

VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

WESTERN CATHOLIC EDUCATIONAL ASSOCIATION

FOR

MATER DEI HIGH SCHOOL

1202 West Edinger Avenue

Santa Ana, CA 92707

Diocese of Orange

March 15-18, 2009

Visiting Committee Members

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PREFACE

We, the Visiting Committee, wish to thank the entire school community, administration, faculty, staff, parents and student body of Mater Dei High 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 four days here professionally rich and personally rewarding. We experienced a community where everyone is striving to provide a sense of family where quality Catholic education is a priority.

We appreciate all of you, administration, faculty, staff, parents and students for your warm and gracious hospitality.

May the God you serve bless you with every success!

Chapter I: Student/Community Profile

Mater Dei High School is a college preparatory Catholic high school in the Diocese of Orange, California, serving grades 9 through 12. Established in Santa Ana in 1950, the school works to serve the needs of students from the surrounding community and throughout the Diocese of Orange. Mater Dei High School enjoys a positive working relationship with the City of Santa Ana. The city provides support and cooperation with the school's redevelopment program. The Greater Santa Ana Business Alliance provides scholarship opportunities, career planning, and summer internships for Mater Dei students.

Mater Dei has been at maximum enrollment since the 2003-2004 school year. However, a slight decline in enrollment occurred in the 2008-2009 school year due to the economic crisis facing families throughout Orange County and the nation. Though a record number of families applied for admission, some were not able to enroll their students due to unexpected financial circumstances.

Ethnicity

The ethnic composition of Mater Dei High School is reflective of Orange County:

	Caucasian	Hispanic	Asian/ Pacific Islander	African American	Other
2004-2005	58%	21%	14%	2%	5%
2005-2006	50%	19%	12%	2%	17%
2006-2007	51%	22%	15%	2%	10%
2007-2008	51%	22%	13%	2%	12%
2008-2009	51%	21%	14%	2%	12%

Gender

The gender balance of the student body has remained consistent in recent years. Distribution below shows gender by grade:

	9th Gr Male	9th Gr Female	10th Gr Male	10th Gr Female	11th Gr Male	11th Gr Female	12th Gr Male	12th Gr Female
2003-2004	52%	48%	46%	54%	50%	50%	45%	55%
2004-2005	51%	49%	52%	48%	45%	55%	50%	50%
2005-2006	49%	51%	51%	49%	51%	49%	44%	56%
2006-2007	49%	51%	48%	52%	50%	50%	51%	49%
2007-2008	49%	51%	51%	49%	51%	49%	44%	56%
2008-2009	49%	51%	48%	52%	50%	50%	51%	49%

Student Mobility

Over the last five years, between 5% to 6% of the students at Mater Dei withdrew each year for reasons other than discipline matters:

	Withdrew (%)	Academics	Financial	Other
2002-2003	5%	9 students	20 students	74 students
2003-2004	6%	19 students	22 students	89 students
2004-2005	5%	17 students	20 students	76 students
2005-2006	5%	9 students	23 students	82 students
2006-2007	5%	15 students	16 students	92 students
2007-2008	4%	8 students	7 students	81 students

"Other" includes student wishing to attend another school, family moving, transportation, personal reasons, and athletics.

Though it is necessary for tuition to increase each year due to increases in the cost of education per student, Mater Dei continues to provide a quality education at a cost lower than many private Catholic schools. A greater tuition increase for 2008-2009 was implemented to support salary and benefit increases for faculty and staff, as well as the ever increasing costs associated with operating a private school.

Through the generosity of Bishop Tod Brown of the Diocese of Orange and numerous benefactors, Mater Dei has been able to increase the overall amount of financial aid offered to families for the upcoming school year. Each year, approximately 30% of Mater Dei students apply for and/or receive financial aid. Twenty-six percent of those students who receive financial aid live within the inner-city Santa Ana neighborhoods surrounding the school.

As part of the MD2000 Capital Campaign, recent construction projects included the Chapel and Chapel Annex, the LeVecke Center (lunch area, kitchen and multipurpose center), the Science and Academic Building, the Rod Dedeaux Baseball Stadium, renovations of classrooms and the Visual Arts Center, the Little Theatre, the facilities building, and the Meruelo Athletic Center, which includes the William Lyon Homes Aquatics Center.

All facilities at Mater Dei meet the Federal ADA (Americans with Disabilities Act) standards to meet the needs of students with disabilities, including all new construction and renovations made since 1996.

Standardized Tests

Mater Dei students consistently score above state and national averages on standardized tests. The number of 11th and 12th grade students taking the ACT exam has shown a steady increase over the years.

Percentage of students taking the SAT and ACT

	% Taking ACT	% Taking SAT
2002-2003	43%	87%
2003-2004	52%	88%
2004-2005	56%	64%
2005-2006	51%	58%
2006-2007	62%	98%
2007-2008	64%	89%

Standardized Test Scores Compared to National Averages

ACT Average Scores - Mater Dei High School

	COMPOSITE	ENGLISH	MATH	READING	SCIENCE
2002-2003	22.5	22.3	22.2	23.5	21.7
2003-2004	23	23	23	24	22
2004-2005	23	23	23	24	22
2005-2006	22.9	22.8	23	23.6	21.7
2006-2007	23.5	23.6	23.5	24.3	22
2007-2008	23.8	24.3	23.4	24.6	22.3

ACT Average Scores - National

	COMPOSITE	ENGLISH	MATH	READING	SCIENCE
2002-2003	20.8	20.3	20.6	21.2	20.8
2003-2004	21	20	21	21	21
2004-2005	21	20	21	22	21
2005-2006	21.1	20.6	20.8	21.4	20.9
2006-2007	21.2	20.7	21	21.5	21
2007-2008	21.1	20.6	21	21.4	21.8

SAT Average Scores - Mater Dei High School

	READING (VERBAL)	MATH	WRITING
2002-2003	532	541	N/A
2003-2004	530	532	N/A
2004-2005	533	533	N/A
2005-2006	520	530	530
2006-2007	530	520	520
2007-2008	540	540	530

SAT Average Scores - National

	READING	MATH	WRITING
2002-2003	507	519	N/A
2003-2004	512	518	N/A
2004-2005	508	520	N/A
2005-2006	500	520	490
2006-2007	500	510	490
2007-2008	500	510	490

* Writing section of the SAT was implemented in 2005-2006 with the new testing/scoring format.

National Merit Program Student Selections

Each year, a number of Mater Dei students are recognized by the National Merit Program. Exceptional results on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) given to juniors across the country are the indicator for these honors.

- **Class of 2006:** 1 National Merit Finalist, 1 National Merit Semifinalist, 9 National Hispanic Recognition Program, 10 National Merit Commended Students
- **Class of 2007:** 4 National Merit Finalists, 4 National Merit Semifinalists, 9 National Hispanic Recognition, 11 National Merit Commended
- **Class of 2008:** 1 National Achievement (for African American students), 4 National Hispanic Recognition, 12 National Merit Commended
- **Class of 2009:** 2 National Merit Semifinalists, 9 National Merit Commended

College Attendance Rates

College attendance rates remain constant with 99% of each graduating class continuing on to a university or college of choice.

