



Western Catholic Educational Association  
Catholic Schools Accrediting Commission

# Ensuring Educational Excellence (E3)

## Western Catholic Educational Association

**A Self Study for:**

**Moreau Catholic High School  
27170 Mission Blvd.  
Hayward, CA 94544**



## SELF STUDY PROCESS

### A. Organization for the Work of Self Studying -

[E3 Leadership Team, Integral Groups, and Home Groups](#)

### B. Chronicling the Process of Self Studying -

All meetings in preparation for the accreditation process have been documented in our [Meetings Documentation Folder](#).

### C. Gathering Data

## CHAPTER I – INTRODUCTION TO THE SCHOOL

A. **School Code and Name:** Moreau Catholic High School

B. **Address, City, Zip:** 27170 Mission Blvd, Hayward, CA, 94544

C. **School's Year of Inception:** 1965

D. **Nature of the School:**

#### Ownership

Diocesan\*

Parochial\*

X Religious\*

Lay Group\*

#### Gender

All Female

All Male

X Coeducational

#### Education Thrust

X College Preparatory

Comprehensive

Other (specify)

\* **Identification of this Owner:** The Congregation of Holy Cross

### E. School's Governance Structure:

Policy Board

Advisory Board/Council

X Board of Limited Jurisdiction\*

Consultative Board/Council

Other (specify)

\*i.e., with reserve powers to the Owner (i.e., Diocese, Parish, Religious Congregation, Other (canonical) Juridic Person)

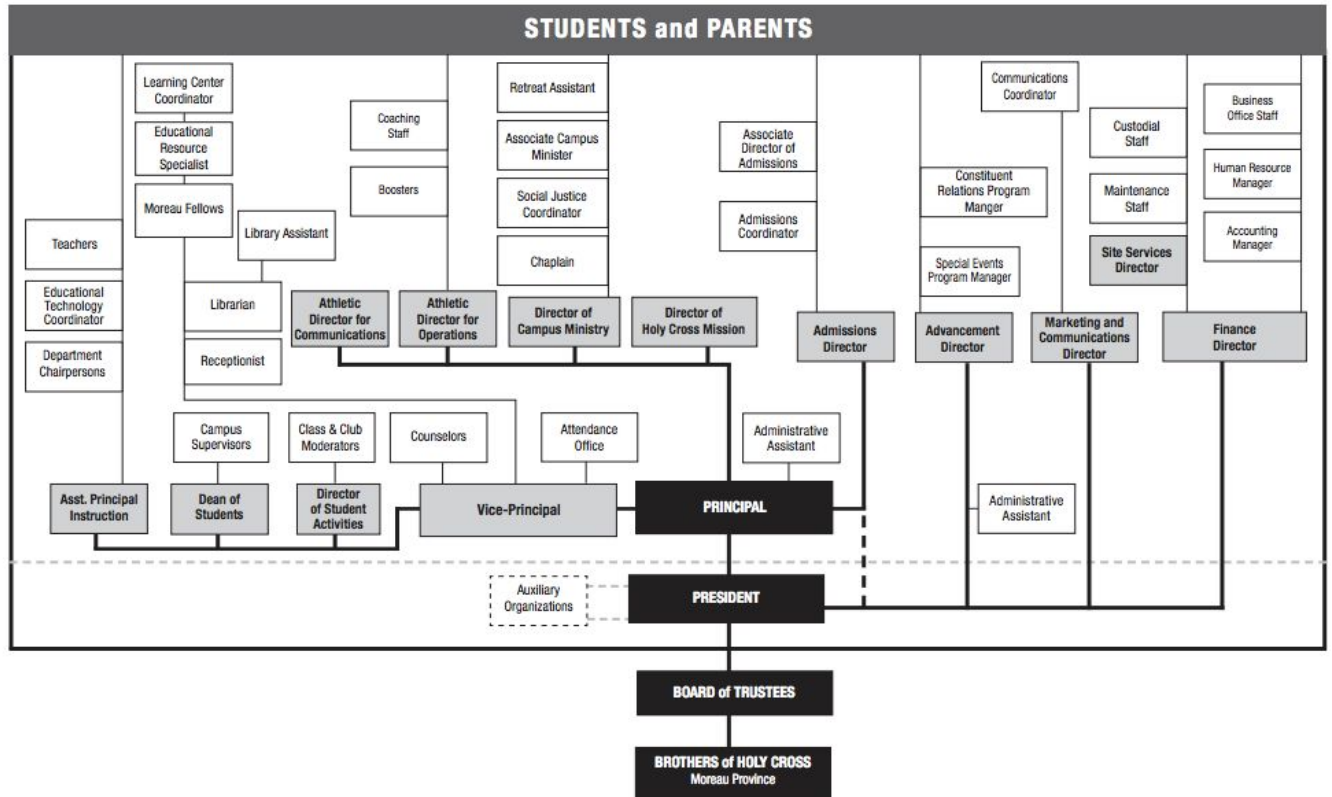
### F. School's Administrative Structure:



X President and Principal       Principal       Other (specify)

**G. INSERT an Organizational Flow Chart (1 sheet) after this page**

**MOREAU CATHOLIC HIGH SCHOOL ORGANIZATIONAL CHART**



**H. Administrative Personnel**

Alcott, Tom	31 years, 5 months	Full-Time	Director of Site Services
Cumming, Donna	7 months	Full-Time	Director of Communications
Galloway, Colleen	16 years, 6 months	Full-Time	Dean of Students
Heuer, Monica	6 months	Full-Time	Director of Athletics - Operations
Hupke, Douglas	1 year, 1 month	Full-Time	Director of Advancement



Krisman, Christine	37 years, 5 months	Full-Time	Director of Athletics - Communications
Lee, Terrence	19 years, 6 months	Full-Time	President
McGowan, Nichole	16 years, 6 months	Full-Time	Director of Student Activities
Wang, Julia	2 years, 6 months	Full-Time	Director of Admissions
Shelley, Peter	22 years, 5 months	Full-Time	Director of Holy Cross Mission
Tabora, Ann Kristine	11 years, 6 months	Full-Time	Director of Campus Ministry
Teekell, Katharine	7 years, 7 months	Full-Time	Vice Principal
Tortorich, Lisa	4 years, 7 months	Full-Time	Principal
Young, Kimberly	3 years	Full-Time	Director of Finance

## I. Instructional Personnel

Abanico, Jerico	7 months	Full-Time	Faculty
Allen, John	1 year, 6 months	Full-Time	Faculty
Armstrong, Amy	19 years, 6 months	Full-Time	Faculty
Baptist, David	12 years	Full-Time	Faculty
Barton, Scott	7 years, 6 months	Full-Time	Faculty
Bennett, Randall	7 months	Full-Time	Faculty
Bernardo, Narciso	7 months	Full-Time	Moreau Fellow
Bevilacqua, Devan	7 months	Full-Time	Moreau Fellow
Brown, Anna	3 years, 6 months	Full-Time	Faculty
Burns, Jonathan	7 months	Full-Time	Faculty
Chen, Henny	10 years, 6 months	Full-Time	Faculty

Chenoweth, Sarah	2 years	Part-Time	Faculty
Chrisman, Janet	41 years, 5 months	Part-Time	Faculty
Cotter, Andrew	10 years, 6 months	Full-Time	Faculty
Demmel, Angela	29 years, 6 months	Full-Time	Faculty
Frantz, Justin	3 years, 6 months	Full-Time	Faculty
Gannon, Bob	0 years, 7 months	Full-Time	Faculty
Gatrell, Rob	5 years, 6 months	Full-Time	Faculty
Gibson, Kerrie	22 years, 5 months	Full-Time	Faculty
Gongwer, Gary	13 years, 6 months	Full-Time	Faculty
Gonzales, Luis	16 years, 6 months	Full-Time	Faculty
Greenbaum, Ben	8 years	Full-Time	Faculty
Hannon, James	10 years, 6 months	Full-Time	Faculty
Hansen, Katie	3 years, 6 months	Full-Time	Faculty
Hayes, Christopher	7 months	Full-Time	Faculty
Heise, Dianna	10 years, 6 months	Full-Time	Faculty
Henriquez, Enrique	12 years, 6 months	Full-Time	Faculty
Hood, Arlene	30 years, 5 months	Full-Time	Faculty
Kaufman, Eric	9 years, 6 months	Part-Time	Faculty
Knight, Frank	5 years, 6 months	Full-Time	Faculty
Lazarus, Cara	7 months	Full-Time	Faculty
Ledford, Sarah	7 months	Full-Time	Faculty
Lorta, Danielle	6 years, 7 months	Full-Time	Faculty
Lubin, Dorothy	2 years, 6 months	Full-Time	Faculty
Maniscalco, Serena	7 years, 6 months	Full-Time	Faculty
Maxey-Hooks, Arianne	7 months	Long-term Sub	Faculty
McKenna, Paul	13 years, 6 months	Full-Time	Faculty

