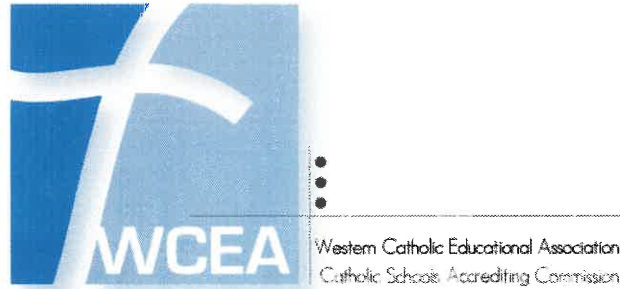


REPORT OF FINDINGS

E614 ST. FRANCIS OF ASSISI ELEMENTARY SCHOOL
2500 K STREET
SACRAMENTO, CA 95816
DIOCESE OF SACRAMENTO



AND

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC)

IMPROVING STUDENT LEARNING 2012

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

FEBRUARY 8, 9, 10, 2016

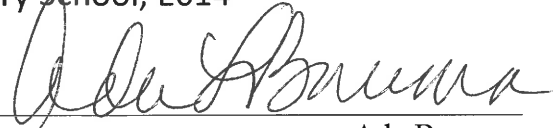
REPORT OF FINDINGS

for

St. Francis of Assisi Elementary School, E614



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PREFACE

We, the Visiting Committee, wish to commend you, the pastor, administration, faculty, staff, parents, and student body of St. Francis of Assisi Elementary School 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. Francis of Assisi Elementary School professionally rich and personally rewarding. We experienced a community where everyone is striving to provide a Catholic environment where quality education is a priority.

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

St. Francis of Assisi Elementary School's Self Study was conducted over a 19 month period. The leadership met weekly at the start of the Self Study and bi-weekly through the completion of the document. A variety of committees met independently to complete assigned sections of the study. The principal was responsible for sharing updates on progress as well as gathering questions and feedback related to the Self Study to the Catholic Schools Advisory Commission (CSAC). Along with feedback from CSAC, surveys completed by parents, students, school and parish staff provided input for the Self Study.

St. Francis School recognized obstacles that needed to be addressed and overcome in order to successfully complete the Self Study. In the summer of 2014, the school experienced a change in leadership as well as the hiring of three new classroom teachers, an Education Achievement Specialist, and the reassignment of teachers in kindergarten and fifth grade. The school also faced challenges in relation to survey data due to lack of or incomplete survey data from previous leadership from 2011-2014. The most significant challenge the school faced was the relocation of the school during the 2010-2011 school year. While the school was undergoing seismic retrofit, the school was temporarily moved to another location. The yearlong journey paused any processes in accreditation updates. Because the previous survey data was insufficient, the Leadership Team conducted new surveys and started the entire process anew in order to obtain the most thorough and valid data possible. The new diocesan-wide testing protocols were also replaced. The school first utilized a formative testing structure, Acuity, in 2012-2013, and now uses the Renaissance Learning STAR Testing as the testing protocol. All shareholders provided input regarding the Self Study and from that three Action Plan goals were identified as priority for the school.

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.*

During the Self Study process, St. Francis of Assisi Elementary School was highly effective involving all shareholders in ongoing, informal discussions regarding the Self Study process. Shareholders including CSAC, parish and school staff, students, Parent Club, and parents provided input regarding the Self Study. Surveys related to Catholic Identity and the Improving Student Learning process were used to assist in the preparation of the document. The Leadership Team used this data to prepare the Self Study document and then shared drafts of the Self Study with CSAC, parish staff, Parent Club, current Student Council, and alumni Student Council Presidents and Vice-Presidents. These shareholders reviewed and provided input that assisted the Leadership Team's development of the completed study.

The school initiated a shift in the sharing, analysis, and discussion of data as a result of the Self Study process. Staff and CSAC began review and discussion of school data during every meeting in order to collaborate and develop plans. St. Francis also initiated a yearly "State of the School" address with the intent of sharing all pertinent data with families and staff. This address allows for analysis of data and a discussion of trends and challenges. The feedback allows shareholders to take an active part in the school's progress. Because the goals and the Action Plan of St. Francis will be monitored by the pastor, leadership, staff, and CSAC, it will allow all shareholders to systematically monitor and analyze the school's effectiveness in actualizing continuous school improvement.