	4-Year College/University	2-Year College	Other (Work, Military, Vocational)
Class of 2004	65%	34%	1%
Class of 2005	69%	29%	2%
Class of 2006	70%	29%	1%
Class of 2007	72%	27%	1%
Class of 2008	80%	19%	1%

Mater Dei follows the guidelines of the California State Standards, the Diocese of Orange and the National Catholic Education Association in the development of curriculum. In addition, Mater Dei monitors curriculum on an ongoing basis to ensure that the array of course offerings meet the University of California and California State University A-G requirements.

Faculty/Staff Profile Data Faculty/Staff Composition

	Professional Staff	Support Staff	Maintenance Staff	Male	Female
2005-2006	159	23	7	72	117
2006-2007	158	23	7	69	119
2007-2008	176	26	9	94	117
2008-2009	162	23	8	62	131

* The custodial and landscaping needs of the school are provided by an outside service.

Faculty/Staff Religious Affiliation

	Catholic	Non-Catholic	Religious Male	Religious Female
2005-2006	135	54	2	1
2006-2007	132	56	1	1
2007-2008	150	61	1	1
2008-2009	137	56	0	1

Years of Service

Currently, 53% of Mater Dei faculty/staff have been employed at the school 5 years or more.

	% Over 5 Years	5-9 Years	10-14 Years	15-19 Years	20-24 Years	25-40 Years
2005-2006	58%	39	17	20	17	16
2006-2007	51%	32	23	17	10	13
2007-2008	53%	44	24	19	10	15
2008-2009	53%	40	20	15	11	16

Mater Dei is committed to employing qualified professionals. The school encourages and provides tuition assistance to faculty/staff for the acquisition of advanced degrees.

Credentials and Qualifications

	Teaching Credential	Other Certification	Bachelor Degree	Master Degree	PhD	Support Staff with BA or MA
2005-2006	76	29	148	68	4	3
2006-2007	79	28	151	72	4	6
2007-2008	83	30	169	83	4	5
2008-2009	73	30	155	78	5	3

In September 2007, Mater Dei began participating in No Child Left Behind (NCLB), Title II, Part A, Improving Teacher Quality Program, which provides funding for professional development and coursework toward advanced degrees and credentials. For the 2007-2008 academic year, approximately \$28,600 in NCLB Title II, Part A funds were paid in reimbursements to 16 teachers for courses taken toward the acquisition of advanced degrees and participation in professional development workshops.

Total participation in one or more extracurricular activity:

	% of Students Participating in Extracurricular Activities
2005-2006	74%
2006-2007	71%
2007-2008	89%

Academic Club Participation

	CSF	NHS	NAHS
2005-2006	485	644	65
2006-2007	500	640	20
2007-2008	600	615	30

CSF = California Scholarship Federation

NHS = National Honor Society

NAHS = National Art Honor Society

Approximately 1,500 students (65%) are involved in the Renaissance Club, an academic club that promotes and recognizes academic achievement at all grade levels.

Participation in Additional Student Activities

	Clubs	Student Government	Performing Arts	Visual Arts	Campus Ministry	Athletics
2005-2006	43%	16%	20%	30%	18%	44%
2006-2007	45%	18%	20%	32%	27%	49%
2007-2008	56%	19%	23%	32%	39%	55%

Mater Dei provides a supportive environment that encourages excellence and recognizes student achievement in a balanced variety of extracurricular activities both athletic and non athletic.

The major changes to Mater Dei since the last accreditation visit are the renovation, updates and new facilities on campus. The President/Principal model has provided an administrative team that gives vision and direction. Mater Dei enjoys a positive reputation in the community.

Chapter II: Progress Report

According to Mater Dei's 2009 Self Study, the school has addressed the identified growth areas from the 2003 WASC/WCEA accreditation visit. The following is a narrative of the changes, action plan and critical growth areas and Mater Dei's accomplishments.

- A significant development since the last WASC/WCEA visit is the new administrative structure implemented at Mater Dei in July 2002. The school now operates under the diocesan-approved auspices of the President/Principal model of administration. The President is the Chief Executive Officer of the school with primary responsibility for the promotion of the school's mission and philosophy. The President works to ensure the present and future of the school through the establishment of a solid financial foundation which involves the endowment, fundraising, and the ongoing development of the campus. The offices of Vice President/Business Services and Vice President/Advancement report directly to the President and work in concert with his office. The Principal is the Chief Operating Officer of the school with primary responsibility for the day-to-day operations. The Principal works closely with the three Assistant Principals in ensuring the ongoing operations of the school.
- A second significant development is the restructuring of the Office of Advancement. The Office is under the direction of the Vice President of Advancement. The Vice President of Advancement works with the following to ensure the future of the school: Director of Grants and Media Relations, Director of Alumni, Director of Admissions Marketing and Planned Giving, Director of Special Events and Publications.
- The implementation and assessment of the Expected Schoolwide Learning Results (ESLRs) has been at the forefront of ongoing development of the curriculum and extra and co-curricular activities. It is a regular discussion item at the Principal's leadership Committee, Curriculum Committee meetings, and department and subject level meetings as well as integrated into the lesson plans. The academic departments are developing benchmarks and concrete assessments of ESLRs indicators. Rubrics have been developed to give the students a clear objective understanding of the requirements of the particular assignment and the grading expectations. Semester exams contain core questions which give departments the opportunity to analyze students learning and attainment of the ESLRs and when necessary adjust the curriculum in light of the conclusions of the analysis.
- In the area of academic curriculum, several courses have been added to facilitate students' education and interest:
 - Religious Studies Department—Philosophy and Peace and Justice, two new courses for seniors
 - Science Department: Marine Biology—a new course for students who successfully complete Biology.
 - The sequencing of courses has changed with the freshmen students now taking Earth Science. AP Biology has been added as an elective for

- advanced students. A Principles of Chemistry Course has been added to accommodate the needs of a wider range of students.
- Visual Arts Department: Digital Design is available to students beginning at the freshmen level. Contemporary Media I and II has been added to further students' development in this area.
 - The enrollment has increased from 2161 to 2300 students since the last visit. Six teaching positions and one guidance and counseling position have been added to maintain the class size to an average between 25-30 students. In addition, the school has added the position of Reading Specialist in the Learning Center to accommodate student needs. An Associate Athletic Director/Director of Aquatics position has also been added in the Athletic Department and the Performing Arts Department has been restructured under the direction of an added position, Performing Arts Director. A further addition to the school is the Little Theater.
 - Since the last visit, the Faculty/Staff Services Area has been renovated and remodeled. The new area includes the faculty/staff cafeteria, the faculty work area and the faculty lounge area. Most of the Department Chair Offices have been gathered into a single area with a waiting area and shared resources and a storage space. The 100 Wing of the school has been upgraded to a state of the art Visual Arts wing. The new wing includes a Ceramics room with outdoor patios available for the kilns, two Studio Art classrooms and a Digital Design room with 30 Apple computers. The 200 and 300 wings have been renovated and remodeled to include state of the art technology and integrated multimedia systems as well as improved lighting and air conditioning. All the original wings of the school have been renovated and are now in compliance with the city's fire code and ADA requirements. The locks in the 200/300/500/600 wings were changed to modern safety and security devices.
 - The school continues to upgrade technology in accordance with current educational research. The commitment to the educational use of technology is ongoing.
 - A new Athletic Complex comprised of a three-court gymnasium which seats 3,200, a wrestling facility, a weight training facility, a sports medicine center, a swimming pool, coaches offices and team rooms have built-in integrated technology to support all the school activities.
 - The members of the school's Consultative School Board are regularly updated.

