the Visiting Committee has found that St. Anthony of Padua analyzes and disaggregates data and that this data is used to drive curricular decisions on both the school and classroom level.

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

**Accreditation Factor #7:** *All students make acceptable and measurable progress toward clearly defined Schoolwide Learning Expectations and challenging, comprehensive, and relevant curriculum standards.*

The Visiting Committee observed that Saint Anthony of Padua School is effective at incorporating Catholic values into the curriculum. The school is currently working towards updating the *Christ Our Life* series to the newer version, as the new series is aligned and adequately correlates with ACRE testing and the Archdiocese of Los Angeles Religion standards. In 2018, in alignment with its mission to effectively instruct students in the teachings of the Catholic Faith, St. Anthony of Padua School adopted the new Archdiocesan Religion Standards in an effort to increase ACRE scores and better instruct students. The Junior high students have access to the book *Memorize the Faith!* as well as YouCat and DoCat, to cultivate their knowledge of the Catholic faith. Furthermore, the school also reintroduced Faith Facts, based on the Baltimore Catechism, in the 2019-2020 school year. In addition to the series and standards, Catholic values are infused into the assignments which students are completing as well.

The Visiting Committee saw evidence in the classroom that students complete assignments and projects which support the development and understanding of Catholic values. In Kindergarten, students create Saint puppets, share their projects, and dress as this saint on All Saints' Day. Additionally, students in 5th grade complete research on a saint and present the findings. However, in addition to these assignments, faith is infused into all facets of the curriculum beyond just religion class.

The school added the *Writing Our Catholic Faith* to the handwriting curriculum. In science, God is recognized as the Creator of all, in social studies, students have discussions about human rights and ethics, and in English class, novels are selected that emphasize Christian teachings. In addition, St. Anthony of Padua School continues to create new opportunities for students to learn about real-life applications of their Catholic faith. In 2015, the school implemented a Chastity Education program for junior high (grades 6-8), which has evolved to include a study of St. Pope John Paul II's Theology of the Body, and invites young missionary college-aged speakers from the Culture Project. These student, guest speakers talk about issues such as sexual integrity, morality, ethics, and internet safety and social media to the junior high students, through the lens

of the Catholic faith. These issues are addressed during the speakers' 2-3 scheduled visits each year. Before the speakers come, parents are asked to attend a mandatory parent meeting preparing them for what's to come.

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

The school is effective in measuring student achievement of the SLEs and curriculum standards. The visiting team observed a school-wide, morning assembly, where students recited the SLEs and the Paduan Pledge after morning prayer. This pledge states the SLEs and is a consistent, formal, public declaration that instills the SLEs into the minds of the community, unites the school, and serves as a daily reinforcement of Catholic Identity. Also at morning assemblies, students who have exemplified the SLEs are recognized. The principal provides incentives for students "caught being good" and demonstrating the SLEs in action by awarding SLE brag tags (bookmarks with St. Anthony's image on the front and the SLEs on the back) or sometimes a gift certificate! The school revised the SLEs by creating two versions: a simplified version for K-3 and a more detailed version for the upper grades 4-8. Furthermore, SLE sweatshirts can be purchased and worn at school, and St. Anthony prints are handed out to recognize students who demonstrate outstanding behavior that encompasses the spirit of the SLEs.

The SLE indicators are published and promoted through a variety of media. The SLEs have a visible presence throughout the school and posters that are age appropriate are displayed in each classroom for easy reference. SLE banners hang on the second floor of the school. The SLEs are also listed in the school and faculty handbooks and displayed on the school website. Teachers use SLE rubrics to grade SLE projects such as the shield project where the 8th grade students created a shield to show how they have grown and shown mastery of the SLEs.

Starting in the fall of 2020, at the end of every trimester, students assess themselves in their practice of the SLEs. The visiting committee saw evidence of these assessments where students evaluate if they are below, meeting, or above the SLE standard. Students also have the

opportunity to note areas for growth and of strength in regards to the SLEs. The teacher collects student responses, and uses them for reference when inputting scores/student progress on the SLE report card. Teachers send out an SLE report card along the academic report card every trimester.

The school is highly effective in ensuring that each student is making acceptable progress toward the achievement of the SLEs and curriculum standards. Teachers send out report cards to parents every trimester and host one formal parent-teacher conference each year in October, but parent meetings are welcomed at any time. Formal parent conferences are held to review each child's progress and establish individual goals for the year. Teachers also send out email reminders and weekly newsletters to keep parents informed. The teacher blogs on the website also communicate multiple aspects of school life and student progress including classroom news, digital copies of classroom documents available for download, homework assignments and projects, curriculum maps, supply lists, news and events, and student achievement. All teachers in grades 3-8 conference with their students to discuss student progress in ST Math and AR ZPDs. The visiting team observed eighth grade students conferencing with their teacher about their progress on their AR book selections and goals. The visiting team also observed progress charts displayed in the classrooms to track progress in AR and ST math. Additionally, parents also have access to Gradelink where they can track their child's progress and academic performance.

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

Furthermore, STAR diagnostic test scores are sent home at the end of each testing window with report cards. Teachers are trained to read these reports and they communicate with parents on how to read them. The principal also periodically sends out information to parents and guardians

about the STAR Growth Assessment Tool (GAT) via email blast with a slideshow created by STAR Renaissance.

