Ensuring Educational Excellence (E3)

Quarterly Report Form

S068 Mater Dei High School
1202 W. Edinger Ave., Santa Ana, CA 92707
Diocese of Orange

Indicate Quarterly Report:

☐ First Quarterly Report
☒ Second Quarterly Report
☐ Third Quarterly Quarterly Report

Date of Quarterly Report: March 2018
Date of Original Full Visit: March 2015
Directions:
The Quarterly Report Form is used for the first, second, and third required Quarterly Reports in the Accreditation Cycle for Ensuring Educational Excellence. These Quarterly Reports must include an updating of the Data Library, identification of any significant changes in school life since the full accreditation visit, and a description of the implementation of the Educational Improvement Plan (EIP). The school and the local WCEA Secondary Commissioner will determine the due date for this report.

Principal Signature  3/21/18

Please list other participant(s) in the preparation of this report:

Jeni Dennin, WCEA Coordinator and Religious Studies Department Chair
Jeanette Costa, WCEA Assistant Coordinator
Geri Campeau, Assistant Principal Academics and Technology
Erica Adams, Vice President of Advancement
Allison Bergeron, Director of Estate and Alumni Giving
Helen Steves, Director of Campus Ministry
All Department Chairs

For the WCEA Commissioner:

☐ No other action is required of the school at this time. The school will write a Quarterly Report at the end of the next quarter.

WCEA Commissioner Signature  Date
Introduction:

Provide a paragraph summary of how this Quarterly Report was prepared and by whom:

The WCEA coordinator, Jeni Dennin, met with the Director of Campus Ministry, Helen Steves regarding the Vital Growth Area Catholic Identity. Since the WCEA/WASC visit, Jeni Dennin and Helen Steves have documented all implementation of work to address the Catholic Identity piece. The documentation was compiled and presented to the Spiritual Formation Committee for review. The Spiritual Formation Committee discussed and devised a survey to gain information about the Catholic Identity of the school.

Jeni Dennin met with the Principal, Frances Clare and the Assistant Principal of Academics and Technology, Geri Campeau, regarding the Vital Growth Area Professional Learning Communities. It was decided to conduct a survey of the students, parents, faculty, and staff about many areas of the school. Jeni contacted department chairs to answer questions that would synthesize data from their department meetings on the work accomplished in PLC meetings.

Jeni Dennin requested information regarding the Vital Growth Area Endowment from the Vice President of Advancement, Erica Adams, and the Director of Planned Giving and Major Gifts Officer, Allison Bergeron. They coordinated with the Advancement Office in compiling the data to assess the progress that has been accomplished thus far.

In March 2018, the progress report was given to the Administrative Board for final review and approval. In conjunction with the submission of the progress report to our WCEA Commissioner, the progress report was made available to the entire Mater Dei community via the website where all WCEA information resides.

1. Identify any significant changes in school life since the full accreditation visit. Be specific that these changes were necessary as a result of the accreditation visit and/or occurred due to emergent issues since the full visit.

Vital Growth Area: Catholic Identity

1. The prayer service/professional development during the new Faculty’s orientation on Mater Dei’s Catholic Identity continued in the subsequent years after 2015 when we first implemented it. We have continued to assess this orientation and the incoming faculty to adapt the orientation as needed. In the 2017-18 school year, Audrey Ganey, Assistant Principal of Faculty Services, asked Helen Steves and Jeni Dennin to lead a second session in November to reinforce the importance of Mater Dei’s Catholic Identity. During this session, we addressed ways teachers can live out the Catholic Identity of the school in their classrooms.

2. Based on current events, we have addressed issues at the monthly Faculty/Staff meetings, bringing in speakers when appropriate, and posted resources
regarding these issues from the USCCB on Blackboard under the Faculty Resources section. Examples of issues that have been addressed are immigration, DACA, refugees, public shootings, and environmental ethics. In addition, we have provided prayers and information regarding our patroness, Mary, Mater Dei.

3. The Religious Studies Department piloted project based assessments in lieu of scantron semester exams. A few teachers on the junior level and Comparative Religions began this Spring Semester 2017 and on the sophomore level 2017-18. These teachers will continue to assess and adapt the assessments. The freshmen and seniors levels are currently planning a project based assessment to be implemented in the near future.

4. Beginning in the Fall Semester 2017, in the morning before school, we meet at the statue of Mary and pray a decade of the Rosary for any who wish to participate.

5. Extended trips with students over Christmas Break, Easter Break, and summer are now encouraged to include a service component, regardless of the purpose of the trip.

6. Posters were created that have a picture of Mary from Mater Dei’s grotto with our motto “Honor, Glory, Love” and a description of each word. These are now in every classroom and office on campus.
HONOR OUR PATRONESS, MARY, MATER DEI,
THROUGH THE CATHOLIC FAITH AND THE
RICH TRADITION OF EXCELLENCE OF
MATER DEI HIGH SCHOOL.

GLORY TO GOD THROUGH THE
SPIRITUAL LIFE OF THE SCHOOL IN PRAYER
AND SACRAMENTS.

LOVE EACH PERSON THROUGH
SERVICE WITH COMPASSION AND
RESPECT AS WE BECOME ONE
BODY IN CHRIST.
Vital Growth Area: **Professional Learning Community**

1. In The Center for Learning, we have dedicated an Office Hour once a week solely to math assistance (open to all students), and provide peer tutors, learning specialists, and occasionally math teachers for 1:1 work with students. Second semester, we will be offering weekly Office Hours dedicated to Spanish. This allows us to assess progress for students who struggle in these two areas. In addition, this year we implemented mandatory attendance at our after school Academic Assistance Program with teachers (AAP) for those students starting the school year on Academic Probation (usually this is done after the first semester). Attendance is taken and students must attend until the grade in their AAP subject is a C or better for a consecutive three weeks, with no missing assignments. This has allowed the academic counselors, teachers, and Learning Center to have ongoing dialogue with the AAP teachers and specified students in the program.