Medeiros, Nadine	9 years, 6 months	Full-Time	Faculty
Newton, Ted	31 years, 6 months	Full-Time	Faculty
Nielsen, Stephanie	2 years, 8 months	Full-Time	Faculty
Parker, Kristen	2 years, 6 months	Full-Time	Faculty
Parker, Robert	16 years, 6 months	Full-Time	Faculty
Patterson, James	39 years, 5 months	Full-Time	Faculty
Patterson, Ana	9 years, 6 months	Full-Time	Faculty
Prisk, David	21 years, 6 months	Full-Time	Faculty
Raimondi-Ferreira, Stacey	5 years, 6 months	Full-Time	Faculty
Rangchi, Ahmad	11 years, 4 months	Part-Time	Faculty
Reaker, Austin	7 months	Full-Time	Faculty
Riley, Caitlin	3 years, 6 months	Full-Time	Faculty
Rodriguez, Tony	11 years, 6 months	Full-Time	Faculty
Romero, Jordan	2 years, 6 months	Full-Time	Faculty
Schroeder, Audrey	23 years, 7 months	Full-Time	Faculty
Simons, Jessica	5 years, 7 months	Full-Time	Faculty
Spinelli, Richard	15 years, 2 months	Full-Time	Faculty
Steeb, Cheryl	33 years, 5 months	Full-Time	Faculty
Strickland, Sara	3 years, 6 months	Full-Time	Faculty
Sweeney, Anthonette	2 years, 6 months	Full-Time	Faculty
Thomas, Karen	7 years, 6 months	Full-Time	Faculty
Tobler, Michael	6 years, 6 months	Full-Time	Faculty
Tsan, Michael	1 year, 6 months	Full-Time	Faculty
Versher, Elysse	2 years, 6 months	Full-Time	Faculty
Villanueva, Nathan	7 months	Full-Time	Faculty
Wainwright,	6 years, 5 months	Full-Time	Faculty

Samantha			
Ward, Andrew	3 years, 6 months	Full-Time	Faculty
West, Antoinette	2 years, 6 months	Full-Time	Faculty
Wilder, Philip	36 years, 5 months	Full-Time	Faculty
Zepeda, Elizabeth	7 years, 4 months	Part-Time	Faculty

**J. Staff Personnel**

Alfaro, Javier	19 years, 5 months	Full-Time	Staff
Alfaro, Jorge	18 years, 10 months	Full-Time	Staff
Ayala, Armando	18 years, 6 months	Full-Time	Staff
Bender, Madeline	25 years, 8 months	Full-Time	Staff
Briones, Claudia	1 year, 10 months	Full-Time	Staff
Capurro, Kimberly	9 years, 8 months	Full-Time	Staff
Chaparro, Timothy	1 year, 7 months	Full-Time	Staff
Cortez, Leonardo	10 years, 5 months	Full-Time	Staff
Cronin, Francine	2 years, 6 months	Full-Time	Staff
DeFrance, Diana	17 years, 6 months	Full-Time	Staff
Doty, Theresa	9 years, 6 months	Full-Time	Staff
Forsyth, John	1 year, 9 months	Full-Time	Staff
Garl, Dennis	30 years, 9 months	Full-Time	Staff
Gomez, Celia	10 years, 5 months	Full-Time	Staff
Heath, Maria	13 years, 4 months	Full-Time	Staff
Katen, William	17 years, 6 months	Full-Time	Staff
Kelly, Colleen	9 years	Full-Time	Staff
Lal, Babu	2 years	Full-Time	Staff



Landeza, Patrick	2 years, 6 months	Full-Time	Coordinator
Lopez, Angel	7 years, 1 month	Full-Time	Staff
Lorentz, Bryan	2 years, 8 months	Full-Time	Coordinator
Mackin, Steven	1 year	Full-Time	Staff
Maroun, Julie	7 years, 6 months	Full-Time	Staff
Mayo, Chris	5 years, 8 months	Full-Time	Staff
McInerney, Mary	1 year, 6 months	Full-Time	Coordinator
Secosky, Meredith	6 months	Full- Time	Staff
Singh, Sanjesh	9 years, 5 months	Full-Time	Staff
Stanton, Connie	25 years, 10 months	Full-Time	Staff
Strawn, Karen	12 years, 9 months	Full-Time	Staff
Toscano, Jenny	16 years, 10 months	Full-Time	Staff
Truffelli, Dino	10 years, 1 month	Full-Time	Staff
Varga, Denise	1 year, 6 months	Part-Time	Staff

#### K. Board/Council

<b>Barbara Hemenez, Chair</b>	<b>Term: 7/12 - 6/15 (term suspended)</b>
<b>Rick L'Heureux, Vice-Chair</b>	<b>Term: 7/14 - 6/17 (term suspended)</b>
<b>Elizabeth Guneratne</b>	<b>Term: 7/16 - 6/19 (1st term)</b>
<b>Maritza Ilario</b>	<b>Term: 7/14 - 6/17 (2nd term)</b>
<b>David King '82 (Diocesan Appointee)</b>	<b>Term: 7/16 - 6/19</b>
<b>Terry Lee, President (ex officio)</b>	<b>Term: 7/15 - 6/18</b>
<b>Marta Vera Leon</b>	<b>Term: 7/16 - 6/19 (2nd term)</b>
<b>Dennis Mastrantonio '71 (Holy Cross Appointee)</b>	<b>Term: 8/15 - 7/18</b>
<b>Sister Mary Christopher Miller, OP (Holy</b>	<b>Term: 6/16 - 5/19</b>



<b>Cross Appointee)</b>	
<b>Rev. Paul Minnihan '84 (Diocesan Appointee)</b>	<b>Term: 9/17 - 8/20</b>
<b>Br. William Nick, CSC (Holy Cross Appointee)</b>	<b>Term: 6/16 - 5/19</b>
<b>Ms. Lois Quilalang (Diocesan Appointee)</b>	<b>Term: 7/16 - 6/19</b>
<b>Ms. Charlene Raimondi</b>	<b>Term: 7/15 - 5/18 (3rd term)</b>
<b>Mr. Ed Raney</b>	<b>Term: 7/16 - 6/19</b>
<b>Mr. Kevin Sweeney '72</b>	<b>Term: 7/14 - 6/17 (2nd term)</b>
<b>Mr. Quang H. Trinh '88</b>	<b>Term: 7/17 - 6/20 (2nd term)</b>
<b>Ms. Lisa Tortorich, Principal (ex officio, non-voting)</b>	<b>Term: 7/16 - 6/19</b>

### Standing Committees

#### *Ex Officio* members all Board Committees

Barbara Hemenez, Chair of the Board of Trustees  
Mr. Terry Lee, President

#### Executive Committee - 7:30 AM

*Trustees:* Barbara Hemenez, Chair  
Rick L'Heureux, Vice Chair  
Maritza Ilario  
Marta Vera Leon  
Ed Raney  
*Terry Lee, Staff*

*Non-trustees:* Richard Smith

#### Board Matters Committee - 7:30 AM

*Trustees:* *Rick L'Heureux, Chair*  
Barbara Hemenez  
Dennis Mastrantonio  
Lois Quilalang  
*Terry Lee, Staff*

#### Finance Committee - 7 AM

*Trustees:* Ed Raney, Chair  
Terry Lee  
Lisa Tortorich  
Quang Trinh '88



*Non-trustees* Jose Govea  
Jan Miller  
John Mignano  
Ron Peck  
Elvia Quiroga  
*Kim Young, Staff*