Action Plan #1

Objective: Develop a schoolwide plan for ESLRs implementation and assessment.

The school continues to make progress toward the development of a comprehensive schoolwide plan for the implementation and evaluation of the ESLRs. This is evident by the display of posters throughout the school, ESLR of the day announced over the PA, clearly articulated ESLRs in the Parent Student Handbook, Faculty Handbook, Course of Study, Course Catalog, the Web page, and included in the lesson plans, monthly

department and curriculum meetings. Students articulate and identify ESLRs application in various assignments and assessments.

Action Plan #2

Objective: Continue to emphasize and develop faculty, staff and student spiritual formation, religious awareness and respect for diversity.

The Spiritual Formation Committee was revitalized in the 2002-2003 school year. Through their work, an ongoing religious formation plan has been implemented for all Mater Dei faculty and staff. The Vicar of Faith Formation/Superintendent has established a convocation to begin each school year emphasizing Catholic identity and teaching in a Catholic School. The Bishop of Orange conducts a commissioning ceremony for all educators. At the monthly meetings of the Spiritual Formation Committee, plans are discussed for the ongoing religious and spiritual formation of the students.

Action Plan #3

Objective: Articulation, development and consistent application of cross-curricular skills and standards.

The school's Curriculum Committee in coordination with the Principal's Leadership Committee is the chief vehicle for articulation among departments. This has resulted in a building of students' skills including: use of the student planner, schoolwide writing rubrics, core questions on exams, and the Learning Center.

Action Plan #4

Objective: Development of an analysis and plan for the holistic formation needs of Faculty and Staff.

Each administrator and faculty member is responsible for attaining five units of professional growth within a three year period. Professional growth has focused on the use of technology throughout the curriculum and on new and improved ways of communicating with parents and students. There is continued assessment of faculty and staff needs for professional development and feedback on existing programs. Funding is available for professional development. The diocesan salary scale has been updated to encourage graduate level education with an opportunity to increase salary with classes. The Office of Faith Formation arranges in-services on timely topics for educators annually.

Action Plan #5

Objective: Continued development, implementation and assessment of the schoolwide technology plan.

The school has implemented the development of a schoolwide inventory/monitoring system of technological resources. Major equipment upgrades can be seen throughout the school. There is a yearly projection report and accomplishments of the past year with planned projects, purchases and goals for the coming year. The school has worked diligently to shift all internal communication to email. All administrative reporting of grades and attendance is on line. Parent communication has been addressed

through the web page, Edline, Admissions communication system and Connect Ed. Technology in-services have addressed the implementation of new equipment and programs.

Action Plan #6

Complete the Mater Dei 2000 redevelopment project and plan for an endowment, with special emphasis placed upon the continued growth of grant acquisition and alumni giving.

The Mater Dei 2000 Project Phases I and II were completed in September 2006. MD 2010 & Beyond Long Range Master Plan calls for the acquisition of residential properties adjacent to the school for the expansion of athletic field space, construction of a parking structure and construction of a Performing Arts Center and the renovation of the original Administration Wing. The Master Plan would be a three to five year project. The Advancement Office continues to research and identify foundations and corporate giving programs that support endowments. A staff member with planned giving certification and experience works in the Advancement Office. Multiple new communication methods for reaching the alumni and for fundraising have been added.

Schoolwide Critical Areas for Follow-Up #1

There is a need for a comprehensive schoolwide plan for the implementation of the ESLRs which should include the following components:

- a. Development of consensus between and among the departments regarding the implementation of the ESLRs.**
- b. Establishment of benchmarks to define the various levels of the ESLRs achievement.**
- c. Development of rubrics to be used in assessment of student progress toward the achievement of the ESLRs.**
- d. Monitoring of the implementation of the plan.**

The school continues to make progress toward a comprehensive schoolwide plan for the implementation of the ESLRs. There is a consensus among department members that the implementation of the ESLRs is evident in school publications, teachers' lesson plans, students' assignments and tests.

Curriculum is aligned to both the California content standards and the ESLRs achievement. Throughout the curriculum, benchmark core questions are included on the semester final exams thus measuring students' acquisition of the skills articulated by the ESLRs. The schoolwide Writing Assessment directed by the English Department and the Christian Service program, provide benchmarks to define various levels for student achievement of the ESLRs.

It is part of the school's Action Plan to continue to analyze and assess the implementation of ESLRs throughout the school's curriculum. Revision of the ESLRs and indicators will take place as this assessment continues.

Schoolwide Critical Areas for Follow-up #2

Need for a consistent schoolwide system of student placement in the most rigorous course possible taking into account:

- a. **Student achievement**
- b. **Consultation with student and parents as appropriate**
- c. **Consultation with the guidance department**
- d. **Probability of student success**
- e. **Student college/career goals**
- f. **Standardized testing results including competency tests.**

Incoming freshmen are placed in courses based upon entrance exam scores and the scores of other placement and challenge tests. Upon completion of a particular grade level, a qualified student has the option of continuing in the Honors program, enrolling in grade level appropriate Advanced Placement courses, or of deciding to move to the regular college preparatory program. If a student does not meet the expectations of the Honors or AP program, he/she may be moved to the college preparatory program in a particular subject area. Criteria for student placement in Honors, Advanced Placement and college preparatory courses are clearly outlined in the school's Course Catalog. Course descriptions in the Catalog explain the pre-requisites for student placement in all courses. Certain departments within the school continue to examine methods of student placement within a particular course with the ultimate goal of facilitating student success.

During the past six years, some departments have made specific changes to prerequisites and course offerings, providing additional opportunities for students to achieve college requirements and to take challenging courses where they can be successful.

Schoolwide Critical Areas for Follow-up # 3

The school and diocese have provided numerous opportunities for teachers to increase their knowledge of current thinking regarding teaching and learning. There is a need for all teachers to embrace and apply this information so that a variety of teaching strategies and authentic methods of assessment are utilized regularly in all classrooms.

Teachers use a variety of teaching strategies and methods of assessment in the education process. The faculty of MDHS has received professional development on such topics as brain based Learning, teaching to the multiple intelligences, authentic assessment, the use of technology throughout the curriculum, and strategies for use in block scheduling.

In the supervision of instruction, administrators and department chairs are cognizant of the use of a variety of teaching strategies and assessments being used. In post observation conferences, the Assistant Principal/Personnel and Faculty Services and Department Chairs discuss these topics with individual teachers. Teachers design

lessons with direct instruction, group interactions and project-based learning, drawing from a wide variety of resources, and using both traditional and performance assessments.