The school has been highly effective in integrating technology into the learning process. The school increased its access to technology in 2015 when the principal applied for a C3 grant (through the Archdiocese) and got 10 new Macbook computers for the faculty. The Shea Foundation donated iPads, and updated the schoolwide Wi-Fi infrastructure. They also donated magnetic whiteboards, short-throw projectors, 40 new Chromebooks and a charging station to the school, and they renovated the Science Lab and added an electrical panel in 2016 to sustain the newly installed refurbished air conditioners provided by the school. More grants through C3 were given to upgrade the infrastructure and replace the old access points with new ones in 2017. Students at St. Anthony are 21st Century learners and have 1-1 access to devices such as tablets and Chromebooks. These devices are incorporated into the school's curriculum and used on a daily basis for ST Math and Accelerated Reader (AR), STAR testing, formative and summative assessments, review games, learning apps, and digital textbooks.

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

Teachers regularly use educational videos, Google Classrooms, digital formative assessments such as GoFormative.com and Kahoot!, PowerPoint slide shows, ST Math, Prodigy, Nearpod, and Raz-Kids to enhance their teaching and encourage student participation and learning. Videos, music, and images are similarly projected to access prior knowledge as well as build anticipation for lesson content and objectives. Other material consistently projected in the classroom include: BrainPopJr.com videos and quizzes; YouTube videos for health, math, science, literature, and more; film clips of adaptations of novels read in class for ELA compare-and-contrast standards; short acting and music clips; and a host of over 50 interactive educational apps for iPad used to supplement and reinforce standards-based skill development and content. Common applications used to help aid achievement of all learners are Nearpod, Kahoot!, Menti, and ST Math and Kindergarten is using vooks.com for animated story books. Middle school teachers use Google Classrooms to teach students note-taking, to work on informative papers, and to do group work. Diversified implementation of technology by both the teachers and the students was consistently observed in the classrooms and during interviews by the visiting committee.

Students in grades 3-8 have school email addresses. This expansion of email accounts into the lower grades has enabled teachers to use Google Docs as the standard platform for the submission of formal written work and major digitally-produced projects. Such work can then be reviewed online by class partners in formal peer review sessions. Students can comment directly on their peers' work, while evaluating its success in relation to the clearly defined criteria of the assignments' rubric. Similarly, the teacher can comment on and grade the work directly online and send immediate feedback to the student.

The school is highly effective in ensuring that the curriculum standards are challenging, comprehensive and relevant for all students. Student learning is encouraged by critically examining the curriculum and encouraging supplemental resources. Every year in April, teachers are asked to take inventory of the books they have or need for the following year, based on enrollment. Teachers also review their current curriculum and discuss with the Curriculum Chairs for each subject if what they have is working or not. The principal has been working toward having a spiraling curriculum across grades in all subjects, to ensure vertical alignment. This has been a slow, but steady, and intentional process. In 2016, the school subscribed to ST Math as a supplement to the math curriculum for all grades. In spring 2019, the school began to use the program Accelerated Math (AM) in junior high (has recently changed to Freckle )and is now a schoolwide program. Additional school subscriptions or supplemental online resources include Kahoot! (available for all grade levels), Raz Kids (primary grades), Kiddle (primary grades), Menti, Plickers, goformative, and Nearpod. These varied applications facilitate blended learning and are used to implement formative assessments.

In 2014, the school's Improving Student Learning (ISL) Team made adjustments to the English Language Arts (ELA) curriculum by implementing Accelerated Reader (AR) and Onward Readers (OR) and by supporting students with more ELA resources such as a new, functioning AR library.

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

In addition to Onward Readers, St. Anthony of Padua School implemented Accelerated Reader (AR) in 2015, as part of the ELA curriculum to support student improvement in Language Arts. This program is approved by the California Department of Education. The goal of Accelerated Reader, as stated in its name, is to help students accelerate in literacy, and to promote a love of



reading. This program is implemented rigorously in 2nd grade and above at St. Anthony of Padua School as part of the Language Arts curriculum; 1st graders may begin AR in the third trimester, only if students have scored high on the STAR Early Literacy Test. Students need a Scaled Score (SS) of 850 or more to test out and start taking STAR Reading and Math, because at that point, they can read. Some first and second graders have also used the program Raz-Kids to gain access to leveled readers that are appropriate to a child's reading level. Both AR and Raz-Kids have contributed to a culture of literacy at St. Anthony of Padua.

Handwriting was added as a subject on the report card and Grammar and Spelling workbooks were ordered to help increase knowledge of ELA. Voyages, a spiraled curriculum was ordered to put a focus back on grammar, and this year, the junior high has begun using Quill.org, an interactive online writing and grammar tool.

St. Anthony of Padua School adopted the California Common Core State Standards for instruction in Math and Language Arts. The adoption of these standards ensure that students will receive the most up-to-date instruction and enable them to be academically competitive with their peers when entering high school. Schoolwide curriculum mapping of these standards allows for their vertical alignment across all the grades. Teachers have applied these standards into instruction by using them as a guide to create their curriculum maps and lesson plans. Mathematics Curriculum Maps are aligned to Common Core Standards for all grades and are updated yearly. The K-6 Math curriculum is guided by the Go Math textbook, which is Common Core-aligned. All other subjects follow the California State Standards, which encourage students to become critical thinkers and academically prepared students.

All teachers' lessons include Core Instructional Practices (CIP) which consist of objectives, methodology (me, we, two, you) and varied assessments as well as the California Common Core Standards and SLEs. Teachers use Planbook.com to create lesson plans and list the standards and SLEs being taught in each lesson. Planbook has a "standard view" feature that allows teachers to look at which standards they have already taught and which they need to teach. When teachers use this feature along with formative assessments after lessons, they give each student the opportunity to demonstrate mastery of each standard. This process ensures that the lessons incorporate standards and SLEs so that students are learning developmentally appropriate material that simultaneously builds on previously learned concepts.