Investment Subcommittee - 7:30 AM

*Trustees:* *Kevin Sweeney, Chair*  
Terry Lee  
Dennis Mastrantonio  
Ed Raney

*Non-trustees* Ron Peck  
*Kim Young, Staff*

Facilities Committee - 5:30 PM

*Trustees:* Terry Lee  
David King '82  
Lois Quilalang  
Lisa Tortorich

*Non-trustees:* *Richard Smith, Chair*  
Ray Breves  
Dan Smith  
Tonya Thornburgh  
*Tom Alcott, Staff*  
*Kim Young, Staff*

Advancement Committee- 5:45 PM

*Trustees:* *Marta Vera Leon, Chair*  
Terry Lee  
Br. William Nick, CSC  
Char Raimondi

*Non-trustees:* Lionel Anderson  
Darlene Hayes  
MaryKate Lathrop  
*Doug Hupke, Staff*

Mission Integration Committee - 4 PM

*Trustees:* *Maritza Ilario, Chair*  
Elizabeth Guneratne  
Terry Lee  
Sr. Christopher Miller, OP  
Rev. Paul Minnihhan '84  
*Lisa Tortorich, Staff*



*Non-trustees:* Anne Crowthers  
Elijah Gabriel '19  
Rachael Gonsalves '82  
Patrick Landeza  
Dorothy Lubin  
Naya Scott '18  
Ginger Semko '19  
Peter Shelley  
Michelle (Raimondi) Thompson '86  
Felicity Usac '18  
Erin Zajac '96

## Sample Board Calendar

### [Board Calendar](#)

## Process for Selection

### **1.4 Trustee Nomination Process [1]**

1. Potential candidates are usually solicited from board members, staff recommendations, *board matters committee* (acting as a trustee nominating committee), or various constituencies of the school community.
2. An initial, informal meeting with the prospective candidate shall be scheduled with two trustees and the president. Prior to the meeting, a packet of information about the school and the board of trustees shall be sent to the prospective candidate.
3. After the initial meeting and if the prospective candidate wishes to continue the process, he/she shall be asked to submit a personal resume and complete an application questionnaire.
4. The *board matters committee*, acting as the nominating committee for the board, shall review the candidate's application questionnaire and resume to make a determination if the candidate should proceed to a panel interview. If the determination is positive, the candidate shall be invited to meet with the nominating committee for a formal interview. The committee shall employ interview questions and a rating scale to determine a candidate's suitability for nomination to the board for appointment.
5. If after the interview the nominating committee does not conclude that the candidate should continue with the process, he/she will be so notified by the chair of the nominating committee.
6. If the nominating committee concludes that the candidate meets the needs for board membership, the committee chair shall submit the candidate's name, resume, application questionnaire, and a recommendation for board approval.
7. If the board approves the candidate for appointment, the candidate's name, resume, application, and a request to the members of the corporation for appointment is submitted.

8. Upon appointment by the members of the corporation, the chairperson of the board will notify the new trustee of their election to the board.

---

[1] From "The MCHS Board of Trustees Policies and Procedures Manual." Adopted 6 March 2000. Revised and approved 4 March 2002.

## **L. Parent Organization/s**

### ***Boosters Club***

The purpose of the club is to support Mariner athletics as an integral part of the educational mission of the school. The Boosters assist Moreau Catholic by supporting athletic activities and by fundraising to offset the cost of the Athletic Program. Fundraising activities include the Annual Crab Feed, The Snack Bar, Mariner Cafe and Membership and Mariner Wear sales.

### ***Band Parents Club***

The Band Parents Club is dedicated to providing all band participants and directors with a high level of support to enhance student education through music. Parents work in partnership with the band director and school staff to create an environment that encourages excellence, growth, integrity, and leadership.

### ***Parent Ambassadors***

Parent Ambassadors assists the offices of the President, Admissions, and Marketing & Communications in matters promoting positive relationships between Moreau Catholic High School and the parish/school communities served by the school.

## **M. Alumni Organization**

Moreau Catholic is in the process of forming an Alumni Council that currently stands at 7 active members. The goal is to have at least 10-15 active members and to hold bi-annual meetings in the first year.

### Alumni Council Leadership

- John Forsyth - Alumni Manager
- Doug Hupke - Director of Advancement
- Daryll Canlas '05 - Alumni
- Neil Canlas '04 - Alumni
- Elaine Clancy '85 - Alumni
- Steven Coulthard '85 - Alumni
- Gwen Kagaoan '93 - Alumni
- Roger Kuan '90 - Alumni
- Michael Singer '84 - Alumni

### Major Functions

The Alumni Council will be relied upon to give direction and insight into the various alumni events throughout the year, including the Green & Gold All Alumni Reunion, Homecoming, Young Alumni Breakfast, Athletic Reunions, Athletic Hall of Fame, Alumni Law Day, etc. They will be tasked with



improving the turnout and participation in events to strengthen the connection between alumni and the school.

## **N. Brief History of the School**

Moreau Catholic High School was founded in 1965 by the Brothers of Holy Cross as a four-year, college-preparatory high school. The school is the only secondary school in the world named after the founder of Holy Cross. Moreau Catholic has sister-schools sponsored by the Congregation of Holy Cross in the mid-western and eastern sectors of the United States. Blessed Basil Moreau passed on to Holy Cross a vision and philosophy of education that is essentially Catholic Christian. The philosophical and practical aim of any Holy Cross school is to prepare students to be *members of society and people of God*. To accomplish these objectives, Moreau provided an educational framework to ensure that there is evidence of a correspondence between academic quality and Christian faith. He envisioned that a Holy Cross education must provide whatever is necessary for students to live productively in the society in which they find themselves and to live fully as Christians.

Providing these necessities for our students is the concern of every department, program and dimension of daily school life. For example, we believe that every teacher, administrator, or staff member is called to share in the responsibility of creating and maintaining a safe and caring environment in which students learn to be *competent citizens* and *committed Christians*.

Expounding on his educational philosophy in 1849, Blessed Basil Moreau wrote:

“We can state the kind of teaching we hope to give in a Holy Cross school. Even though we base our philosophy on faith, no one needs to fear that we will confine our teaching within narrow and unscientific boundaries. We will accept the discoveries of science without unscientific boundaries and prejudice in a manner adapted to the needs of our times. We do not want our students to be ignorant of anything they should know. We will always place instruction side-by-side with education; *the mind will not be cultivated at the expense of the heart*. While we prepare useful *citizens for society*, we shall likewise do our utmost to prepare *citizens for heaven*.”

## **O. 5 – 7 Most Significant Developments in School Life since the Last Self Study**

- **Catholic Identity and Holy Cross Mission**

A committee comprised of various members of the school community evaluated and redesigned the school’s community service program, creating the Holy Cross Social Justice program. This program aligns student volunteer hours with Theology curricula and Holy Cross themes and values. In order to grow and expand this program, the position of Social Justice Coordinator was created for the 2015/16 school year. This position will be responsible for expanding the program to all four grade levels, designing and implementing the senior capstone project in alignment with the USCCB framework and Moreau Catholic graduation outcomes, and developing a comprehensive curricular and cocurricular service program.



Additionally, the call for increased participation in school liturgies and expansion of student involvement in the spiritual life of the school necessitated the addition of a liturgist and retreat coordinator for the 2015/16 school year. The school's all-inclusive tuition model now includes retreat fees for students of all grade levels to ensure that all students have access to these transformative experiences. However, the vast expansion of the retreat program requires additional staff to organize and oversee these programs. The liturgist/retreat coordinator will coordinate all school retreats as well as liturgical celebrations.

Finally, the position of Director of Holy Cross Mission was created to address the need for increased adult spirituality opportunities and to examine and oversee the growth of Catholic identity and Holy Cross mission throughout the programs of the school. The Director of Holy Cross Mission will coordinate retreats for adults during the school year, and will partner closely with the Director of Campus Ministry to ensure that mission-focused programs remain at the heart of the school's spiritual life.

- **Financial Planning and Integrity**

Moreau Catholic has revamped its Advancement office, adding the positions of Director of Marketing and Communications, Alumni Coordinator, as well as hiring a new Director of Advancement. These new additions helped to address the need to broaden our donor base, and facilitated completion of Phase 1 of the Master Site Plan.

Additionally, a new Director of Finance was hired in 2014, bringing many years of experience in financial management, analysis, accounting, and human resources to the position. In addition, a new position was created in 2015 to oversee all of the human resources functions of the school. The Human Resources Manager reports to the Director of Finance.