Chapter 2: Context of the School

A. School Profile

St. Francis of Assisi Elementary School was founded in 1895 by the Sisters of Mercy in partnership with the Order of Friars Minor and has been in continuous operation since 1895. The Sisters of St. Francis of Penance and Christian Charity joined in the running of the school from 1901 to 2001. The Franciscan tradition has been an integral element to the school since the school's inception.

St. Francis is a parish-based diocesan school with enrollment of over 330 students of predominantly middle class, working families. The diversity of the school reflects the diversity of the parish with its urban setting. The unifying reason for this diversity is the strength in the Franciscan charism, Catholic values, and the living of this charism and values in parish and school life.

St. Francis averages 330 students per year, but has experienced an increase in the number of students with special needs: cognitive, behavioral and emotional, resulting the hiring of two part-time Education Achievement Specialist Aides. The school also has a strong number of gifted students who are able to receive enrichment support. The school also has a number of families for which English is not their primary/first language. Regular assessment data has not indicated the need for further services or interventions due to language acquisition at this time.

St. Francis has shaped a deeply Franciscan, Catholic tradition and helped develop a thriving school community. With this tradition, the school rebranded itself with a new school crest at the start of the 2015-2016 school year. The school has been blessed with families who want to attend St. Francis and per survey results, the majority of parents and students are satisfied with the school. St. Francis is blessed with students who learn and love their school, an exceptional and dedicated staff, and most recently a supportive collection of governance.

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.*

St. Francis of Assisi Elementary School has effectively worked to complete all Action Plan items from the last accreditation. Amid changes in leadership (principal and pastor changes) and relocation of the school site during reconstruction, the school maintained its focus on completing the set goals. The first goal dealt with the Schoolwide Learning Expectations and the task of creating a rubric that would measure and assess the SLEs and develop a strategy to incorporate SLEs into the report card. The school was successful in creating a rubric and it is sent home once a trimester. Because the Diocese has plans to rollout a standards-based report card, the SLE goal will not come to full fruition, but the SLE rubric has increased awareness of school expectations, furthered critical thinking, and opened an avenue for deeper conversations between students and parents. The second goal of enriching curriculum was also completed to the extent it could be. The challenge was the switch from California State Standards to the Common Core State Standards. The shift forced the school to defer curriculum mapping in an effort to implement the Common Core State Standards. Teachers, including the school counselor, participate in a variety of professional development opportunities related to curriculum and they share the knowledge, skills, and information with each other at faculty meetings and/or grade cluster meetings. The third goal involved technology. Although technology advancements have been accomplished, it was hindered by the relocation of the school site, leadership changes, and the use of multiple contractors for technology implementation. Regardless, the school upgraded its use of technology and currently has a thriving infrastructure. The school recently purchased Chromebook carts for grades 3-7, one laptop cart specifically for grade 8, and provided a computer lab with 35 computers. New servers, increased bandwidth, Apple TVs, and teacher iPads and laptops also enhance the use of technology on campus. Primarily due to changes in leadership, a formal technology plan was never created. Teachers continue to strive to integrate technology into their classrooms, but long for professional development to positively impact student learning.

The previous Visiting Committee offered two suggestions related to the curriculum and technology goals from the previous Self Study involving completion of grade level curriculum mapping and exploring a new phone system, for which the school devised a plan for and implemented. The Action Plan items from the previous study were completed to the best of their ability, and the school used the items in the last Action Plan as a catalyst for continuous improvement during this Self Study in development of the newest Action Plan.

St. Francis has been diligent and intentional in the dissemination of information related to the previous (and current) Self Study and Action Plan. The new leadership developed more efficient, transparent structures and roles by working on the Parent Club and CSAC bylaws, creating new positions, and involving shareholders in the conversation about the implementation of the Action Plan. Pastor/principal bimonthly meetings, weekly parish staff meetings, Parent

Club meetings, and the new “State of the School” address allow the school to share pertinent information.