Schoolwide Critical Areas for Follow-up #4

There is a need for the faculty to plan, implement and assess cross-curricular instruction by defining key academic skills to be taught and developing curricular activities that will ensure students make thoughtful connections between disciplines.

Teachers from different departments collaborate on themes styles and forms of assignments to reinforce a global approach to instruction. Through arts classes students express themes and ideas from other areas of instruction, and bring their creative skills for the varied assignments in all subject classes. Students are encouraged to see education as a whole, rather than disparate parts.

The Curriculum Committee worked to identify key study skills to be integrated in the school program and found in every student's academic planner. Also, the English Department has developed a series of standards and rubrics for student writing at each grade level. These standards have been distributed to all teachers in all departments, and student writing is assessed in light of these standards. The goal is that student writing will be assessed by similar benchmarks while individual departments also assess the varying contents. A similar study guide is being developed by the Technology and Business Department, listing specific skills that students are able to demonstrate in technology-based projects and specific rubrics for the assessment of these standards.

Schoolwide Critical Area for Follow-up #5

In light of the findings of the Focus on Learning Process, there is a need to revise the action plan to include:

- a. Specific steps that are measurable actions**
- b. Specific individual(s) responsible for task completion**
- c. Clarification of assessment methods**
- d. Evidence of long range planning.**

At the end of the 2003 visit, the Action Plan was revised. The school continues to work on each area to ensure that students acquire the best education possible. It is the responsibility of the many committees within the school and their leaders to ensure that the Action Plan is a living instrument, which guides the school forward in the chosen areas.

Chapter III: Self-Study Process

Mission Statement

Mater Dei High School, as a Diocesan Catholic high school, serving a diverse community of students, recognizes each individual as a gift from God. Working with the parents/guardians, who are the primary educators of their children, the school is dedicated to the development of the whole person: spiritual, intellectual, physical, emotional and aesthetic. Each student is challenged by a college preparatory curriculum and encouraged to reach his/her full potential through extensive co-curricular and extracurricular programs. It is the hope of Mater Dei High School to graduate students who become leaders, committed to serving God and society with a profound sense of social justice, founded in love.

Philosophy

Mater Dei High School is a co-educational Diocesan Catholic high school dedicated to the mission of Catholic education as envisioned in church documents and teachings. In particular, the school is committed to the guidelines established for Catholic education in the document *To Teach as Jesus Did*. The school, therefore, recognizes parents/guardians as primary educators of their children in the pursuit of educational excellence. Furthermore, as a Catholic community, we strive toward the development of faithful, socially conscious citizens grounded in gospel values who will become productive members of church and society in the years ahead.

The highly qualified and dedicated faculty and staff support the students as they strive for excellence in a college preparatory curriculum which incorporates faith related values, academic competencies and skills necessary for life long learning. These concepts are the embodiment of the Expected Schoolwide Learning Results, which students should know, understand and demonstrate by the time they graduate from the school.

Mater Dei's mission and purpose is the development of the whole person: spiritually, intellectually, morally, psychologically, socially and physically, while at the same time recognizing the rich diversity of students' backgrounds. The school supports and challenges the students to develop their full potential within a Catholic educational community. Through outreach ministries, leadership opportunities and extensive co-curricular and extracurricular programs, we celebrate the God-given talents of students who attend Mater Dei High School.

Expected Schoolwide Learning Results

Mater Dei High School provides a holistic Catholic educational program, which emphasizes spiritual, academic, social, aesthetic, and athletic endeavors, and promotes enthusiasm for life-long learning.

1. The Mater Dei High School graduate is a person EDUCATED IN GOSPEL VALUES who:
 - Exhibits an understanding of and respect for Catholic faith and Tradition.
 - Recognizes and affirms the diversity in the human family.
 - Demonstrates compassion toward others.
 - Promotes and demonstrates knowledge of social justice.
 - Participates in a variety of liturgical, prayer celebrations, and service projects.
2. The Mater Dei High School graduate is an EFFECTIVE COMMUNICATOR who:
 - Expresses thoughts clearly and correctly in writing.
 - Articulates ideas clearly both in presentations and interactions with others.
 - Listens attentively and critically.
 - Is able to process diverse concepts.
 - Values the arts as a means of expression.
3. The Mater Dei High School graduate is a RESPONSIBLE DECISION MAKER who:
 - Considers a variety of perspectives when drawing conclusions.
 - Uses creative and critical thinking skills to solve problems.
 - Weighs consequences and takes responsibility for his/her actions.
 - Is able to make objective and informed decisions.
4. The Mater Dei High School graduate is a person LITERATE IN MEDIA AND TECHNOLOGY who:
 - Utilizes appropriate technological tools to obtain, process, and present information.
 - Is capable of using a variety of computer applications.
 - Is able to analyze critically print and electronic information sources.
 - Demonstrates legal and ethical behavior when using technology and information.
 - Exhibits a broad understanding of technology, allowing for further growth.
5. The Mater Dei High School graduate is a SOCIALLY-RESPONSIBLE CITIZEN who:
 - Takes responsibility for his/her own actions.
 - Promotes the common good through positive involvement in the larger community.
 - Respects diversity, learns and works collaboratively in a multi-cultural setting.
 - Reviews world situations in a critical and logical manner.
 - Demonstrates civic responsibility.

Comment on the school’s self-study process with respect to the parameters and accuracy.

The Mater Dei High School community was involved in the self-study process for two years. The Leadership team guided the process with an attitude of evaluating all aspects of the school in terms of what improvements were necessary to assist students in being successful as well as celebrating the accomplishments and achievements since the last accreditation visit. Focus groups were comprised of administration, faculty, staff students and parents. Efforts were made to include all stakeholders in each dimension of the self study process.

1. The involvement and collaboration of all stakeholders in the self study.

All members of the school community were included in the self-study process. There was involvement and collaboration of all stakeholders in varying degrees.

2. The clarification of the school’s philosophy and mission and the expected schoolwide learning results.

The School Philosophy, Mission Statement and Expected Schoolwide Learning Results were clarified throughout the self-study and used as a means of assessing the “total school program.”

3. The assessment of the actual student program and its impact on student learning in relation to the criteria and the expected schoolwide learning results.

Focusing on what students learn, how students learn and how assessment is used, the administration and staff examined the curriculum in relation to the ESLRs. The self-study reflects a school that is committed to quality Catholic education. Efforts have been made to examine through a variety of assessment strategies, all student classroom work, tests, standardized tests and other projects.

4. The development of a schoolwide action plan that integrates subject area/program and support plans to address identified growth needs.

Mater Dei has developed five Action Plans in which areas for growth and improvement are noted and the ESLRs are indicated with a timeline for each Action Plan.

5. The development and implementation of an accountability system for monitoring the accomplishment of the plan.

Given the accomplishments of the action plan for the past six years, Mater Dei plans to implement the action plans and communicate their results to the entire school community. Presently, they share updates with their consultative board on a quarterly basis.