- **Enrollment**

The development of a top tier international student program that attracts and retains top students from a variety of countries will continue to support enrollment goals. There remains a need to ensure greater diversity in this population of students moving forward and better support programs to ensure their long-term success while at Moreau Catholic. The addition of an International Program Coordinator for the 2015/16 school year addresses this need by providing a partner in admissions, academic support, and counseling services for international students. Analysis of declining enrollment led to the addition of the Associate Admissions Director as well as partnership with Gumus marketing to roll out a comprehensive, effective promotional campaign. A new Director of Admissions was hired in Spring 2017; multiple evening tours for prospective families were added, re-imagining school tours to include a more personalized approach for students and visiting teachers, and reaching out to reinvigorate school partnerships.

- **Student Support**

Data analysis of college statistics and student surveys highlights the need for expanded counseling and student support services to meet the needs of all students. The faculty and staff have identified establishing an infrastructure to meet the needs of high achieving students as well as struggling students as a priority for the school moving forward. As such, for the 2015/16 school



year MCHS hired a college counselor and an educational specialist to address the growing needs of a diverse student population. The addition of a college counselor provides additional depth and expertise to a counseling program that emphasizes academic, personal, and college support for all students. The program re-design will ensure that students have more one-on-one access to college-specific resources and support, and is intended to increase college acceptance and matriculation rates at top universities.

To support our goals of differentiation in the classroom and support for our growing learning needs population, the position of educational specialist was added for the 2015/16 school year. This position will oversee the Learning Center and all tutoring/academic support programs on campus. In addition, the educational specialist will partner with the Saints and Scholars Coordinator to work with students with learning differences, create and implement accommodation plans, and provide testing for students with potentially undiagnosed learning differences.

Finally, the school has embraced personalized learning to advance the Saint Andre Program. This work began with Moreau being the first high school and the first Catholic school in the nation to [partner with Teach to One Math](#) and the [Chan-Zuckerberg Initiative and Summit Learning](#). This program allowed the school to enroll 61 students with varying educational backgrounds who would not otherwise have been accepted to the school, thus bolstering student enrollment.

- **Teaching and Learning**

The school has undergone a data-driven process to evaluate the effectiveness of our instructional program and has used that evidence to drive program enhancements and curricular development. Evaluating SAT and PSAT data informed us that students who had access to Honors and AP level courses performed much higher on standardized assessments. As such, we added 6 AP courses and two Honors courses to our overall offerings and made two of them open enrollment to ensure that all students have access to a college-level experience while in high school.

The process of identifying priority standards in each department and aligning all classes with the appropriate content standards (CCSS, NGSS) created more parity across classes within the same department and has improved the quality of the curriculum and instruction provided to students. For example, alignment with the Next Generation Science Standards made all science courses much more lab-based and hands-on, ultimately leading to the facility improvements made to the Innovation Lab (bioprinters and 3D printers), zSpace Lab (3D virtual holographic technology), and the Design Studio (new space and tools for Engineering, Physics, and Robotics courses).

Further reinforcing this notion of “program driving innovation / renovation” at Moreau Catholic, we also created a 21st century classroom to accommodate our growing personalized learning program (see above). The furniture matches the pedagogy - flexible, mobile, accommodating to a wide range of learning styles and above all, personal. Additionally, the Incubator Space was created to house our new seminar-style Social Justice course as well as to serve as the focal point for development of our senior capstone projects. Students have access to the very best in 21st century tech tools but are taught to use them through the lens of Catholic Social Teaching and service to others. This melding of innovation and mission is at the core of our instructional





programs at Moreau Catholic, and has defined our instructional program over the past several years.

## CHAPTER II – SCHOOL PURPOSE

### **A. Include the SCHOOL’S MISSION STATEMENT**

Moreau Catholic High School is dedicated to the legacy and values of the Congregation of Holy Cross and its founder Blessed Basil Moreau. We are a college-preparatory school committed to outstanding achievement. As a community of faith, we prepare our students through academic, social, and spiritual learning experiences that form and transform them as they become responsible citizens of our global community.

### **B. Include the SCHOOL’S PHILOSOPHY STATEMENT**

Moreau Catholic High School enters into a partnership with the family and provides opportunities and means by which students are guided to higher levels of spiritual, social, and academic development.

We believe this partnership is given meaning through the legacy and values established by Blessed Basil Moreau, founder of the Congregation of Holy Cross. This partnership is enhanced by the spirit, vision, and collaboration shared among the entire school community and the Diocese of Oakland.

As a community of faith, we believe a Holy Cross education is centered in Christian values and adheres to high standards and expectations for individual achievement and social responsibility. We are guided by Jesus Christ to give witness to our faith through lived experiences—prayer, liturgical celebrations, retreats, and community service. These experiences nurture dignity and respect for religious and cultural diversity.

A Moreau Catholic High School education facilitates the formation of qualities such as integrity, justice, stewardship, love, compassion, and hope. We educate students to become people of values as well as scholars. By cultivating heart and mind, our students become responsible citizens and a positive force in the transformation of our global community. Through our college-preparatory curriculum, our students become life-long learners and effective communicators. Our commitment to outstanding achievement ensures that our students become knowledgeable and skillful in areas of moral and ethical decision-making, critical thinking, accountability, technology and adaptability. Our cocurricular programs enhance the academic and spiritual dimensions of our school by providing formative activities that foster community, leadership, creativity, and sportsmanship. These learning experiences are achieved in a safe, caring educational environment facilitated by a professional and dedicated faculty and staff.



The fulfillment of our mission as Holy Cross educators is facilitated through the partnership between the family and school community. The knowledge, skills, and values taught to and embraced by our students help them shape their future and the world.

### **C. Include the SCHOOL'S INTEGRAL STUDENT OUTCOMES (ISOS)**

#### **INFORMATION**

*Students will be lifelong learners by*

- 1.1 understanding the Catholic faith and endeavoring to embody the charisms of Holy Cross
- 1.2 acquiring the organizational, decision-making, and analytical skills necessary to become independent and reflective learners
- 1.3 adapting to a variety of technological resources and managing them productively and responsibly
- 1.4 interpreting and evaluating complex messages presented through various sources and perspectives
- 1.5 communicating effectively by listening and reading critically, and using language precisely in speech and writing
- 1.6 observing the world around them and thinking critically and creatively to problem solve in a variety of situations

#### **FORMATION**

*Students will demonstrate personal and social responsibility by*

- 2.1 setting, planning for, and striving to achieve personal, academic, and professional goals
- 2.2 making positive health and lifestyle choices to maintain their educational, social, physical, and spiritual well-being
- 2.3 practicing the habits of an ethical life by taking responsibility for one's actions and developing empathic practices
- 2.4 cultivating meaningful and respectful relationships across real and virtual environments
- 2.5 sharing their gifts and talents in a spirit of fellowship, dialogue, collaboration, and innovation

#### **TRANSFORMATION**

*Students will carry into the world the legacy and values of a Catholic, Holy Cross tradition by*

- 3.1 deepening and honoring their own personal spirituality
- 3.2 protecting the environment through sustainable and ecologically minded lifestyle choices that recognize the interconnectedness of all God's creation
- 3.3 leading their community in the pursuit of social, religious, political, environmental, and cultural goals
- 3.4 taking risks to challenge and redefine the global community with the goal of justice, compassion, and integrity



In August 2016, the E3 Leadership Team met to review the school's current ISO's (previously known as ESLRs) and discuss the process by which we would have the faculty and staff review and revise the ISO's. A comprehensive overview of this discussion and its outcomes can be found [here](#). The Leadership Team then met with all integral group members in September 2016 to review the ISO's and solicit feedback on any edits moving forward. The notes on that process can be found [here](#). A committee within the E3 Leadership team then took that feedback and generated a draft of the revised ISO's. This was shared with the faculty and staff as a survey with the opportunity for approval and review. The first draft received an 85% approval rating, but a final draft was created implementing the additional feedback shared. The final draft was then reviewed and approved by all faculty and staff.