The school is highly effective in identifying students who are not making acceptable progress, in implementing plans to assist these students, evaluate these plans, and modify them as necessary to increase acceptable progress by all students. Teachers use formative and summative assessments as well as anecdotal evidence and their professional observations to identify students who are not making acceptable progress toward SLE and curriculum standards. This was observed by the Visiting Committee during classroom visits. Accelerated Reader collects student data through reading assessments and practice tools. This data assists teachers in seeing where students are scoring in the California learning progression and what they need to learn to progress to the next level. Based on STAR data, Renaissance Enterprise provides Zone of Proximal Development (ZPD) scores for Accelerated Reader, as both programs are affiliated with one another.

STAR scores in reading and math, along with the Instructional Planning report/Student Diagnostic Report also help teachers adjust their lesson plans and stations/centers to focus on areas in need of student improvement. Universal Access (UA) time was incorporated this school year after the Year 3 Training sessions for OR. This time used to close foundational gaps in learning is called What I Need (WIN) Time. Students who are struggling get their needs met with extra practice on skills they missed in earlier grade levels. Those who are excelling get to have more challenging work to meet their needs. Other diagnostic tests used at St. Anthony include the ESGI program (for primary grades) and Words Their Way (WTW) for grades K-8.

Teachers regularly use both formative and summative assessments, as well as projects to determine student progress and inform curricular and instructional decisions. These assessments are created by teachers or taken from textbooks that are aligned with the standards. Similarly, STAR testing provides critical insight into the development and mastery of math and language arts standards and aids teachers in developing appropriate goals, objectives, and expectations for individual students and the class as a whole. Each year the Archdiocese also mandates ACRE testing for 5th and 8th grade students to identify students' Catholic faith formation, education, and student achievement in these areas. If teachers observe that a student is struggling with a concept or standard, or conversely, not being challenged enough, they develop systems and take steps to intervene. They do this by adjusting their instruction, planning, and grouping materials accordingly, as well as varying the level of challenge for students, while working within grade level standards; this is often done by creating stations and dividing children into small groups within the classroom. This was observed by the Visiting Committee during classroom observations. They also involve parents when necessary so that all shareholders work together to help students make acceptable progress toward the curriculum. Teachers also have the ability to recommend students for the Support Team Education Program (STEP) program or Title I services. These extra interventions assist students in making acceptable progress.

A student who is struggling academically is identified using STAR scores and a variety of classroom assessments. Any student consistently testing in STAR and is in need of urgent intervention can be on a STEP plan. If a child comes to the school with a diagnosed disability, or if a parent brings an IEP from their public school, the teacher creates a STEP plan based on the existing IEP; otherwise, St. Anthony staff members work together with parents to create a STEP plan for a student not previously identified, in order to help that student succeed.

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



In 2013-2014, each teacher had only one student in the STEP program. That student was identified and tracked by the classroom teacher and accommodations were turned in to the STEP coordinator. The first year served more as a trial period, until each teacher had a better understanding about STEP. During the 2014-2015 school year (second year), each classroom teacher was asked to identify one student in his or her classroom that could benefit from the program. Each teacher had to complete a “Referral” page that outlined the student’s basic information along with their strengths and weaknesses (academically or socially). Students with STEP contracts were provided with various support strategies and minor adjustments to help them succeed in and out of the classroom which includes, but is not limited to: preferential seating, special rewards, alone time, tutoring, and access to graphic organizers. As of 2015-2016 all teachers were required to keep a “classroom support log” for all students in their classrooms that were in STEP. As of the 2017-2018 school year, St. Anthony of Padua School had 15 students on a STEP Plan.

Students on a STEP plan are monitored closely by teachers and parents. Teachers keep documentation of the different strategies being used in the class to help the student become academically proficient. Parents are communicated with often and follow-up meetings are scheduled to check for progress. If a student becomes academically proficient they are taken off STEP. If students continue to struggle, different strategies and minor adjustments are put in place.

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

St. Anthony of Padua School also offers other resources to support students who may need academic assistance based on the collected and analyzed data from STAR and other assessments. Some teachers provide after school classroom tutoring. Additionally, St. Anthony of Padua School offers Title I services during the school day. In 2018-2019, there was a Title I ELA teacher on campus twice a week, a Title I Math teacher once a week, and a Title I Academic Counselor on campus once a week. In Fall 2019, out of over 120 Archdiocesan schools who wanted Title services through LAUSD, only 17 schools received services after an Archdiocesan audit. St. Anthony of Padua was one of the 17 schools eligible to receive Title I services in the 2019-2020 School Year. However, the ELA teacher and Academic Counselor were removed, and only a Title I Math teacher was provided. The hope is that all services requested will return the following 2020-2021 school year. Services have been requested by the school and all paperwork was submitted by the deadlines. Furthermore some students may also be on a behavior plan.

A behavior plan spells out details on specific behavioral expectations. Parents must sign off on this plan with the teachers and the principal. Teachers monitor the student’s behavior daily and

assessments are completed at the end of January to determine whether or not the student will continue to stay on the behavioral plan. This plan aids students in achieving acceptable progress toward the SLEs.