Chapter IV: Quality of the School's Program

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING

A1. Philosophy and Mission

To what extent has the school established a clear statement of philosophy that reflects the beliefs and philosophies of the institution, a commitment to Catholic identity, thoroughness of instruction, focus on the needs of the whole person, and recognizes the dignity of all members of the school community?

To what extent does the philosophy and mission reflect parents as primary educators and teachers as facilitators of learning?

To what extent is the mission defined further by adopted expected schoolwide learning results that form the basis of the educational program for every student?

The educational community of Mater Dei High School shows a commitment to Catholic education and Gospel values while striving toward excellence within a college preparatory curriculum in partnership with parents, the primary educators of their children. This school community professes the development of whole person by means of its mission statement. The ESLRs are the benchmarks by which the school wishes to make itself known and evaluated. School surveys of stakeholders offer one type of evidence of the degree to which the school meets its ESLR benchmarks. Parents who responded to a 2008 survey reported that their decision to send their students to Mater Dei High School was primarily based on academic excellence (91%), spiritual/religious development (85%), and Catholic Church affiliation (60%).

Positive growth for the educational community of Mater Dei High School will be to continue articulation between departments for ownership and implementation of all ESLRs. This will pave the way for the more fundamental need of a schoolwide process to measure student achievement of ESLRs.

A2. Governance

To what extent does the governing authority committed to sharing the Catholic vision adopt policies which are consistent with the school's philosophy and mission and support the achievement of the expected schoolwide learning results for the school?

To what extent does the governing authority delegate implementation of these policies to the professional staff?

To what extent does the governing authority monitor results?

Mater Dei High School's mission and philosophy guide the decision making process by the administration and professional staff. The administrative structure is led by a partnership consisting of the President, who serves as the school's corporate and spiritual leader, and the Principal, whose responsibilities include managing the day-to-day functions of the school. This model allows for a cooperative approach to carrying out the mission, philosophy and ESLRs of Mater Dei High School. This leader-partnership is supported by five associate positions which have the responsibility to

implement school policies. Various additional committees involve participation of the faculty, staff, parents and students. Two-way communication and feedback from faculty and staff is used in the decision making process by administrators.

The President and Principal of the school in conjunction with all members of the administration in collaboration with the consultative board, parents' activities council and other committee work within the vision and policies of the Diocese of Orange to carry out the policies and procedures.

Monthly faculty/staff meetings and department meetings provide opportunities for face to face discussion of policy matters, while e-mail allows for immediate communication.

A3. School Leadership

To what extent does the school leadership encourage the cultivation of Catholic values and the spiritual formation of the school community?

To what extent does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results?

To what extent does the school leadership empower the staff?

To what extent does the school leadership ensure shared accountability for student learning?

The School leadership encourages the cultivation of Catholic values by fostering Campus Ministry and religious studies programs that encourage the religious and spiritual formation of the entire school community. The Spiritual Formation Committee represents a strengthened schoolwide cultivation of Catholic values and spiritual formation. Mater Dei High School has a strong and impressive community outreach program. The school handbook for parents and students explains its standards for conduct as an effective means to foster mutual respect in creating an environment of excellence.

The Mater Dei community continues to grow in the area of shared accountability for student learning. The structures and requirements are clearly evident.

A4. Staff

To what extent are the school administration and staff qualified for their assigned responsibilities?

To what extent are the school administration and staff committed to the school's philosophy and mission?

To what extent does the school administration and staff engage in ongoing spiritual and professional development that promotes student learning?

To what extent do the administration and staff lead by example and work to create a community of faith?

Mater Dei High School enjoys the commitment of a core number of faculty/staff who have great institutional longevity. These years of experience speak powerfully to the personal ownership which these individuals feel about the philosophy and mission of the school.

A professional excellence plan provides an additional layer of accountability for all teachers in which they collaborate with a supervisor to develop a professional growth schedule. Each plan is accompanied by personal reflection in addition to administrator monitoring. Based on varying degrees of experience, these plans provide an opportunity for teachers to take an active role in school mission and their own learning process. The business office maintains two separate funds for professional growth.

The Visiting Committee supports Mater Dei classroom faculty as they continue to grow as a professional educational community of faith and, hence, more compelling witnesses of Gospel values.

A5. School Environment

To what extent does the school have a safe, healthy, nurturing environment that reflects the school's philosophy and mission?

To what extent does the school environment foster community and the achievement of religion and educational goals?

To what extent is the school environment characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?

Mater Dei High School has a number of programs, practices and policies that support a safe and healthy learning environment which reflects its single educational mission while honoring individual and cultural differences. Respect for one another is evidenced by the 2008 school survey of students, by the school's community atmosphere and through onsite interviews. The school has a schoolwide code of conduct that is based on the belief that mutual respect helps create an environment of excellence. The school's environment promotes trust, professionalism, compassion and respect for diversity.

The Visiting Committee encourages Mater Dei faculty/staff as it continues to support individual student growth toward high levels of excellence in spiritual, intellectual, and physical attainment.

A6. Student Progress

To what extent does the school administration and staff regularly assess student progress toward accomplishing the school’s expected schoolwide learning results?

To what extent does the school administration and staff report student progress to the rest of the school community?

The school administration and staff regularly review student performance. Evaluation and assessment of student progress toward accomplishing the ESLRs is integrated into the curriculum. Mater Dei continues to grow in its articulation between curriculum objectives and ESLRs.

Through the Academic Review Committee, a Disciplinary Review Committee and the Christian Service Committee, Mater Dei High School offers formative assessment in the development of each individual as a whole person taking into account his/her personal strengths and weaknesses. If excellence is achieved, students are honored. If deficiencies exist, interventions are provided.

The administration reports student progress through a multitude of venues. Teachers report student academic progress to parents through the regular use of Edline with grade updates. In addition, parents of all students receive a mid-term progress report and a final semester grade. Parents of students who fall below a grade of C receive progress reports during the fifteenth week of each semester.

Academic achievements and extracurricular accolades are acknowledged through a variety of award ceremonies, school publications and displays.

A7. School Improvement

To what extent does the school leadership facilitate school improvement which is driven by plans of action that embody faith formation and enhance quality learning for all students?

To what extent does the school leadership have school community support and involvement?

To what extent does the school leadership effectively guide the work of the school?

To what extent does the school leadership provide for accountability through monitoring of the schoolwide action plan?

The school administration is committed to school improvement. At the yearly summer retreat, the administrative board evaluates the work of each area of the school from the previous year and develops plans for the ongoing improvement of the school. Mater Dei High School has a series of activities by which the school leadership deliberately stops, looks, listens, and undertakes plans to effectively guide learning for all students.

The school leadership is supported by the students and parents who share their gifts and talents with the broader school community. School stakeholders participate in committees and fundraising, and their support is evidenced in attendance at school performances and community functions.