The ISO's are integrated across all facets of campus life at Moreau Catholic. They are included as part of classroom assessments, are used as the guideposts for student leadership groups and co-curricular clubs, and are embraced by coaches and moderators as they structure and implement their programs. Student evaluations of teachers at the end of each quarter help inform how well ISO's are integrated into each class at the school, and curricula are adjusted to ensure their inclusion. Additionally, all new academic and cocurricular programs are reviewed through the lens of ensuring they are in alignment with the school's mission and ISO's prior to implementation.

## CHAPTER III –FINDINGS

### A. Catholic Identity Standards

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

#### Summary Paragraph

Moreau Catholic High School embraces and celebrates its Catholic identity, notably in the tradition of its founding religious community, the Congregation of Holy Cross (C.S.C.). The school serves students in the Diocese of Oakland, CA, with the approval and support of the Local Ordinary. Students receive a rigorous and comprehensive theological education, along with frequent opportunities for spiritual growth and formation, firmly grounded in authentic Catholic teaching (DL: A6, A10, A11).

Catholic identity is emphasized on a daily basis through prayer and visible signs and symbols that are placed throughout the school buildings, as well as in a wide variety of other activities throughout the academic year (DL: A2, A26). Four foundational spiritual "Holy Cross pillars" receive emphasis during a student's four years at the high school: (1) Educating Hearts and Minds; (2) Being Family; (3) Building Respect; and (4) Bringing Hope. These themes are woven throughout the prayers and other spiritual activities that are offered at the school (DL: A4).

Moreau's Catholic identity is woven throughout the school's curricular and cocurricular programs. Students take eight semesters of Theology courses that are aligned within the USCCB framework



and taught by committed, highly trained faculty (DL: A10, A11, A15). Additionally, each school day begins with an all-school prayer and reflection (DL: A2). Many teachers begin their individual classes with prayer; however, consistency in this practice across all curricular areas has been identified as a growth area (DL: A3).

In addition to Theology classes, students also attend an annual retreat with other members of their class (DL: A6). As part of the Holy Cross Social Justice Program, students commit a required number of service hours annually in areas aligned with the core values of Holy Cross and reinforced in Theology curriculum (DL: A6). The Holy Cross Social Justice program culminates in a social justice capstone project that is completed in the senior year (DL: A6).

Holy Cross spirituality is also celebrated throughout the school's cocurricular programs, with themed skits and activities during Spirit Week, an entire day of activities specifically designed and designated as "Father Moreau Day" in honor of the school's namesake, and an interfaith prayer service annually in which students of different religious traditions share their spiritual experiences with the entire school community (DL: A4, A27 ). The Campus Ministry Team is comprised of a group of senior students and consists of an intensive year-long spiritual leadership and formation program that is offered as an academic class (DL: A16). CMT students organize and lead all liturgies, retreats and other spiritual activities offered at the school. (DL: A4)

The school offers a Mass in its chapel each Wednesday before the school day begins that is open to all students, faculty, staff and community members. School-wide Masses are celebrated 9 times a year, including on all holy days of obligation (DL: A4). The school also offers the Sacrament of Reconciliation twice a year, during Advent and Lent (DL: A4).

71% of the faculty and staff are Catholic, but all faculty and staff (both Catholic and non-Catholic) receive regular, ongoing spiritual formation in a variety of ways, including the Faculty and Staff Retreat and monthly faculty-staff meetings (DL: A17, A18, A28). In addition, all faculty and staff are offered several opportunities during the year to attend an overnight retreat on Holy Cross spirituality and to participate monthly in faith-sharing groups for faculty and staff as part of a program for laypersons associated with Holy Cross known as the Holy Cross Associates (DL: A17, A29). These efforts to support faculty and staff spiritually feed the school's efforts to assist students in their own spiritual growth, and increased participation in these opportunities has been identified as a growth area (DL: A1, A17, A29).

### **Key Strengths:**

- A comprehensive 4-year Theology Curriculum aligned with the USCCB that incorporates Holy Cross heritage and traditions and aligns outcomes with the 4-year retreat program and Holy Cross Social Justice program (DL: A6; A10; A11)
- The Holy Cross Social Justice Program grounds students' spiritual formation and commitment to social justice through a four-year scope and sequence that addresses students' spiritual and educational needs, culminating in the transformational junior retreat experience and senior capstone project (DL: A23-25).



## Key Growth Areas

- Consistency in daily class prayer outside of theology classes (DL: A3). While Theology classes consistently incorporate prayer into daily classroom practice, this does not happen consistently across other disciplines.
- Increased faculty and staff participation in the Holy Cross Adult Formation program, student retreats, and formative opportunities, such as retreats or conferences for theology department (DL 17, 29). The school needs to prioritize and incentivize opportunities for more faculty and staff to participate in spiritual formation.
- Create spiritual growth opportunities for parents (DL A18, A19, 22). While the school has many ways in which it connects and partners with parents, there is currently no formalized program for creating opportunities for spiritual growth with the parent community.

## B. School Organization Standards

### Summary Paragraph

## CHAPTER III –FINDINGS

## B. School Organization Standards

The governance body of Moreau Catholic has in place numerous procedures and relationships that promote responsible oversight of the school's mission while monitoring its accountability. First, the Board of Trustees and Brothers of Holy Cross have a highly respectful, productive, and collaborative relationship with the school (DL: B2 - 4, 13, and 41). Additionally, the school board's work is viewed by both themselves and the administration as highly effective (DL: B4, 13, and 41). The school has a well-established and periodically reviewed process for both hiring and evaluating [the President](#), [Principal](#), and administrative team (DL: B5). The Principal and administrative team are reviewed annually by all faculty and staff. Lastly, the Board strongly feels that the relationship with the Diocese is a positive one (DL: B7).

The administration of Moreau Catholic High School provides quality leadership to reach educational objectives by addressing challenges through the implementation of new programs (DL: B9, B10). The data indicates that the administration should continue to develop programs that address the needs of an increasingly diverse population (DL: B9). The administration builds and maintains a strong faculty through upholding a transparent and open hiring process and supporting teachers' continued professional development (DL: B22, B23, B24, B26). Administration should aim to provide increasing consistency in personnel and organization in light of changes to the administrative structure of the school (DL: B10). The administration works positively with the Oakland Diocese to ensure that the religious programs offered at Moreau Catholic are reflective of Catholic values and teachings (DL: B14, B16).

Instructional personnel at Moreau Catholic are professionally qualified for their assigned responsibilities, as only 5% of teachers are instructing outside of their area of expertise (DL: B20, B28). The vast majority of students feel that the school cares for them and that teachers facilitate

their learning (DL: B1, B17). Teachers are committed to professional development and receptive to observational feedback from both administrative and student evaluations (DL: B23, B27).

The support staff receive significant support, training, and evaluation in their role in the school's religious and educational operations. They have a range of experience levels (DL: B30). The retention rate, unfortunately, has declined in the last two years (DL: B31). All support staff are reviewed by his/her supervisor annually (B33). The evaluation process involves a rating in various categories related specifically to job performance, personnel interactions, and support of the mission of the school. Each category also provides space for employee comments about the review (DL: B33). All new faculty and staff are given the opportunity to attend the Holy Cross Mission Retreat -- an adult formation experience that introduces the individual to Holy Cross and its mission. In addition, coaches receive multiple documents describing the role of coaches at Moreau Catholic (DL: B32).

The administrative leadership structure of Moreau Catholic, along with corresponding departments, allows for the the effective realization of schoolwide objectives by utilizing the expertise of each member to optimize the achievement of the ISOs, religious goals, and educational objectives. For example, the Campus Minister focuses on meeting religious goals, while the AP of Instruction focuses on educational objectives. The Dean of Students concentrates on discipline, while the Athletic Director coordinates all things athletics-related. Most faculty and staff feel positively about the clarity of these lines of authority and accountability (DL: B35). Survey results indicate that the wider school community also feels positively about the efficacy of communication throughout the school (DL: B37, B39, B40, B53). This positive response can be attributed at least in part to the adoption of Canvas as the learning management system and Finalsight as the website management system (DL: B38, B39).