The school is highly effective in assessing their programs used to support disaggregate groups and ensure acceptable progress for all students. St. Anthony of Padua School regularly analyzes and discusses student data from STAR, ACRE, and OR in order to assess their programs and the acceptable progress for all students. In the 2016-2017 school year, fewer classes were reaching at least 80% correct and only 3 of the 2nd-8th grades were reaching 80% or higher on comprehension tests. However, in the 2017-2018 school year, that number increased to 5 classrooms and every class showed improvement. Between 2017 - 2019, the school year showed improvement in preparing and challenging students to reach their AR goals, in terms of both reading and comprehension of texts. In 2017, the school was at 45% in reading for median school percentage rate, compared to 2019, where the school was at 58% in reading for median school percentage rate. Star results over the last two years were compared and evaluated, and it was noted that Star Reading scores increased schoolwide. Between 2017-2019 STAR assessments in both reading and math increased above 50%. This is in part credited to the adoption of new programs, professional development for the teachers, faculty collaboration, and support from Title I services.

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

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

The school periodically has OR coaches or ELA consultants come in to help with Math or ELA, and the coaches observe teachers with the principal, working together to give teachers feedback based on trends they see in the classrooms. Recommendations are given, and there is a focus given to the staff to plan for future instruction and ways of modifying instruction to improve student learning. Title I teachers (Math, ELA, and Academic Counselor) meet with the principal and the teachers to give feedback on data collected and the teacher communicates progress to the

students' parents. These data points help with planning for students who are on STEP plans and need to be on academic or behavior contracts.

Faculty also focuses on criteria for benchmarks as it relates to Core Instructional Practices. Since 2015, the Department of Catholic Schools (DCS), a department of the Archdiocese of Los Angeles, has sponsored all Core Instructional Practices (CIP) seminars, which occur 4 times a year. CIP was initially called Core Instructional Model (CIM) but was later changed to CIP. Additionally, throughout the school year, teachers attend workshops hosted by the DCS. In 2019-2020, the school participated in a workshop that focused on Multi-Tiered Systems of Support. The DCS has provided training to teachers and administrators for STAR/Growth Assessment Tool Training, which helps teachers not only to better understand the data, but also be able to communicate this information with parents and students. These resources, provided by the Archdiocese of Los Angeles, have provided consistent professional development opportunities for faculty, to ensure that they are up-to-date with the most efficient teaching practices to help all students achieve.

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

**Accreditation Factor #8:** *The staff applies research-based knowledge about teaching and learning in the instructional process. Assessment is frequent and varied, integrated into the teaching/learning process, and informs curriculum planning.*

The Visiting Committee observed that St. Anthony of Padua School staff effectively apply research-based knowledge about teaching and learning in the instructional process. Assessment is frequent and varied, integrates into the teaching/learning process, and informs curriculum planning. The school's staff models Catholic values. All staff, including parent volunteers, must be VIRTUS® trained. All new teachers to the Archdiocese of Los Angeles are required to attend the Teacher Induction Program (TIP) workshops provided by the Archdiocese. All currently employed teachers at St. Anthony of Padua School must have, or be in the process of getting, their Basic Catechetical Certification for teaching religion within the first three years of hire. To earn basic certification, all teachers need to complete 40 hours of Theology, 6 hours of Specialization, and a formal observation of a Religion lesson.

St. Anthony of Padua School effectively implements research-based instructional methodology to enhance student learning daily. The school implemented the research-based Core Instructional Practices (CIP) schoolwide, which helps teachers scaffold, and ultimately, helps students become independent in the learning process. Teachers execute CIP by clearly identifying objectives in the form of measurable "I CAN" statements, splitting up instructional time with direct instruction (Me), guided learning (We), collaborative learning (Two), independent learning (You), and lastly checking for understanding with a formative assessment that measures mastery of the objective as evidenced in the teachers' lesson plans. Each classroom displays the learning objectives on the board or at the front of the classroom.

The school's teachers effectively differentiate instruction to meet the needs of all students. St. Anthony of Padua School implemented a schoolwide classroom setup that allowed for small

group instruction. All classroom teachers divided classes into small groups (in stations or centers) specifically for ELA and Math.

To ensure professional growth, and evaluate existing procedures, the school principal often does classroom walk throughs and teacher observations. All employees are asked to self-evaluate before their official evaluation with the principal, which are placed into personnel files. Furthermore, the school has an Onward Reader coach who comes on campus to observe activities being performed in the classroom and also guides teachers on how to improve their teaching methods. Additionally, teachers work in grade levels to help support each other with struggling students and share ideas about differentiating for high-performing students.

St. Anthony of Padua School effectively uses assessment to modify instruction to help all students achieve the SLEs and curriculum standards. Teachers implement formative assessments at the end of every lesson to gauge classroom mastery of the objective. Also, teachers regularly use summative assessments to measure individual and class progress towards mastery of specific curricular objectives which include standard projects, oral presentations, and standards-based testing. Formative and summative assessments are utilized in each grade. They regularly check for understanding using methods like “thumbs up, thumbs down” and exit tickets as evidenced in classroom observation.

St. Anthony of Padua School effectively integrates technology into the teaching and learning process. All classrooms, as well as the school’s Learning Lab, are equipped with a digital projector connected to an Apple TV receiver. St. Anthony of Padua School has provided each teacher with a Macbook, acquired 40 additional iPads and 40 Chromebooks for student use, and has enforced a Bring Your Own Device (BYOD) policy in grades three to eight as evidenced in classroom observation. Teachers use educational videos, Google Classrooms, digital formative assessments such as GoFormative.com and Kahoot! PowerPoint slide shows, ST Math, Prodigy, Nearpod, and Raz-Kids to enhance their teaching and encourage student participation and learning as evidenced in student interviews.