Areas of Strength for Organization for Student Learning

1. Mission Statement and Philosophy are clearly established.
2. Dedicated school leadership seeks to effectively guide learning for all students.
3. Mater Dei provides and encourages professional development opportunities.
4. Continual updating of curriculum to meet the needs of the whole person.
5. The school environment fosters a family atmosphere of spiritual growth in a community that is safe, healthy and nurturing.
6. Integrated multimedia technology facilitates student learning.
7. Student progress is communicated through Edline and a variety of other methods.
8. Students are encouraged to participate in a variety of curricular and extracurricular programs.

Key issues for Organization for Student Learning

1. Review ways to meet the ever-changing needs of parents and students.
2. Continue to offer development opportunities to faculty and staff in the use of technology.
3. Develop ways that measure student achievement of the ESLRs
4. Articulation, development and implementation of cross-curricular standards, skills and rubrics.

Evidence

- WASC/WCEA self-study
- ELSRs
- School's philosophy and mission
- Faculty/Staff Handbook
- Diocesan Employee Handbook
- Parent/Student Handbook
- Teacher lesson plans
- Parent/Student/Alumni/Faculty/Staff surveys
- Minutes of department and administrative meetings
- On-site observations and interviews

CATEGORY B. CURRICULUM AND INSTRUCTION

B1. What Students Learn

To what extent does the school provide a challenging, comprehensive and relevant curriculum for each student that fulfills the school’s philosophy and mission, strengthens Catholic identity and results in student achievement of the expected schoolwide learning results through successful completion of any course of study offered?

The school leadership follows the directives of the National Catholic Education Association, the United States Conference of Catholic Bishops, the Diocese of Orange, and the California State Framework and Standards when determining curriculum. Requirements of the University of California and the California State University system play an additional role in curriculum development. For graduation Mater Dei requires two hundred thirty five units in the major disciplines and electives as well as eighty hours of Community Service.

Each department has its own Curriculum Guide and a need for consistent school standards in skill areas is recognized. The English Department is to be commended for all they have done to further writing across the curriculum. All departments use a variety of teaching methods and incorporate higher level thinking skills into each unit. Assessment varies by department.

Freshmen placement is based on entrance exam scores. The English, Modern and Classical Languages and Mathematics Departments use additional placement exams for freshmen. English offers courses for freshmen who struggle in the discipline. The English Department challenges students with excellent standards of writing and class assignments. A high level of thinking is stressed in all classes.

As a Catholic school the Religious Studies department is central to Catholic identity. At all grade levels and new to the Religious Studies curriculum is the incorporation of Safe Environment Units. In Sophomore Religion classes, Save the Date part of a Federal Project is also new. Catholic values are reinforced as classes deal with moral and social issues in their reading and discussions.

The Science Department has developed a comprehensive curriculum that emphasizes problem-solving, critical thinking, and laboratory experiments. The respect for life is highlighted by dealing with the issues of life and evolution. Science is offering a new course—Principles of Chemistry.

The Social Studies Department promotes learning through critical assessment of events. Students are taught to think of such events in a critical manner and to emphasize the cause and effect of these events.

Mathematics requires all students to complete three years of course work for graduation. This is an increase in requirements since the last WASC/WCEA visit. The math department offers courses for students who struggle in the discipline.

Visual Arts students are introduced to art, painting, and sculpture by developing critical

thinking and problem solving skills. Performing Arts develop communication skills through various performances through the year. Students critique performances, write scripts which also help developing listening skills.

The Modern and Classical Languages Department offers three different languages for students to develop in a foreign language during their time at Mater Dei. A variety of resources enhances the students' writing, reading, listening and speaking skills. Foreign language is considering a fourth language offering.

Students taking a course in the Physical Education Department learn from direct instruction and demonstrations. Students learn the value of teamwork, good sportsmanship, and the proper use of equipment relevant to each game or sport.

B2. How Students Learn

To what extent does the professional staff use research-based knowledge about teaching and learning?

To what extent does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's philosophy and mission and expected schoolwide learning results?

The professional growth of the faculty is on-going and experiences include formal university class work, memberships in professional organizations, in-service, and workshops sponsored by the school and diocese. A mentoring program for all new faculty is part of the training offered by all departments. Faculty members are encouraged to perform and submit their own goals to keep themselves current with trends and new ways of thinking.

The Arts faculty takes advantage of opportunities for on going education through collaboration with other professionals, membership in artistic organizations, and attendance at exhibits, performances and productions.

The Humanities faculty participates in professional growth workshops which center around new teaching methods and assessment. Teachers attend conferences and relevant workshops.

The Math and Science Departments update their technology regularly. The goal of both departments is to continue to develop teaching skills. The Math department observes classes at other schools thereby learning from their peers.

Departments use the ESLRs as guidelines for designing curriculum and lesson plan development. Each department implements the ESLRs and higher order thinking skills through subject and grade level planning and standardization of semester assessment through core questions.

Teachers address the learning differences of their students by use of methodologies that accommodate identified needs and by working with the Learning Center to the advantage of these students.

The use of the library and multimedia labs as research tools for both group and individual student work is on-going. Cooperation among departments is essential.

As more Internet technology and the use of on-line resources are incorporated into the students' learning experience a need arises to evaluate the use of technology in relation to the school's ESLRs.

B3. How Assessment is Used

To what extent is teacher and student use of assessment frequent and integrated into the teaching/learning process?

To what extent are the assessment results the basis for measurement of each student's progress toward the expected schoolwide learning results?

To what extent are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?

To what extent are the assessment results the basis for the allocation of resources?

Assessment of student work is formal, informal, formative and summative, consistent and ongoing. Based on the ESLRs evaluation there are varied approaches by which to appraise student learning. Edline offers students and parents a tool to communicate student progress.

Assessment is used to improve and expand the curriculum. Subject, department and level teachers gather student work to develop core questions. The student success rate relative to these questions plays a major role in curriculum growth. Allocation of funds is directly connected to the identified areas of curriculum need.

The interpretation of the data has led to spending on improvements for instruction in the English Department- for software for the reading lab and payment of fees for teachers to attend development workshops in curriculum and methodology. Modern and Classical Languages Department has purchased new workbooks for Spanish IV and the video series *Standard Deviants* at all levels – this series appeals to varied learning styles. Social Studies has updated its textbooks at many levels and commitment to improving the World History course required spending not only for textbooks but for all new supplement materials. Science has introduced new courses: AP Biology, Earth Science, and Principles of Chemistry.

The evaluation of students as Effective Communicators is accomplished by the Writing Assessment Charts kept by the English Department and it has become more inclusive as writing across the curriculum is stressed by other departments.

Many methods of assessment including homework, essays, tests, research projects and classroom discussion are evaluated by teachers, levels and by each department. Integration of assessment is used by teachers to determine the scope of the curriculum, student progress, and alerting teachers that material must be re-taught using new methods and aids. Honors and AP exams are studied from previous years as well as entrance exams. This study allows each department to address student needs.

Areas of Strength for Curriculum and Instruction

1. Students are offered a wide range of courses and a variety of experiences.
2. Curriculum and instruction encourage the strengthening of Catholic identity.
3. Committed and dedicated faculty and staff.
4. Resources are allocated based on student need.
5. Professional growth is supported.
6. Updating instructional materials improve student learning.
7. A variety of technology and methods are used to teach and assess students.
8. Student achievement and improvement are recognized by the school.
9. Concerted efforts to develop the visual and performing arts courses.