### **Key Strengths**

- 90% of the administration indicates they collaborate with the board/council effectively. (DL: B13)
- The retention rate of instructional personnel over the last three years has been 80% or above. (DL: B21)
- According to more than 80% of faculty, their work directly contributes to the school's success in accomplishing the mission. (DL: B34)

### **Key Growth Areas**

- Evaluate and clarify the hiring process for all admin, faculty, and staff, and define the role of department chair in the hiring process. (DL: B22)
- Update professional development plan annually to ensure continued education for faculty. (DL: B24)
- Evaluate current school schedule to ensure it supports optimal student learning. (DL: B36)

## **C. Teaching and Learning Standards**





## Summary Paragraph

Moreau Catholic's comprehensive and carefully sequenced curriculum is aligned to the appropriate National, State, and Diocesan standards (DL: C1), and its graduation requirements exceed the entrance requirements of the University of California and other comparable collegiate systems (DL: C2, C3). The school's academic program affords students the opportunity to take a wide range of courses from introductory to advanced levels, each with delineated prerequisites and subsequent courses to build upon interest and ability (DL: C2, C4, C6). The school also offers and is actively committed to refining a supportive and challenging curriculum designed to meet the needs of developing students (DL: C6, C7, C8, C9). Moreau identifies clearly for students and parents, through a variety of documents, the policies in place regarding students' access to all of its courses (DL: C1, C3, C10). Teachers individually, and departments as a whole, participate annually in curriculum review and development efforts that have led to significant curricular modifications intended to better meet the learning needs of all Moreau's students--both high-achieving and developing learners (C43). In an effort to streamline the transition from middle schools to MCHS, annual articulation meetings are held between support schools and Moreau Catholic programs where assessment data are shared (E4). At the departmental level, the school is continually working to articulate the curriculum it makes available to students (dept minutes, student surveys). According to survey data, parents are very confident that students are achieving Moreau's ISOs, and students are reasonably confident of the same (DL: C13, C14, C15).

Instructional methodologies and student engagement have been the focus of both schoolwide professional development and classroom observations for the past several years, using the Charlotte Danielson models and rubrics for professional practice (DL: B24, B25, C18, C19, C20). With the support of the school-site Educational Specialist, the instructional practices among most teachers include differentiation and documented accommodations in the ongoing effort to enable all students to achieve the identified expected learning outcomes and standards across the disciplines (DL: C32). As one means to this end, teachers at Moreau Catholic, which implemented a 1:1 laptop program in 2007, make ample use of a wide variety of technologies and learning tools to personalize and customize instruction for students of all abilities and learning styles (DL: C21, C23). The Library/Learning Commons is outfitted with a Maker Space that includes multiple 3-D printers for student and teacher/classroom use. Science classes utilize zSpace - 3D virtual holographic labs - in addition to bioprinters and 3D printers on a consistent basis. Full-time school-site support staff are available to train and assist teachers and students in the uses and operations of Canvas, the school-wide Learning Management System, and its instructional tools, as well as various educational programs (DL: C21, C22, C23). In 2016-2017, six new AP subject courses were added to the curriculum, making a total of 19. All AP courses are authorized by College Board, and all AP instructors must remain current with Advanced Placement rigors in curricula, instructional strategies, assessments, and the subject exams. (DL: C5).

School personnel engage in a variety of assessments designed to evaluate students' mastery of skills articulated in the Common Core State Standards and the schoolwide ISOs (DL: C24). Utilizing data from formative assessment, school personnel adjust their instructional strategies to optimize students' learning (DL: C25). Academic departments use priority standards (C45) to inform their instruction and build both formative and summative assessments. Over two thirds of our student population earn a passing grade on comprehensive course exams which are aligned with curricular objectives according to content area (DL: C29).

Moreau Catholic is exploring new pathways to personalize instruction for students, and is in its second year of implementing *Teach To One* to support first-year students in pre-Algebra and

Algebra (DL: C33, C42). This program tailors learning for each student by evaluating daily formative assessments and utilizing an algorithm to effectively maximize students' progress toward mastery of specific learning outcomes. Data shows a greater than 4X increase in the amount of growth of TTO students that came to Moreau Catholic below grade level as compared to the national average for student growth in Algebra 1. (DL: C42). The success of TTO led to the development of a comprehensive four-year personalized learning program for the St. Andre Program (C46), which was implemented in the Fall of 2017 with a cohort of freshmen students.

Additionally, the English Department uses a common rubric (C47) to evaluate student writing and place them in courses that offer students rigor and remediation as necessary. Consistency and alignment of assessments across all departments has been identified as a growth area. The school's grading policies are clearly articulated across all departments and are part of the Student Handbook (DL: B42, C27). A significant percentage of the student population views the grading policies as fair across all departments (DL: C28). The school uses national and diocesan standardized assessments to place ninth-grade students in classes that both challenge them and support their learning needs (DL: C30).

Moreau Catholic reports student achievement of educational outcomes to the Moreau community in a variety of ways. Moreau Catholic's adoption of Canvas fosters transparency of reporting student academic performance and the requirements for fulfilling all educational outcomes (DL: C34, C48). The school sends out grade reports quarterly (DL: B42 and DL: C34). Parents are directly notified when semester grades become final (DL: C35). Historically, parents find the school's efforts at outreach to be effective at keeping them informed of student progress towards their educational outcomes (DL: B40). Throughout the year, the school recognizes student achievement through honorary events and various forms of acknowledgement (DL: C36).

### **Key Strengths**

- Access to and uses of educational technology (DL: C21, C23, C33).
- Variety of honors and AP offerings (DL: C4).
- Instructional and support programs to help close the gap for students who are performing below grade level in core academic subjects (DL: C6, C7, C8, C9).

### **Key Growth Areas**

- Establish and reinforce a common language among teachers and students to promote metacognition in order to close the gap between teachers' instructional objectives and students' instructional experiences.(DL: C24, C25, C26)
- Pursue and provide ongoing training in differentiation and customized instruction and increase alternatives to the traditional classroom and teaching strategies that also provide consistency in the variety and types of assessment. (DL: C11, C18, C19, C20, C24, C25, C26)

## **D. Student Support Standards**

### **Summary Paragraph**

MCHS provides an environment that is physically, personally and academically safe for all students. The school has comprehensive safety preparedness plans for in-school and after-school hours which are practiced twice a year (DL: D1, D2). Additionally, all employees and volunteers who interact with students in an official capacity must complete a Diocesan-approved Safe





Environment Course and be “Mariner Cleared” (fingerprinting and Megan’s Law clearance) to ensure students’ sexual safety (DL: D3). Physical, intellectual and emotional safety at MCHS is consistently rated highly by students, parents and faculty/staff (DL: D4, D5, D6).

A climate of respect for all persons permeates the school community (DL: D7, D8, D9) and learning and achievement is consistently perceived as a successful component of the school community (DL: D10, D11, D12). In order to maintain a high level of achievement for all students, the school provides academic support services sufficient to meet their learning needs. In addition to the daily availability of faculty outside of class time, Moreau has a number of programs to assist high-achieving students as well as those who are struggling in their academic courses, including those with identified learning differences and English Language Learners (DL: D13, D17, C2, C6, C7, C4, D19). Students indicate that the Library/Learning Commons is an excellent resource and appreciate the support provided for research and enrichment from the school’s library staff (D37). Additionally, since the last accreditation in 2012, the school has added an Educational Resource Specialist, an additional counselor, and an International Program Coordinator to better support the needs of an increasingly diverse student population. Better training and support for teachers with regard to supporting academically and culturally diverse students has been identified as a growth area (D17, D20).

Beyond the scope of their course load, students at Moreau Catholic take advantage of the opportunity to participate in a rich and vibrant co-curricular program that addresses the spiritual, academic, and social needs of its students (DL: D25, D26, D28). Through participation in athletics, leadership organizations, clubs, and visual and performing arts, students demonstrate achievement of the ISO’s and understanding of the core values of Holy Cross (DL: D24, D25). The co-curricular programs highlight Moreau Catholic’s commitment to educating the hearts and minds of all students (DL: D24, D25, D27, D28).

The school also maintains a counseling department which supports both the academic and personal needs of every student (DL: D21). Throughout their high school education, students continually receive services that prepare them for college planning and success during the school day as well as opportunities for parent partnership (DL: D29, 30, 31, 32). To address the goal of increasing matriculation to top colleges and universities (D21, D22), the counseling department has added two full-time college counselors, who begin working with students in the spring of their junior year.