To further use technology in the teaching and learning process, students in grades three through eight, have their own @stanthonygardena.org email accounts. This expansion of email accounts into the lower grades has enabled teachers to use Google Docs as the standard platform for the submission of formal written work and major digitally-produced projects.

St. Anthony of Padua School effectively identifies improvements needed in curriculum and instruction. Teachers and staff regularly analyze and discuss student data which includes STAR, ACRE, and OR. Teachers view and print several data reports, including the class and student diagnostic report, the instructional screening report, the universal screening report, and the growth report. Using data from these reports, teachers adjust lesson plans to either challenge or further support their students. The data is also reviewed by the administration and faculty during faculty and grade level meetings in order to identify the school's performance as a whole. The school applied for a grant to fund the Onward Readers program as an effort to improve student ELA scores. In the Spring 2019, STAR scores suggested that students needed further help in Math. As a result, the school purchased a subscription to Accelerated Math and launched a pilot

program in junior high, in hopes of implementing the program schoolwide, which was put in place the following year.

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

**Accreditation Factor #9:** *Within the school's community of faith, students have opportunities to participate in support services and activities to assist them in accessing the curricular and co-curricular programs to achieve the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

The Visiting Committee observed that the school is highly effective in offering support programs and service learning opportunities that are rooted in Catholic values. Morning assembly as a whole student body encourages students, teachers, and parents to gather as a community of faith, and worship in prayer together. During morning assembly, students recite the Paduan Pledge that reflect the Schoolwide Learning Expectations, "We, the students of St. Anthony of Padua, in order to live out the Christian calling, pledge to be Followers of Jesus, Academically Prepared, Socially Aware, and Totally Healthy in Mind, Body and Spirit." This consistent, formal, public declaration instills the SLEs into the minds of the community, unites the school, and serves as a daily reinforcement of Catholic Identity. Other daily opportunities for prayer include recitation of prayers in classrooms before instruction, meals, and at the end of the school day. The visiting committee observed classes ending with prayer and incorporating prayers within the lessons. For example, one teacher would say, "God is good" and the students would reply, "all the time" as a transition between different parts of the lesson. Likewise, weekly faculty meetings begin and end with prayer, as do all other gatherings, including general parent meetings and Parent Leadership Committee (PLC) meetings, sports events, field trips, and Student Government meetings.

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

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



Cross Community taught the 2nd graders. This year, a lay teacher has taken over in 2nd grade, and she invited a Master Catechist as a guest speaker to the parents during their mandatory weekend retreat.

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

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

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

The pastor also offers parent faith formation retreats. In 2019, the first parent retreat was offered. It was optional, and parents had the opportunity to earn family service hours for attending. Next year, this will be a requirement for families as part of the tuition contract and the parent student pledge. Parents will still be able to earn service hours for this event, even if it is required. Many

parents who attended the retreat this year thoroughly enjoyed it, and said they would have attended it without receiving service hours because it was a much needed and valuable retreat.

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

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

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

Over the years, the school has recruited vendors to offer extra-curricular activities on campus that cater to all students and their interests such as Ballet Folklorico, martial arts and Polynesian

Dance, LIFT Enrichment (a healthy cooking class), spanish classes, STEM/Engineering classes, and performing arts (choir and theater). All these enhancements greatly improve student learning by aiming to educate the whole child. In the 2018-2019 school year, students created a STEM Club, a comic book club, Trojan Cleaners, Trojan Artists, and Trojan Jammers which all had a teacher leader. This year, some students wanted to start a group about the history of Video Games with the History teacher, and the group plans to play games together after they do their research. In addition, this year students started the Snack Shack, where they sell snacks during recess and lunch and use the proceeds to fund various student-led projects or as donations to different organizations.

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

St. Anthony of Padua School has been highly effective at preparing for emergency situations. The school plans at least one monthly safety drill for either fire, earthquake, on lockdown/intruder alert. The school received a donation of tents for makeshift hospitals, in case of an emergency. Recently, the Los Angeles Police Department called the school due to helicopters flying above (they were looking for a robber who fled a nearby bank on foot), and asked surrounding schools to go into a soft lockdown. The school had put in a new security gate on campus in November 2019, and it worked very well in keeping the school secured during lockdown. Parents were notified immediately about the situation via email blast and on the Remind app. Communication was swift and effective and everyone was safe. Red Emergency/first aid kit bags, which were donated in 2016, are located in every classroom. They are updated each year with whole school student rosters, and student names with allergies/health issues listed are noted in each bag. Every class has an emergency escape route map, and each staff member is assigned a role in case of an emergency. The staff attends training every year to go over safety drill procedures, and every two years the staff is recertified in First Aid and CPR. In the Spring of 2019, the school evacuation route map was updated for both the first and second floor, to reflect the newly installed security gate. Furthermore, in 2017, the school received a donation of two AED machines to assist with CPR, if needed. These machines are located in the front office and in the faculty room. Batteries are checked often to make sure they are in working order.

The Visiting Committee observed that the school regularly uses walkie talkies to communicate with staff members (teachers are on Channel 1 and the custodian is on Channel 2). The front office uses the all-school Public Announcement system through the phones to make all-school announcements. Teachers must carry their walkie talkies at all times and be on the same channel, especially during drills/emergencies to ensure safety. Batteries must be checked often to make sure they are in working order. There are also multiple fire extinguishers throughout the school.