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.*

St. Francis of Assisi Elementary School is highly effective in providing opportunities for strong evangelization, community prayer experiences, and bringing the Good News into the total educational experience. Catholic Identity is shown in both the mission statement and philosophy with its call to “living the Gospel values and traditions” at St. Francis of Assisi Elementary School. Both the mission statement and philosophy are posted in each classroom. A book of intercessions is located outside the school office. This book allows the community to write and share intentions for prayer. Over the course of the school year, each class plans and participates in several prayer services as well as a school mass. During Lent, each class holds a Last Supper reenactment. In addition to welcoming parents to their prayer services and Masses, a subcommittee of CSAC organizes an Advent and Lenten Retreat for families. The school community participates in various service projects. A program called Families On A Mission helps to educate the parish and school on the needs of their local community and encourage involvement in the community. The school uses diocesan approved religion curriculum. “Blest are We” and RCL Benzinger Family Life are both aligned with the New Roman Missal. Their curriculum is enriched with the use of Mass journals that move with the students each year. Catholic Identity has been strengthened through various programs, activities, and celebrations such as the Monday prayer services, daily intercom prayers (including the Prayer of St. Francis), prayer tables in each classroom, a Blessing of the Animals celebration, and monthly school masses. All staff currently hold up-to-date catechetical certificates. They also participate in retreats, ministry days, and classes regarding the new Roman Missal. The surveys conducted in the fall of 2014, support the evidence of the school having a strong Catholic Identity. The Visiting Committee observed a highly effective Franciscan, Catholic environment at St. Francis of Assisi Elementary School.

Based on the Self Study, the school has identified areas for growth that include increasing student and family participation in Masses and parish activities. The survey indicated that further discussions about the school's mission, philosophy, and SLEs with prospective staff and volunteers are needed. In addition, increased family communication about their faith and participation in community service inside and outside the school would enhance Catholic Identity. Even so, the Catholic Identity Survey conducted in the fall of 2014 indicates that St. Francis has a strong Catholic Identity overall with an emphasis on their Franciscan ties to the parish.

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.*

St. Francis of Assisi Elementary School is highly effective in fully integrating the mission, philosophy, and SLEs into the lived reality of the school. St. Francis School's mission and philosophy were both developed in the mid-1980s and focus on creating a Franciscan environment, promoting Franciscan values, and living the teachings of the Roman Catholic Church. The school originally developed the SLEs under diocesan direction in 2000. They have been revised since then. Since the revision, the mission statement, philosophy statement, and SLEs have hung in all student oriented areas of the school, as well as posted on the school website, and in the staff and student handbooks. Assignments and projects are connected to the SLEs. There is an SLE rubric that is completed each trimester. For successfully demonstrating the SLEs, students are awarded SLE certificates at Friday assemblies.

In 2014-2015 the school rebranded itself and developed a new crest that better exemplifies their faith, Franciscan tradition, and their legacy. The development of the new crest involved all shareholders and thus gave all a clearer definition and purpose of their school. The new main stairwell mural exhibits the charism of St. Francis and the roots of the school. Data collected from surveys revealed positive thoughts from shareholders about the school's purpose. The survey data also demonstrates that parents believe that the mission and philosophy are being taught to their children. Based on the goal provided and the new leadership, it is reasonable for the school to want to enhance the Franciscan values and charism in each of the mission statement, philosophy statement and SLEs.

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.*

St. Francis of Assisi Elementary School's organizational structure is highly effective in supporting high achievement for all students. The school, staff, and shareholders are all committed to high achievement for students. The class schedules are organized to support student achievement. Full time instructional aides work in Transitional Kindergarten through grade one. Grades two through eight are allotted instructional aide time as well. The Visiting Committee observed in grades six through eight, classes divided in half for both Language Arts and Math allow for more personalized and in-depth instruction for each student. Spanish is offered in grades one through eight two times per week, but in sixth grade, students have the option to switch from Spanish to Italian. A technology teacher is provided to all classes once a week. A full-time Education Achievement Specialist manages and communicates with the principal, faculty, staff and parents about individual student's learning needs. She assesses students, conducts regular SST's, makes recommendations to teachers, students, and parents, and supports struggling students through small group instruction, one-on-one tutorials, and provides enrichment as needed.

Student progress is communicated to all shareholders in a variety of ways. Grades are updated regularly and parents have access to Beehively to review their child's progress. Report cards are sent home at the end of each trimester. Students also communicate their endeavors through their writing of the school newsletter, *The Gubbio Gazette*. Parents are able to contact teachers via email or in person to collaborate on student progress. Student progress is also reported to CSAC through the teacher representative. The principal also presents monthly reports including standardized test results when available. The pastor and principal together hold a "State of the School" address to help assure parents of their child's social, emotional, spiritual, and academic well being. The positive open communication between the pastor and principal creates an atmosphere of supporting high student achievement for all students. The school's high achievement standards are maintained as a result of the pastor, administrator, CSAC, and faculty working together and communicating regularly. Lastly, the physical space and proximity between the school and the church has helped to create a sense of community and promote effective communication.