Students have the opportunity to hear from college representatives in sessions that are offered multiple times a week during the Fall semester to learn more about specific requirements and programs at each institution (DL: D32). Workshops providing information about CSU and UC applications, essay writing, and common applications are open to all students, but are particularly targeted towards seniors (DL: D32). Due to the frequency, accessibility, and informative nature of these services, 80% of students matriculate into a four-year college (DL: D32, D34).

### **Key Strengths**

- The scope and variety of co-curricular activities supports student achievement of the ISO’s, complements academic offerings, and facilitates the growth and development of the whole person (DL: D24, D25, D27, D28)
- The school’s academic, personal, and social support services provide students with the resources they need to maximize their spiritual and personal development and to ensure



their academic success in a rigorous college preparatory environment (DL: D28, D29, D30, D31, D32).

### **Key Growth Areas**

- Ensure resources are in place to continue to support the St. Andre personalized learning program as it grows (D16).
- Provide training and support for teachers with regard to supporting an increasingly academically and culturally diverse student population (D17, D20).
- Continue to develop facilities to meet the needs of expanding co-curricular programs (D24, D25, D26, D27, D28).

## **E. Material Stewardship**

### **Summary Paragraph**

Material Stewardship at Moreau Catholic High School is primarily overseen by the offices of Admissions, Advancement, Finance, and Site Services. The Board of Trustees adopted a Three-Year Strategic Plan 2015-18 (DL: E51) that set high-level priorities for the school. Additionally, the school maintains a projected five-year strategic financial plan, which is reviewed and updated annually. This plan is used to develop annual operating and capital budgets that support the Three-Year Strategic Plan (DL: E17, E27, E32). The annual financial audit renders an unqualified opinion of the financial health and effectiveness of the school's financial operations (DL: E39).

Enrollment operations are well-conceived and well-run toward securing the student population that the school's mission intends. The Office of Admissions maintains partnerships with both public and private feeder schools in Alameda and Contra Costa counties, while continuously seeking out applicants from other regions to support the school's mission of enrolling students from a wide range of academic, cultural, spiritual, and socioeconomic backgrounds (DL: E2). Approximately 39% percent of the student body receives tuition assistance, with an average amount of \$6,493 being awarded (DL: E20). Declining enrollment between 2015-17 led to a data-driven review of marketing and enrollment operations, resulting in the addition of an Associate Director of Admissions as well as a comprehensive, professionally-guided marketing and communications plan rollout.

Promotional operations, public relations, and marketing are focused on attracting applicants, effectively communicating school news, and attracting support for the school from within and beyond the school community. Moreau Catholic maintains effective communications between its parents, alumni, benefactors and friends which include attractive print and digital resources and outlets to communicate its students achievements and activities to the public (DL: E44, E46, E47, E48, E49).

The School's business operations are sound as to planning, implementation, reporting, oversight and review. As active fiduciaries of the resources entrusted to us, great care is taken to ensure that we exceed standard accounting procedures (DL: E18, E19, E33, E34 and E39). Controls and procedures are in place to ensure adherence to Generally Accepted Accounting Practices (GAAP)

(DL: E39). Oversight is provided quarterly by the Finance Committee and Board of Trustees, culminating with an annual audit (DL: E39).

Classroom and instructional resources are sufficient both in quality and in quantity for the school to deliver an excellent educational program. Annually, during the budget process, department needs and resources are reviewed and evaluated in order to deliver an excellent educational program (DL: E36, E8, E11). The basic infrastructure is adequate, however consistent implementation of cutting-edge educational technologies can occasionally impact reliability (DL: E10).

The Site Services Department is committed to and achieves a facility that is clean and well maintained and fit for educating our students (DL: E8, E11). The department commits many resources to the daily maintenance and cleaning of the campus. Site Services works with the Facilities Committee to look to the future of the school and its buildings and grounds. Additional efforts have been made in the past year towards the greening of the campus, with the addition of composting bins throughout the school, a vibrant school garden, and 100% compostable dishes and utensils in the school cafeteria. As the school's curricular and co-curricular programs continue to grow, additional space and buildings on campus will be needed to support these needs.

The school's annual funding sources--tuition revenue, annual giving, foundation grants, special event income, and investment income--exceed the annual expenses needed to fully fund the programs and the overall operations of the school (DL: E22, E23, E25, E32). Any excess is used to fund tuition assistance and address the capital improvements of the school.

## **Key Strengths**

- A comprehensive annual evaluation of needs and resources ensures delivery of an excellent educational programs (e.g. Design Studio, Incubator, zSpace, Canvas). (DL: E8, 9, 10, 11, 36).
- The school's business operations are strong and sound (DL: E18, E19, E33, E34 and E39)
- A detailed 5-year Strategic Financial Plan is used to develop annual budgets that support the mission and philosophy of the school (DL: E39).

## **Key Growth Areas**

- Consistent implementation of cutting-edge educational technologies can occasionally impact network reliability and bandwidth (DL: E10).
- Develop integrative and comprehensive fundraising programs to significantly increase alumni, family, and community giving to MCHS. (DL: E22, E23, E25, E26).
- Evaluate public relations and marketing campaign to ensure achievement of enrollment



goals.

- Increase funding to meet capital needs and long-range asset plans (DL: E39, E42).

### **Areas for Vital Growth**

1. Research and implement programs to support the needs of our increasingly diverse population of learners both inside and out of the classroom.
2. Develop integrative and comprehensive fundraising programs to significantly increase alumni, family, and community giving to MCHS.
3. Evaluate the current school schedule to ensure it optimizes student learning and access to a rigorous college preparatory education.

## **CHAPTER IV – Educational Improvement Plan**

### **A. Implementation of the Prior Plan from the last Self Study**

Moreau Catholic has made marked progress in each of the growth areas from the 2012 School-wide Action Plan.

***Goal #1: The school will use and continually assess the efficacy of all available means of communication to engage all stakeholders.***

Midterm Progress (2015): To address this need, the school hired a Communications Coordinator who is responsible for leading all internal and external marketing and communications at Moreau Catholic including Admissions, Advancement, and other campus departments and programs. This position is the lead writer and editor in chief for all print and electronic media, social media, public relations, and website.

Update (2018): In 2016 a new Director of Advancement was hired who, in partnership with the Office of Admissions, retained Gumus marketing to assist in branding, marketing, promotional materials, and communications. As such, the school has a new tagline/slogan, more consistency in marketing materials, and a comprehensive marketing and communications plan that was created with input from all stakeholders. The Communications Coordinator partners with program directors on campus to ensure the website is up-to-date and in alignment with marketing and promotional materials. A new Director of Marketing and Communications was hired in Summer of 2017 to manage and oversee all publications at the school. Additionally, the Principal has instituted a weekly parent and faculty/staff e-newsletter to update community members on events and programs at the school. The Vector is released in print and electronically three times a year and is used to communicate with alumni, parents, staff, and donors, with the fall edition including the



annual report. The Communications Office has also increased press releases to local media to promote and highlight school programs more intentionally to the external community.

In Spring of 2016, the faculty unanimously voted to move from the Moodle Student Information System to Canvas, which was implemented in Fall 2016. All teachers must use Canvas for communication with parents, posting/calendaring assignments, and grading. Through surveys, parents have indicated this increased level of transparency and consistency with regard to their students' academic progress has been a welcome addition.

Transparency and consistency in communication from administration to faculty and staff has also improved tremendously over the past three years, with monthly surveys to faculty and staff to solicit input and feedback, a quarterly faculty/staff forum where concerns can be brought to administration, and the use of a weekly newsletter from the Principal.

***Goal #2: All teachers will design and more consistently implement higher-order thinking tasks by which to develop and assess student learning.***

Midterm Progress (2015): In 2014, the school implemented a [three-year professional development plan](#), which included an [update in 2015](#) to incorporate more small-group meetings to evaluate assessment practices as they relate to the Common Core State Standards and higher-order thinking.

Update (2018): During the 2016-17 school year, the counseling department, in partnership with the Office of Instruction, used the Design Think process to review the academic program for our St. Andre Program. The results of the study -- identifying the need to create more personalized and individualized instruction for students where cognitive skills and habits of success are emphasized and assessed -- led to our partnership with Summit learning. The cohort of 61 freshmen students enrolled in the St. Andre Program in Fall of 2017 experiences a curriculum where learning is personalized, accessible, and tailored to their individual learning needs. Students are taught and explicitly assessed on higher order thinking skills, preparation, and execution of tasks in addition to content assessments.