The school is a closed campus during school and extended daycare hours. Visitors must be buzzed in by the front office, wear a visitor pass, and are required to log in and out during the school day. There are security gates and surveillance cameras on the premises. All adults or volunteers working with children must be fingerprinted through the Archdiocese and have Virtus certification. Records are updated in VPIN.

In 2018, the school added intercoms in the four restrooms so students could be aware of all school announcements that include emergency situations. Intercoms were also added next to the front gate so people could speak to the front office before being buzzed in and can be seen on the office security cameras. To aid with safety, the school installed new lighting in the parking lots, and had LED lights installed outside the school in 2016. There are four surveillance cameras on campus to help with security of the school throughout the day. St. Anthony of Padua School also has a great relationship with the Gardena Police Department; the School Resource Officer often speaks at parent meetings and at morning assemblies, shareholders are familiar with this officer.

Lastly, as a child abuse preventative, the school has every classroom teacher teach students about Teaching Touching Safety (TTS); TTS lessons are provided by the Archdiocese of Los Angeles; in addition to TTS, older students in sixth through 8th grade participate in the Culture Project, which promotes abstinence. Survey results showed that 88% of students from grades three to eight felt safe at school.

St. Anthony of Padua School is highly effective at utilizing parents, community resources, and technology to assist students. The school has created (and continues to create) Parent Leadership Committees, or PLCs, that honor and celebrate the gifts of each parent. Families are required to participate in at least one PLC, which allows parents to better understand our school community and environment. Families are currently required to complete 25 service hours, which help the school. Next year, the requirement will increase to 30 service hours. A Parent Resource Form was also sent out this year to find out where parents' talents and interests lie, so they can be matched with the most appropriate PLCs. Volunteer hours are logged on individual sheets by parents and turned into the office, which is then uploaded into Gradelink by our parent PLC lead, so that parents know if they met their service hour requirements. Each meeting starts with prayer, and parents go over Tribes agreements and meeting norms, minutes are taken, and after the meeting, there is a closing prayer. This template for parent-run meetings has been successful. Additionally, every grade is assigned a room parent; room parents serve as liaisons between classroom parents and the homeroom teacher. Furthermore, to promote parent involvement and to drive traffic to our website and build interest in our school, parents were offered one service hour if they reviewed the school on Yelp, Google, and greatschools.org.

St. Anthony of Padua has worked diligently to apply for grants that provide resources to assist students. The school has received grants for physical things such as whiteboards, projectors, iPads, laptops, Chromebooks, ST Math licensing, renovated science lab, the Kindergarten and first grade playground, basketball backboards, and classroom materials. The school has also received grants for instructional training, such as Onward Readers (OR) and Core Instructional Practice (CIP) training, Meet the Masters (Art) and the Positivity Project. Additionally, Title II funding provides the opportunity for teachers to attend additional professional development

workshops, and even pursue their graduate education at a fraction of the cost, due to the subsidies. All of these resources aid students and demonstrate the school's commitment to finding creative ways to help students succeed.

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

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

St. Anthony of Padua School is highly effective at providing resources and services to help both students with special needs as well as those with a greater learning aptitude. One way the school helps students is by placing them on an academic or behavior contract if needed. Academic/behavior contracts are put in place to identify the problem, come up with some solutions, and develop an action plan around each issue to help resolve it in an effective manner. Students also have access to Title I services in math.

Teachers regularly look at STAR reports to help students stay on track. Teachers also have regular meetings with parents to help support their child(ren) in their education. For students who need more support, teachers create a STEP Plan, making minor adjustments as necessary. Lastly, for students struggling in math specifically, teachers use the reteach book included in the Go Math series to aid student learning. The school recognizes that sometimes student

performance is affected by other factors such as stressors at home. To support students that may be undergoing emotional stress, the parish has a contact for a family counselor, who is also available for the families at St. Anthony of Padua School. The Archdiocese of Los Angeles offers a book for suggested counselors in different specialties for families; these are recommended Catholic counselors that parents can call upon. This book is located in the principal's office. This year, Saint Anthony of Padua has started providing counseling services for their students as well.

Between 1989 and 2001, with the gradual increase in classroom availability and space, St. Anthony of Padua School added quality programs and resources to enhance the learning of all students. For example, the school built a science lab for the use of the junior high, updated their music room, brought in multiple pianos, and equipped the room to effectively accommodate an entire choir and band. Saint Anthony of Padua offers daily lunches through "Happy Lunches", and has also created an after-school daycare program, allowing the school to better serve its population and support its learners by accommodating working parents and providing an opportunity for an affordable, extended academic day for its students.

Regarding students with higher learning aptitudes, St. Anthony of Padua School strives to challenge these students academically. In the subject area of math, junior high students (6th - 8th) have access to a class path and a personalized path on ST Math programs. 5th grade uses Prodigy to challenge students in the math curriculum, and Go Math also has an enrichment book that teachers may utilize to challenge students. In ELA, students are given their Zone of Proximal Development (ZPD) based on STAR Reading scores and asked to read books within their independent and instructional levels. Some students' AR goals are set based on teachers' knowledge of student reading habits. Teachers also use Words their Way resources (through Onward Readers Program), to implement differentiated word study instruction. From the school's student survey, data showed that the school is highly effective in supporting students' spiritual, personal, and academic growth. In the spring of 2019, St. Anthony of Padua School sent out a Primary Grade survey K-2, and a Student Survey (3-8th), asking students a variety of questions that touched on the subjects of faith, academics, extracurriculars, teachers, technology, etc. When 3-8th students were asked if they felt they will be prepared for high school 75% of students "Agreed" (combined percentages from "somewhat agree" & "strongly agree").