The parish staff is also present, active, and engaged with the school, which shows they are all united in supporting student growth and tending to the wellbeing of their school and community. The faculty and school promote Catholic Identity of the school and deepen their faith through the attendance of retreats with the parish, ministry days with the diocese, and Masses as a school. Each classroom is frequently visited by the pastor and associate pastor. They join in and lead discussions of faith. Parents and families are encouraged to participate in all of their worship activities that contribute to their students' high achievement.

The budget allows for high student achievement by providing new technology, training days for staff, an Education Achievement Specialist, a counselor, aides, and resources and materials. The

principal makes himself available to teachers for one-on-one help and professional development. Based on survey data, St. Francis of Assisi Elementary School is designed and structured with students in mind. This structure and organization allow for the high achievement of students, the building of community, and the deepening of their Franciscan, Catholic faith. One example of this is the school's "court" system. This system is designed with SLEs in mind in order to positively discipline student behavior. The alignment of resources, environment, and parish/school connection provides an all-encompassing support for continued high student achievement.

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.*

St. Francis of Assisi Elementary School is effective in using educationally sound assessments to collect data. Data is used to improve teaching, student mastery of the Common Core Standards, and to continue to create a healthy environment where family input is valued. Even so, the school identified the need to enhance disaggregation, analysis, and correlation of all assessment data for curricular improvement. There have been many changes in the assessments used in the Diocese of Sacramento since the last accreditation. The IOWA test was discontinued. In 2012-2013 the Diocese adopted the Acuity assessment for grades 3-8 in an effort to align tests and teaching with Common Core State Standards. The review of Acuity results showed St. Francis scoring above the Diocesan average. Teachers used the data to drive instruction and to determine class success in relation to the Diocese. The data was analyzed to identify trends. In 2015-2016 the Diocese moved away from Acuity and adopted the STAR testing from Renaissance Learning. The data from the first interim test in November showed that the students scored above the Diocesan average. The data from the new test (STAR) is consistent with that of Acuity, but it will take more testing to identify trends.

There are very few students at St. Francis who scored in the bottom two quartiles in either Acuity or STAR assessments. Students who scored lower were able to receive support by the Education Achievement Specialist. Formal and informal discussions take place between teachers concerning areas of strengths and weaknesses. These discussions allow staff to identify needs for growth and resources that can be utilized to better assist the students. With the implementation of the STAR assessment, faculty and staff hope to better individualize student support and help drive further differentiated instruction. Often, faculty members informally collaborate regarding the progress of students.

In addition to STAR and Acuity formative assessments, St. Francis has undertaken the administration of both ACT Aspire and ACT Explore summative assessments at the request of the Diocese. The diocesan average was 70 percentile points, while the St. Francis average was 80 percentile points. The lack of training in analyzing the data has made the use of external data limited at this point. Because of the lack of longitudinal data and professional development, the hope is that the faculty in the future will be able to modify instruction for small groups, understand the strengths and needs of the class, and strategize with the prior year teacher after proper analysis of test results and data.

Data available to the school regarding progress on standardized tests, SLE rubrics, and classroom assessments confirm the overall quality of school programs and validates the focus on high achievement of all students. The school also recognizes the need for better professional development in the analysis, disaggregation, and effective use of standardized testing data with the intent of continually improving student achievement.

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.*

St. Francis of Assisi Elementary School is highly effective in supporting and promoting high achievement for all students. The demonstration of the SLEs is measured through rubrics, progress reports, and ongoing assessments. St. Francis has academically challenging curriculum standards that are Common Core aligned. As teachers plan, they refer to Common Core and California State Standards while keeping the SLEs in mind. For example, the Visiting Committee observed student work that reflected knowledge and application of the SLEs. The SLEs have become a part of the fabric of the school community through high visibility in classrooms, on the website, and in parish communications. Shareholders including the pastor, staff, CSAC, families, and students refer to and use the SLEs to measure all facets of student life. The highest awards given at graduation are based on the SLEs.

Along with a challenging curriculum, a variety of frequent assessments are used to ensure that students are making progress through the diocesan standards. These formative and summative assessments include standardized tests, teacher-made unit assessments, presentations, written and verbal work, projects, and journaling.

St. Francis also supports high achievement of all students with the full time Education Achievement Specialist. In addition, the school identified curriculum mapping as an area of growth to provide for vertical alignment from grade to grade. The partnership and teamwork of administration and staff has been a major factor for student success.

There has been an increased use of technology across all grade levels and curriculum content. Students research online, use Google to share and collaborate on writing, use online study programs, and create class presentations. The use of technology enhanced the ability of the faculty to meet the needs of students with varying learning modalities.