***Goal #3: The school will define and develop a vision for student learning as it relates to service opportunities--academic, social, and spiritual.***

Midterm Progress (2015): A committee comprised of different stakeholders evaluated and redesigned the school's community service program, creating the Holy Cross Social Justice program. An overview of the process that was followed as well as the program itself can be found [here](#). This program aligns student volunteer hours with Theology curricula and Holy Cross themes and values. In order to grow and expand this program, the full-time position of Social Justice Coordinator was created for the 2015/16 school year. This position will be responsible for expanding the program to all four grade levels, designing and implementing the senior capstone



project in alignment with the USCCB framework and Moreau Catholic graduation outcomes, and developing a comprehensive curricular and cocurricular service program.

Update (2018): The Class of 2018 is completing the school's first capstone projects, and all grade levels now participate in the Holy Cross Social Justice Program. Students take an eighth semester of Theology (Social Justice) in the junior year that provides foundational work and preparation for their capstone projects. The Social Justice coordinator teaches the Social Justice class, and students are assigned a mentor (member of faculty or staff) to assist them in the creation of their projects. The capstone consists of a ten-page research paper and TedX talk. In Fall 2017, Moreau Catholic was approved as a TedX school, and our first TedX event will be held in April 2018.

**Goal #4: The school will increase endowments in order to reduce the reliance on tuition monies.**

Midterm Progress (2015): Due to turnover in the Office of Advancement, no significant progress had been made by the midterm progress report.

Update (2018): Since 2012, Moreau Catholic has seen significant progress with regard to increasing endowments in order to reduce the reliance on tuition dollars. The school has added four new endowments: the Harrington Scholarship Endowment, Warren Scholarship Endowment, Board of Trustees Scholarship Endowment, and Fund for Academic Team Excellence. The addition of these endowments has increased our overall endowment by 73% since 2009.

## B. Current Educational Improvement Plan (EIP)

- 1. Area for Critical Growth #1:** Research and implement programs to support the needs of our increasingly diverse population of learners both inside and out of the classroom.
- 2. Goal of the Action Plan:** The goal of the action plan is to provide resources and teacher training for faculty with regard to differentiation in the classroom, teaching academically and ethnically diverse populations, personalizing the student experience, and integrating social-emotional learning into the curriculum. Additionally, identifying ways to increase partnership between faculty/staff and the parent community, providing leadership training and cocurricular support for students, and ongoing review of the Admissions process to ensure we continue to align enrollment operations with the mission of Moreau Catholic High School.
- 3. Rationale for the Action Plan (Based on findings in Chapter III with appropriate references to data from the Data Library)**

The data in several sections of the report - notably School Organization, Teaching & Learning, and Student Support - indicates that the student population of the school has undergone significant transformation in the past 6 years. Additionally, the school experienced a high profile incident involving the use of racist slurs against several students that surfaced significant racial tensions within the community. With a highly academically diverse (DL: C9, D12) population as well as increasing ethnic and socioeconomic diversity (D12), teachers have expressed a need for more support and training to ensure students are achieving the ISOs and learning outcomes for the school, and more training for students around empathy and respect for differences is needed.

#### **4. Action Steps:**

- Establish partnership with Be the Change Consulting to initiate faculty/staff professional development and training as well as parent program (November 2017)
- Survey on school climate to students and parents
- Club leadership - intentional programs and events that are student-led
- Social-emotional learning built into curriculum and schedule
- Ongoing parent training and program
- Addition of Associate Dean/Diversity Coordinator
- Establish Diversity Council

#### **5. Acting Agents:**

- Office of Instruction
- Academic Council
- Leadership Team
- Board of Trustees
- Dean's Office

#### **6. Necessary Resources:**

- Financial support - workshops, professional development opportunities, ongoing training
- Personnel - Associate Dean/Diversity Coordinator
- Schedule - creating time and space for teacher training and implementation of strategies

#### **7. Ways of Assessing Progress:**

- Enrollment/withdrawal data
- Student surveys
- Grade reporting/data



- Teacher surveys
- Parent surveys

#### **8. Ways of Reporting Progress:**

- Quarterly accreditation updates
- On Course
- Principal's Newsletter
- Website

#### **9. Timeline for Completion:**

- **Spring 2019**

**1. Area for Critical Growth #2:** Develop integrative and comprehensive fundraising programs to significantly increase alumni, family, and community giving to MCHS.

#### **2. Goal of the Action Plan**

The goal of the Action Plan is to expand our donor base and ensure Moreau Catholic has the financial resources and stability necessary to support its growing programs and recently updated Master Site Plan.

#### **3. Rationale for the Action Plan (Based on findings in Chapter III with appropriate references to data from the Data Library)**

The data supports the need for significant financial resources to accommodate program growth, the expansion of the physical plant of the school, and personnel needs. The school is currently partnering with an architectural firm to develop a new Master Site Plan, which will further increase the need for community support. In 2016-17, out of an alumni base of over 12,000 people, approximately 200 donated to the school or 1.65% (DL: E23, E25-26). Additionally, parents indicate tuition increases coupled with the cost of living in the Bay Area limits the ability of parents to be reliable donors to the school.

#### **4. Action Steps:**

- *Build a strong and robust alumni and constituent engagement program.*



The Alumni Relations Program will promote to alumni and current students the unique opportunities that are available to them as alumni and future alumni, so that there is no gap in engagement with the Moreau.

- *Create a strong and effective communication program.*

In order to increase the visibility of Moreau Catholic High School we must increase engagement and communication efforts (traditional mail, electronic, web based and social media) with the Moreau Community, both internally and externally, and the surrounding communities.

- *Build a comprehensive and integrated development/fundraising program.*

Implement a comprehensive and integrated development program that starts with an initial gift to annual giving and to a potential legacy gift.

- *Moreau Catholic Special Events/Activities: Increase the visibility, participation and giving.*

Organize and host special events that present Moreau Catholic High School as a high quality, high caliber compassionate college preparatory school.

## **5. Acting Agents:**

- President
- Office of Advancement
- Office of Communications
- Alumni Council
- Athletic Department

## **6. Necessary Resources:**

- Evaluate current personnel structure to ensure areas of Data Integrity, Annual Giving/Development, and Planned Giving can be addressed and add personnel as necessary

## **7. Ways of Assessing Progress:**

- Monitor, measure and benchmark progress in alumni participation and giving
- Establish a thorough data integrity program that will ensure contact information is current and up to date
- Increase financial contributions in support the educational mission

**1. Area for Critical Growth #3:** Evaluate the current school schedule to ensure it optimizes student learning and access to a rigorous college preparatory education.

**2. Goal of the Action Plan:** The goal of the action plan is to research and evaluate best practices relative to the school schedule for teenagers that evaluates their social-emotional needs, academic goals, and access to a rigorous college-preparatory curriculum. School start time, bell schedule, range of course offerings to students and time of day those courses are provided, the availability of online / junior college courses during the school day, and summer offerings for students that go beyond remediation are all aspects of the school schedule that we will explore.

**3. Rationale for the Action Plan (Based on findings in Chapter III with appropriate references to data from the Data Library)**

Survey data and student input (DL: C17, C43, D21) indicates the current schedule may not accommodate the many diverse needs of the student population at a rigorous college preparatory school. Student access to electives as well as college level courses can sometimes be impacted by the traditional school day schedule. Additionally, students have indicated a desire for more opportunities to take courses over the summer beyond current offerings to allow for more flexibility during the school year.

**4. Action Steps:**

- Through Academic Council, establish committee to research and evaluate other school schedules - traditional and non-traditional
- Research summer enrichment courses/offerings at other schools
- Research online and hybrid course offerings and impact on student schedule
- Survey parents, students, and faculty relative to options

**5. Acting Agents:**

- Office of Instruction
- Counseling Department
- Academic Council
- Vice Principal

**6. Necessary Resources:**

- Classroom environment/workspace for non-traditional courses
- Summer school teachers



**7. Ways of Assessing Progress:**

- School schedule
- Parent / Student Survey data
- Course Description Guide

**8. Ways of Reporting Progress:**

- Quarterly accreditation report
- On Course
- Principal's Newsletter
- Parent Events

**9. Timeline for Completion:**

- Fall 2020