The school has effectively identified support services that they need to provide to students to support high achievement of all students. The school creates a college-bound narrative in the community by hosting a yearly college fair, led by junior high, that is attended by all students. Evidence of this was seen by the Visiting Committee. A High School Prep PLC was created to encourage students to continue in Catholic education after 8th grade, while supporting student performance in the High School Placement Test. This PLC lead gathers and shares information for all HSPT courses at local Catholic high schools and supervises attendance at these events.

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

**Accreditation Factor #10:** *The pastor, principal, and school board develop, implement, and monitor resources and plans to ensure and support high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

The Visiting Committee observed the resources available to the school enhance/expand the school program, reflect sound financial practices and responsible stewardship to a high degree. Resources are used effectively to carry out the school's mission, philosophy, and Schoolwide Learning Expectations in supporting high achievement of all students. There is a comprehensive plan for the long-term viability of the school.

St. Anthony of Padua School utilizes financial resources to support Catholic Identity of the entire community. The school allocates sufficient funds to address the ongoing faith formation of the students and staff in a variety of forms including catechist formation, retreats, service projects, developing religion curriculum, and hiring qualified Religion teachers.

The Principal and Business manager review profit and loss statements monthly, and communicate this information with the pastor. The principal updates parents about the status of the school's finances at parent meetings. The principal summarizes information gathered from the profit and loss statements and budget trends in the general parent meeting.

The school's revenue consists of tuition and fees, fundraisers, monetary donations, in-kind grants, Fiesta funds from the parish, and vendors for after school activities. Also, the vending machine company and lunch program (Happy Lunch) also pay a fee to the school to operate in the Hall daily.

St. Anthony of Padua School has an endowment created by alumni and donors in 2012, and can be used only for emergencies that could affect the financial impact of the school.

In addition to these sources of funding, the school has actively sought out grants in order to improve curriculum and facilities. In 2016, St. Anthony of Padua received the C3 Ignite grant for new iPads, and in 2018, the school also received another C3 Ignite grant to update the Wi-Fi infrastructure schoolwide. In 2016, the school began renovations to the existing Science Lab, and received 40 new Chromebooks and a charging station from a generous grant received by the Shea Family Foundation. The school has used grants to fund a new playground as well as garden boxes throughout the school. In addition parent volunteers fundraised and built the new library. The school follows sound business and accounting practices and meets archdiocesan processes for budget and planning.

The school effectively implemented an Enrollment Management Team that meets regularly to create and implement plans for continuing to increase enrollment. This includes developing a strong relationship with the local preschool as well as continuing to strengthen the connection between the parish and the school.

The school has begun to explore the creation of a school board as well as creating strategic plans to ensure the long term viability of the school.

Interviews with the Principal, Pastor, and parent leadership show that there is a strong commitment to the long term viability of the school and the community is willing to work to ensure that St. Anthony of Padua School continues to provide a quality Catholic Education for future generations.

The ability of the school to maintain sound fiscal practices as well as obtaining grants has allowed it to meet the needs of the students and continue to foster high achievement.

## **Chapter 4: The Action Plan**

### **A. Design and Alignment of the Action Plan with the Self Study Findings**

*Accreditation Factor #11 (The Action Plan addresses the school's critical goals to enhance student learning that supports high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other institutional and/or governing authority expectations.)*

### **Schoolwide Lists of Significant Accomplishments and Critical Goals**

Schoolwide Significant Accomplishments (the eight most significant determined by the VC):

1. Integration of many aspects of the curricula with Catholic Values and teaching.
2. Increase in the consistency and variety of opportunities for worship, prayer, and participation of the sacraments, as well as a variety of opportunities for students to act in service to others.
3. Expansion of the PLC to 26 active committees that provide advisory and consultative services to the administration.
4. Direct involvement of the pastor with the school community to create an environment focused on high achievement.
5. Renovation of the School Library and Computer/Learning Lab in 2014 and 2015, Science Lab Renovation in 2016.
6. Grants received for technology: Additional class Set of Sprint iPads and Chromebooks for students to utilize. Updated classrooms equipped with projectors and Apple TV. Macbook Laptops given to teachers to support day-to-day lesson planning.

7. Acquired and consistently used digital technology in the instruction process.
8. Development of an Enrollment Management Team (EMT).

#### Critical Goals (identified by school)

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

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

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

Goal 4: To further increase student proficiency in all areas of English Language Arts.

Goal 5: To ensure that St. Anthony of Padua School (staff and students) remains consistently current and effective in its use of technology.

The School's Action Plan addresses the multiple and varied critical goals identified by the school which supports high achievement of all students, the Schoolwide Learning Expectations, Arch/diocesan curriculum standards and governing authority expectations. There has been a thorough analysis of all appropriate data/information about student achievement, and each goal is well documented and rigorous.

The Visiting Committee observed that each of the critical goals identified by St. Anthony of Padua is the result of systematic analysis of multiple measures of data. Each of these goals, when met, will support the high achievement of students.