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.*

St. Francis of Assisi Elementary School, as an educational ministry of the parish, effectively creates an environment in and out of the classroom that serves the growth of its students in all aspects of learning. The staff works diligently to foster the Franciscan, Catholic Identity of the school. During the 2011-2012 school year, along with the Diocese of Sacramento, St. Francis formally adopted the Common Core State Standards in Mathematics and Language Arts. Since that time, teachers have aligned their instructional methods to the Common Core and continue to refine those practices in this time of transition. The school has adopted a new math text that adheres to these standards. In areas that are not specifically aligned to the Common Core Standards, teachers incorporate instructional practices that reflect the principles of the standards. The Visiting Committee observed instructional practices including whiteboard activities, peer collaboration, small group work, whole class instruction, cross-curricular references in writing classes, Chromebook research for class projects and reports, and hands-on center activities.

Since the last accreditation in 2010, the teaching staff at St. Francis has continued to find new ways to assess student learning and teaching practices and has implemented assessments based on professional development opportunities, curriculum changes, and the Common Core State Standards. Assessment types include paper & pencil tests, projects, labs, homework, group work, checking for understanding, test corrections, and technology based assessments and performance. Grade clusters have met, analyzed data and reports to determine area of growth in anticipation of curriculum mapping. These meetings facilitated further intent to develop instructional plans and to seek professional development for the faculty.

In 2014-2015, when leadership changed, new protocols for teacher evaluation were implemented. As a result, classroom visits became more frequent and informal. The improved evaluation process, led to the awareness for the need for more training in the integration of technology. As a result, the school is aware of the need of a new technology plan that focuses on integration, training, and student outcomes. With the new infrastructure in place, the school recognizes that enhancing integration of technology into the teaching/learning process is warranted.

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.*

St. Francis of Assisi Elementary School is highly effective in supporting the spiritual, personal, and academic growth of students. Through prayer services, monthly masses, celebration of Holy Days, retreats, reconciliation, Stations of the Cross, and the Christmas pageant, the school is able to provide further opportunities for their students to express their faith. The school recognizes the need to add more faith building opportunities for parents.

Students are encouraged to participate in a variety of curricular and co-curricular activities to enhance their personal growth. These programs include athletics, drama club, dance club, band, choir, book club, religion decathlon, math buddies, TK and Kinder buddies, extension clubs, and peer tutoring. To enhance academic growth, St. Francis provides support for students with special needs and those that need further enrichment opportunities to succeed. Teaching assistants are employed at every grade level and the Visiting Committee observed some assistants working with small groups of students, re-teaching, and supporting student needs. The school employs a full time Education Achievement Specialist who provides enrichment and support for students.

Technology is implemented in classrooms to enrich curriculum and support multisensory learning. In addition to a school computer lab, grades three through eight, have Chromebooks or laptops and all classrooms have projectors and document readers.

There is an after school homework study hall in which teachers are available to help students with homework. There is also a part-time school counselor available to help support emotional needs of the students. The extension program provides a vibrant and essential environment for students. Extension provides a homework area, activities such as crochet, art club, book club, movies, naptime for TK and Kindergarten, and playground games. Extension further enhances school programs and support for students.

Safety is paramount at St. Francis and emergency plans are in place for all disasters and emergency situations. Monthly fire drills and other yearly emergency procedure practices take place. Staff is required to be CPR, First Aid and AED certified and per diocesan guidelines, the school mandates volunteers obtain, complete and submit required information such as background checks, fingerprinting, and training with Shield the Vulnerable. Parents and teachers agree that they are part of a community that allows for student growth and high achievement in all areas due to a nurturing, supportive and compassionate community.

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.*

St. Francis of Assisi Elementary School's resource management and development is effective in supporting high achievement of all students. The school recognizes the need to develop a long-term strategic plan to provide strong fiscal support, stewardship, and community engagement for the benefit of the student's future of the school. Management and development of the school's resources have been essential in the maintenance of a school building that is nearly 100 years old, the preservation of their Franciscan, Catholic traditions, and the well-being of their entire community.

The school's Director of Finance has exercised diligent financial stewardship and prepared financial reports on a regular basis that are communicated with the shareholders. Even in years of budget deficits, the school honestly and directly addressed any issues with the goal of making appropriate changes over a short time span so debt was not "deferred" indefinitely. The school has maintained healthy savings to offset any deficits/shortfalls making resources available to the school adequate to sustain the school program. The increased enrollment over the years has helped to cover the cost of new technology for students and staff. Successful fundraising and increasing tuition has also helped the school's finances.