Key Issues for Curriculum and Instruction

1. Further articulation among departments to implement on a schoolwide basis consistent standards for student attainment of cross-curricular skills.
2. Evaluate instructional techniques and curriculum in light of student needs.
3. Develop a curriculum plan that allows all students to complete UC/CSU requirements.
4. On-going professional development for faculty and staff.

Evidence

- WASC/WCEA Self Study
- Faculty/Staff Handbook
- ESLRs
- School's Philosophy and Mission
- Parent/Student Handbook
- Teacher Lesson Plans
- Department Curriculum Guides
- Course Catalog
- Classroom Observations
- College Acceptance data
- Teacher Evaluations
- On-site observations and interviews
- Minutes of
 - PLC and Department Chair Meetings
 - Curriculum Committee Meetings
 - Department Meetings
 - Level/Subject Area Meetings

CATEGORY C. SUPPORT FOR STUDENT PERSONAL, SPIRITUAL AND ACADEMIC GROWTH**C1. Campus Ministry/Community Based Learning**

To what extent do students grow as persons of faith through appropriate and meaningful experiences of prayer, liturgy, and community-based services learning?

Students at Mater Dei High School grow as persons of faith through appropriate and meaningful experiences of prayer, liturgy, and community-based service learning. Students write and lead prayer each morning and afternoon over the PA system. There is modeling and instruction on prayer styles. Students can attend daily lunchtime prayer opportunities. Mater Dei gives students many opportunities to participate in liturgy throughout the year. Mass is celebrated at least twice weekly in the Mater Dei Chapel.

Campus Ministry offers voluntary retreats for all four grade levels. The retreats offer students an opportunity to examine their faith. Retreats are student centered with the support of the faculty, staff, administration and alumni.

Students must complete eighty hours of community-based service, and complete a reflection project. Students have initiated numerous outreach projects.

C2. Student Connectedness

To what extent are students connected to a system of support services, activities, and opportunities at the school and within the school's community of faith that meet the challenges of the curricular/co-curricular program in order to achieve the expected schoolwide learning results?

Mater Dei High School students are connected to a system of support services, activities, and opportunities at the school and within the school's community of faith that meet the challenges of the curricular/co-curricular program.

The Guidance Department promotes academic success. Counselors meet with students at least twice a year and as needed.

Counselors meet with freshmen to develop a four-year academic plan. Counselors meet with seniors to discuss college plans and to assist them with the college application process. Counselors plan and present student nights and parent nights.

Twice a year, counselors meet with the Academic Review Committee to provide information about students who are on academic probation and whose GPAs may have recently fallen below a 2.0.

The school contracts with Outreach Concern, an organization which provides interns under the supervision of a licensed psychologist, to meet the emotional needs of students. Two Outreach Concern counselors are available each day. The health officer assists students who are ill or need medical assistance.

The College and Career Resource Center (CCRC) help prepare students for college and careers. The CCRC offers a research library and computers with books and software from colleges and universities. A College Night and Career Day are hosted each year. There is a College and Career Planning section on the Mater Dei website.

The Learning Center provides support for students. Staff includes a Learning Specialist, and Reading Specialist. The Center offers two main programs: Educational Assistance Program (EAP) and Academic Assistance Program (AAP). The Learning Center Director meets with parents and students.

The library and multimedia labs provide the opportunity for students to develop their media/technological literacy and the acquisition of skills and aptitudes for completing independent research. Resource orientation sessions are offered for freshmen. Adjacent to the library are two multimedia labs which provide individual and class access to computers.

The Deans support student growth as responsible decision makers by giving consequences when rules are broken. The Disciplinary Review Committee meets each semester to review the records of students.

The Activities Office provides opportunities for all students to participate in extracurricular activities and to develop leadership skills. The student body has 85% participation in clubs or activities. Close to 300 students hold a leadership position through the Associated Student Body (ASB) as school officers, class officers, commissioners, and senators. ASB Officers meet daily with the Principal and Director of Activities. There are approximately 50 clubs on campus. Over 60% of the student body participates in athletics.

C3. Parent/Community Involvement

To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

The school leadership employs strategies to ensure that parental and community involvement is integral to the school's established support system for students. Parents volunteer in various facets of Mater Dei life. Many parents continue to support school with service hours even after their own children have graduated.

Mater Dei is an active member of, and investor in, the Greater Santa Ana Business Alliance. The President of Mater Dei serves on the Santa Ana Business Vitality Council. The Performing Arts Program frequently performs at many community events in Santa Ana. The school sponsors students through Boys' Hope/Girls' Hope, a privately funded foster care home, and assists Kid Works, a Santa Ana after school learning center. Local community groups, neighborhood associations, and church groups meet at Mater Dei. Each summer, sixth graders attend the school for a summer school program.

Areas of Strength for Support for Student Personal, Spiritual and Academic Growth

1. Students are proud of their school and its traditions.
2. Active parental involvement
3. Student involvement in activities and athletics.
4. Spiritual development of the student through the coordination of Religious Studies classes, masses, retreats, daily prayer, Campus Ministry, and community service.
5. Community outreach through 80 hours of service.
6. Comprehensive support for students through the Learning Center, Guidance and Counseling and Career Center.
7. Library and multimedia labs serve students.
8. Strong system in place to recognize, affirm and commend students.

Key Issues for Support of Student Personal, Spiritual and Academic Growth

1. Analyze the needs of students so the Learning Center may effectively provide additional support.
2. Continue to build the strong alumni association.
3. Evaluate communication strategies to better connect with all of the Mater Dei community.
4. Investigate options to allow all students to complete the UC/CSU admissions requirements.

Evidence

- WASC/WCEA Self Study
- ESLRs
- School's Philosophy and Mission
- Learning Center Literature
- Guidance Office Literature
- Parent/Student Handbook
- Athletic Department Handbook
- Library Literature
- Campus Ministry Literature
- Activities Office Literature
- Parent Association Handbook
- Teacher Lesson Plans
- Parent/Student/Alumni/Faculty/Staff surveys
- Minutes of Guidance Office Meetings, Deans' Office Meetings, and Library Department Meetings
- On-site observations and interviews

CATEGORY D. RESOURCE MANAGEMENT AND DEVELOPMENT

D1. Resources

To what extent does the school demonstrate responsible stewardship?

To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's philosophy and mission and student achievement of the expected schoolwide learning results?

This section of the self-study presents a school which manages its resources well. The capital improvements, along with the infrastructure enhancements of technology, are significant. The work in this area is an effective springboard for meeting ESLRs.

The planning and budget formation process ensures that revenues from tuition and fees will meet the cost of the necessary expenditures. Access to counsel from the functional elements of the organization informs decision making.

D2. Resource Planning

To what extent do the governing authority and the school execute responsible resource planning for the future?

The processes described in planning and budget development reflect standard operating practices for a successful institution.