The first goal is rooted in the Catholic Identity and faith tradition of the school. It is a comprehensive goal that will ensure the faith formation of the students remains a core element of the school experience. Furthermore, this goal will further develop and strengthen three of St. Anthony of Padua School's core elements. First, it will further aid in the fulfillment of its mission, specifically "the transmission of the teachings and values of Catholic doctrine and Christian culture," through active participation in the work of social justice. Secondly, it will reinforce the school's Catholic Identity by further deepening the alignment of St. Anthony of Padua School's academic program with its religious program, and it will increase student achievement of the Schoolwide Learning Expectations. Throughout interviews with parents, faculty, the principal, pastor, and students, it is abundantly clear that the Catholic Identity of the school is something each member of the community values as a core element of the school experience. The significant increase in opportunities for faith formation and increased Catholic identity of the school since the last accreditation visit is something that all members wish to see



continue and grow. Catholic Identity is a significant feature of the school and the community feels it is vital that this continues to be fostered and grown.

Through interviews with the pastor, principal, faculty, parents, and students, the Visiting Committee has found that the desire to maintain and grow the Catholic Identity of the school is strong throughout the community. While Catholic Identity is certainly a strength of the school, the Visiting Committee recognizes their need to ensure this commitment continues and supports it as a critical goal.

The second goal allows for the school to continue to strengthen its ability and capacity to meet the needs of all learners through a multi-tiered system of support for the students of St. Anthony of Padua. St. Anthony of Padua School is committed to guiding and supporting the achievement of all learners in its charge. St. Anthony of Padua School's goal to implement multi-tiered systems of support to provide differentiation and to further meet the needs of all students, is a reinforcement of this commitment and will serve to improve student learning in all classes throughout the school. By strengthening its ability to identify and support both struggling and high achieving students, St. Anthony of Padua School will be able to provide more appropriate adjustments in instruction, assistance, and assessment to all students.

Through interviews with faculty and the analysis of STAR and demographic data, the Visiting Committee recognizes the need to enact measures that will meet the needs of all learners. The plan for a multi-tiered system of support will allow the school to continue to foster high achievement for all students.

The third goal continues to strengthen the core ELA curriculum with the introduction of NGSS inquiry based learning. Through analysis of data, St. Anthony of Padua School continues to focus on increasing student proficiency in ELA. Through the self study process, the staff decided it was critical to not only focus on ELA, but also science. This decision was in light of parent feedback as well as in internal review of current curricular needs. Since NGSS is inquiry-based learning which promotes hands-on activities and the Engineering Design Process, it is a pathway to critical thinking. Since this curriculum is STEM intensive, it will lead to an increase in both ELA as well as science skills.

The Visiting Committee met with the Principal and Faculty to discuss this goal. This goal is the product of data review, curricular review, and parent feedback. The Visiting Committee agrees that the adoption of the NGSS will foster both high achievement in science as well as continue to support their work in ELA.

Each of the Action Plan goals has a clear timeline and it is clear which parties will be responsible for each piece. The Action Plan of St. Anthony of Padua School is well defined, logically follows the process of the self study, and when implemented, will positively impact its students and continue to foster high academic achievement and Catholic faith formation.

**OPTION A: *Modification of a critical goal:*** N/A

**OPTION B: Critical Goal Identified by the Visiting Committee:** N/A

## **B. Capacity to Implement and Monitor the Action Plan**

**Accreditation Factor #12:** *The school demonstrates the capacity to implement and monitor an Action Plan that ensures high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

The Visiting Committee observed there is a well-documented and concerted effort by the entire school community to fully integrate the Action Plan into the culture of the school thus ensuring high achievement of all students in relation to faith and academic development. Shareholders are aware and integrally involved in implementation of the goals and strategies. Goals and strategies will be evaluated in terms of impact on a regular basis and student achievement results shared consistently with all shareholders. Student achievement results will be used to identify priorities and further actions for improvement. It is evident that this process is well integrated into the culture of the school. The Principal and Faculty are committed to reviewing plans, implementing changes, and communicating progress to the community.

As evidenced throughout the document, St. Anthony of Padua School has fully committed itself to utilizing this Self Study process as an opportunity to develop all aspects of itself towards their highest potential. The school successfully met all goals of the previous Action Plan. It is clear through our visit that the school is committed to the process of creating goals and monitoring and communicating progress towards those goals.

The Action Plan devised by St. Anthony of Padua School to accomplish its three Critical Goals is financially feasible, has a well-defined timetable, a clearly defined structure of responsible shareholders, a monitoring process, and a method to communicate progress to all members of the school community. The Action Plan is financially feasible because of the sound financial practices currently in place in the school.

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

## **Visiting Committee Summary Thoughts:**

The Visiting Committee observed:



- Vibrant Community of Faith
- Warm and loving community that brings people together
- Consistency throughout the school, programs, curriculum, SLEs, etc.
- Consistent and varied use of technology
- Use of STAR Data to create ELA programs which have led to increase in achievement
- Seeking and use of grants to improve facilities and programs for student learning
- Student involvement - government, Trojan Cleaners

The Visiting Committee observed that St. Anthony of Padua is a warm and loving community that truly feels like a family. The school is a vibrant community of faith where beliefs and values permeate faith, academics, and campus life. There is consistency and cohesiveness throughout the school, programs, curriculum, mission and philosophy, and SLEs. The varied use of technology has greatly enhanced their curricular programs. The school has used STAR Data to create ELA programs which have led to an increase in achievement. School improvements have been made possible through effective grant seeking and awards. This has resulted, not only in grounds improvement but improved student learning as well. Student involvement in extracurricular activities and student-led service projects is impressive. The Visiting Committee commends the school for creating such a loving, faith-filled, caring community of learning.

Our time spent here has been a true blessing. We commend the entire community for their dedication to Catholic Education and our prayers are with them as they begin working towards the completion of their next action plan.