During the 2010-2011 school year, the school building had to be closed for earthquake retrofitting. During this time, the cost was covered by the school's savings and exceptional fundraising. Students were lost due to the move, however, when St. Francis moved back to their beloved building, they saw an increase in enrollment. Enrollment has continued to grow since then. The additional income from the increase of students afforded the school the ability to purchase Chromebooks, charging carts, hardware, software, licensing, support, upgrades, and new computers for the office staff.

Although the school is in sound financial standing, the school remains cautious and vigilant in the use of its resources. The school pays close attention to the emerging trends that not only surround education, but also emerge in their local community and city, and remains proactive in its fundraising efforts and careful in the management of existing financial resources. For the 2015-2016 school year, the school increased tuition and extension fees to make positive changes to the faculty and staff compensation plans to best retain a quality staff. The school has also made improvements to their 100-year-old building with regards to cooling. Multiple building fans were installed along with updated LED lighting systems. Another resource the school utilizes is Federal Title Funding. In partnership with Sacramento City Unified School District, the school receives roughly \$6000 annually in Title II funds for professional development. The school uses this funding for professional development opportunities for faculty and administration.

One of the biggest areas of growth needed is financial aid. Only limited financial aid is available for the St. Francis community. The school and parish are exploring new avenues to increase funding to provide a means for those who are unable to attend St. Francis without financial assistance.

The school's strategic plan was placed on hold when the school's leadership changed. During the 2015-2016 school year, discussions on a new strategic plan began under the leadership of the president of CSAC. The plan is intended to increase student achievement and sustain the longevity of the school. Essential in the strategic plan is the relationship that school has with the local community and Sacramento as a whole. The plan will address marketing, including the further rebranding, maintaining and improving facilities, bolstering financial aid, and refining the curriculum.

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. Franciscan, Catholic environment
2. Improved relationship with the parish including pastor involvement
3. State of the School address
4. Faculty/staff longevity
5. Full-time Education Achievement Specialist
6. Google Chromebook carts in grades 3-7 and laptop cart in 8th grade
7. Vibrant extension program with diverse activities
8. Sustained full enrollment

Critical Goals (identified by school)

1. Develop and implement formal curriculum mapping to further the continuum of learning in conjunction with the SLEs.
2. Enhance the integration of technology into the teaching/learning process and further the development and implementation of technology.
3. Enhance and ensure the viability and longevity of St. Francis of Assisi Elementary School
4. Enhance and make our Franciscan values and charism even more evident and clear in the Mission Statement, Philosophy, and SLEs.
5. Enhance disaggregation, analysis, and correlation of all assessment data for curricular improvement.

St. Francis of Assisi Elementary School strives to teach a rigorous and relevant curriculum and identified goals that are focused on improving student learning. The Action Plan is highly effective and aligns with and supports the high achievement of all students. The process as laid out to implement the plan (strategies, activities to be accomplished, persons for implementation, timelines, and assessment) is detailed and reasonable.

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 Action Plan from the previous accreditation was completed to the best of the school's ability in light of many significant changes that had taken place. During the current Self Study, the school community has taken the work completed in the prior Action Plan and is now building upon these goals to further enhance and strengthen student achievement. It is clear to the Visiting Team that St. Francis's capacity to implement and monitor the Action Plan is highly effective. Shareholders such as the principal, faculty, staff, students, and parents will have direct involvement in the newly created Action Plan. The principal along with the leadership team will coordinate the initial implementation of the Action Plan.

In order to monitor the progress of the new Action Plan, school staff will involve the goals (and work on the goals) as part of staff meetings, CSAC meetings, and the annual "State of the School" address. Through diligent monitoring of the Action Plan, the school will address any obstacles that may present themselves as well as incorporating additional goals as necessary. The school recognizes areas of growth and specifically addressed those needs within the Action Plan. The impact of the Action Plan on student achievement will be evaluated through discussions, formal and informal observations, surveys, student projects, and input from the faculty and staff.

St. Francis of Assisi Elementary School has identified some financial resources to augment professional growth and development of its teachers, to implement and integrate technology, and to develop curriculum maps. During the budget planning cycle, the Action Plan will be kept in focus in order to allocate resources and dollars appropriately. Beyond the budgeting process, goals will be at the forefront of fundraising, grant writing, community involvement, and donor development.