The Business Office is responsible for producing drafts of the budget through collaboration with other levels of the organization. Outside approval of the macro budget and tuition costs is approved by the local Bishop.

MDHS administration coordinates its vision with the Advancement Department, and a well-staffed team secures the future of the school through planning and follow-up.

The Mater Dei Administration has shown effective and conscientious stewardship in regards to the spending of funds. The D3 pilot program is a test for the "classroom of the future." The pilot program encourages thoughtful decision making of future technology capital expenditures. They have hired a project manager that oversees the creation of all new buildings.

D3. School Financial Resources

To what extent does the school's financial resources adequate to fulfill its mission and programs?

To what extent does the school's financial operations conducted with integrity and in accordance with acceptable accounting practices?

Great care is exercised by the administration to take into account the structure of the organization and staff assignments to maintain the integrity of financial operations of the school. A monthly financial report compares current expenses in relation to the budget. The report is reviewed by multiple stakeholders including the Diocese. The Business

Office provides a centralized location and system that handles major financial operations. There also exists a rigid accounting separation between custodial accounts and school operating accounts. Mater Dei business office uses generally accepted accounting principles (GAAP).

D4. Enrollment Resources

To what extent are the school's admission policies and procedures consistent with its philosophy?

To what extent are the school's marketing, recruitment, and public relations efforts effective in attracting qualified students?

To what extent is enrollment targeted to maintain effective and meaningful curricular and co-curricular programs that meet the philosophy and goal expectations of the school?

The data available in the school profile confirms that Mater Dei is effective in sustaining high enrollment. Their feeder school programs, such as Junior Monarchs, are a success. Since the last WASC/WCEA self-study in 2003, the school had done considerable work in soliciting grants and gifts.

In the past three years, there has been an increase in student population by upwards of 200 students. The financial aid program fund makes tuition more affordable. Marketing in the form of eighth grade classroom visits and tours by the Advancement Office provide evidence for external stakeholders that Mater Dei High School is a viable choice for a college preparatory education.

The admissions policies are consistent with the school mission and philosophy.

D5. Development Resources

To what extent has the school an effective development/fundraising program that is consistent with school philosophy?

To what extent is there evidence of development planning?

MD2000 is evidence of the governing board's planning toward the future. The majority of capital improvement projects focused on classrooms, administrative offices, the library and athletic facilities. With the development of MD2010, the focus is on a performing arts complex, parking and replacement or renovations to existing classroom buildings.

The existence of a well staffed Advancement team is evidence of the commitment of school leadership to future development. The Advancement Office communicates monthly with alumni and benefactors.

The local media provides coverage of Mater Dei's athletic and community contributions to the area. Fundraisers and personal donations provide additional capital through the Alumni Advisory Council, the Lettermen Club and Organization of Alumni Athletes. The Monarch Legacy Endowment assists parents with the costs of tuition.

Areas of Strength for Resource Management and Development

1. Administrative team with clearly defined roles and responsibilities.
2. The business office uses sound financial practices.
3. A budgeting and auditing process that ensures sufficient resources
4. State-of-the art academic and athletic facilities
5. Support of parent, business and alumni communities
6. An active and effective Advancement Office
7. Mater Dei 2000 capital campaign

Key Issues For Resource Management and Development

1. Student involvement in the maintenance of clean and green campus.
2. Continued strategies for advancement efforts in current economic climate.
3. Development of a broader distribution system for free or low cost learning materials.
4. Growth of the Monarch Legacy Endowment program and MD 2010 and Beyond Master Plan
5. Fulfill technology plans to continue integration and training to meet student needs.

Evidence

- WASC/WCEA Self Study
- School Mission and Philosophy
- ESLRs
- Financial Documentation
- Marketing Materials
- School Publications
- Management Documentation
- Annual Report
- On-site observations and interviews

Schoolwide Critical Areas of Strength

1. The school environment fosters a family atmosphere of spiritual growth in a community that is safe, healthy and nurturing.
2. Students are offered a wide range of courses and are encouraged to participate in a variety of curricular and extracurricular programs.
3. Comprehensive support for students through the Learning Center, Guidance and Counseling, and College and Career Center.
4. Student achievement and improvement are recognized by the school.
5. Committed and dedicated faculty and staff.
6. The school has a supportive and involved parent, business and alumni community.
7. Dedicated school leadership seeks to effectively guide learning for all students.
8. The efforts of the Mater Dei 2000 capital campaign and Advancement Office have yielded state-of-the-art, technology-rich academic and athletic facilities.

Schoolwide Critical Areas for Follow-up

1. Further develop ways to measure student achievement of the ESLRs.
2. Articulation, development and implementation of cross-curricular standards, skills and rubrics.
3. On-going professional development for faculty and staff.
4. Growth of the Monarch Legacy Endowment program and MD2010 master plan and beyond.
5. Fulfill technology plan.
6. Investigate options to allow all students to complete the UC/CSU admissions requirements.

Chapter V: Ongoing School Improvement Summary of the Schoolwide Action Plan

Include a brief summary of the schoolwide action plan:

The Mater Dei school community participated in the WASC/WCEA process that involved stakeholders from the school community with the aim of providing a plan for continued school improvement. The process involved meetings, discussions and activities designed to generate the most effective schoolwide action plan to benefit student learning.

As part of the self-study process, Mater Dei has articulated five action plans. Each of these plans directly addresses an identified area of growth from the self-study report and supports the spiritual, personal and academic development of the students in light of the ESLRs.

The school identified five Critical Areas in its schoolwide Action Plan. They are:

- Articulation, development and implementation of cross-curricular standards, skills and rubrics.
- Formalization of a targeted schoolwide professional development plan which will focus on the principles of lesson design, incorporating current best practices and research in the field of education.
- Continued growth of the Monarch Legacy Endowment program to keep the cost of Mater Dei education within the financial grasp of those who choose Mater Dei, providing support for competitive faculty/staff salaries and sustaining capitalization of technological advancements.
- Completion of the MD2010 and Beyond master plan.
- To integrate the resources training and techniques in the area of technology, to meet the needs of student learning, and to prepare students for the realities of a changing world.

Existing factors that support school improvement

Dedication and motivation of faculty and administration to school improvement

Documentation and demonstration of planning, evaluation and follow through of previous action plans addressing critical growth areas.

Personnel and resources to achieve the stated objectives

Action plans address the critical growth areas identified by the school and affirmed by the Visiting Committee. They desire to address student needs and provide a learning environment in which all students succeed.

Impediments to improvement that the school will need to overcome in order to accomplish any of the action plan sections

The Visiting Committee does not believe that there are any impediments that the school must overcome to achieve the desired objectives outlined in the action plans. Consideration must be factored in to assess timing given the economic climate that the entire country faces and what objectives may need different strategies to be accomplished.

Soundness of follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan

The Mater Dei High School community has demonstrated a commitment to the process for school improvement over the past six years. The school administration and faculty have expressed the desire to continue to improve instruction and are committed to further enhance student learning.

The Administration is very committed to school improvement and will continue to facilitate the follow-up process to include faculty, staff, consultative board, parents and students to ensure success.