2. The Math and Science departments have continued to meet regarding the alignment of their curriculum. In addition, some members of our math and science departments have met regarding STEM. We are focusing specifically on integrating these subjects and creating classes and curriculum for the future.

3. The Science and Religious Studies departments have had PLCs together in the 2017-18 school year. This is a result of two Science teachers and one Religious Studies teacher attending the Science & Religion Initiative sponsored by the McGrath Institute for Church Life at the University of Notre Dame. Work in these PLCs address ways the two departments can collaborate and support each other and possible points of cross-curricular study.

Vital Growth Area: **Endowment**

1. In anticipation of the Capital Campaign for the Performing Arts Center and the Endowment Campaign, we created the Major Gifts Team which includes Erica Adams, VP of Advancement; Allison Bergeron ’96, Director of Estate & Alumni Giving; and Kathleen Kelly ’94, Director of Alumni Giving & Relations. This team meets regularly (once per week) to focus on major annual and estate giving strategies. We also work directly with the larger giving committee which includes President Patrick Murphy and Bruce Rollinson ’67, Special Assistant.

2. Entering into the 2017-2018 school year, we now have over 50% of our current families (approximately 900) receiving need-based financial aid totaling $5.8 million. Given this volume of need and our projections for the next 10 years, we have changed our endowment goal from $60 million to $100 million. A corpus of this size would more accurately sustain financial aid for generations of Monarchs to come.

3. We have partnered with a financial services company and two estate planning firms to develop and deliver free donor education workshops. We conducted two workshops in the spring of 2017 for financial/tax saving strategies. The estate planning firms are working with us to deliver a workshop in January 2018 for our exiting seniors and their families called “How to Help Your College Age Child in an Emergency.”
Families will receive an overview of what parents need to know to ensure their 18-year old has basic legal protections as newly minted adults. Seniors who are 18 or older at the time of the workshop will be able to complete and notarize documents that evening with their parents (POA, advance health care directive, HIPAA waiver). We believe this free service will also open the door to other conversations with families as their child goes off to college and they reevaluate their own financial and estate plans.

4. Given the variety of ways in which we have learned of estate and testamentary gifts for Mater Dei, we have revised our Annual Appeal brochure and acknowledgement letters (electronic and hard copy) to include endowment verbiage so donors can learn more or share their good news.

5. In January 2018, we launched a multi-year campaign for the Monarch Legacy Endowment. The goal of this campaign is a $100 million corpus raised through estate and testamentary gifts. In the fall of 2017, we began extensive work on our white paper, giving brochure and supplemental videos to feature success stories of students and compelling endowment donor features. We have honed in on approximately 16,000 prospects for the general campaign, but are utilizing the research from our survey, capital campaign, and annual giving campaigns to create our Top 50 and Top 100 prospect lists for the first phase of the endowment campaign.

On January 30, in partnership with the USC Marshall School of Business and the Tax & Financial Group of Newport Beach, we officially launched the campaign with a summit hosted at Mater Dei titled “Creating Your Family Legacy.” This event featured a world-class panel of experts in the fields of family business and philanthropy. We were privileged to have Dr. Lee Hausner, an internationally recognized clinical psychologist, business consultant and family wealth advisor, served as the keynote speaker and panel moderator. We welcomed 300 attendees from the USC and Mater Dei communities.

Through our efforts to develop and plan the endowment campaign, we have been privileged to connect with key community leaders and experts in the area of estate giving and wealth transfer including Doug Freeman (author, attorney, philanthropist), Ken Petersen, and Dick Schiendler (wealth planning advisors, TFG), and First Foundation Bank, as well as with Dr. Lee Hausner (referenced above).

2. Please identify your implementation process of the EIP during the quarter and, if any, modifications that were made to the Action Items in the EIP. Identify what impact these may have had on student learning.

Vital Growth Area: Catholic Identity
The Director of Campus Ministry and the Religious Studies Department Chair met to continue to plan and develop the prayer service/professional development for new faculty as well as the implementation of the second session added in November 2017. During
their orientation, new teachers were given resources for prayer, spiritual nourishment, and Church teachings. In the new faculty meeting in November, Catholic Identity in the classroom was addressed and discussed and resources provided. In the Spring Semester 2018, students were surveyed on their participation in various prayer/retreat/service opportunities to see what the students are availing themselves of in the area of prayer and appreciation of the Catholic Identity of the school. The Spiritual Formation Committee discusses the Catholic Identity of the school at its monthly meetings and this survey question is a result of those discussions. The results of the survey with a 20.58% response rate (440 respondents) are as follows:

In living out the spirit of Mater Dei High School, students replied with their participation in the following:

- Prayer in the classroom - 90.50%
- Prayer before practice - 33.25%
- Prayer before games - 56.29%
- Prayer before rehearsals - 19.00%
- Prayer before performances - 32.30%
- Other prayer - 32.54%
- Retreats - 36.82%
- Attending mass on Wednesday or Thursday in the Mater Dei chapel - 24.23%
- Confession as a part of the Reconciliation Services - 40.38%
- Adoration - 10.21%
- Thanksgiving outreach - 43.47%
- Christmas outreach - 39.90%
- Other - 4.04%

**Vital Growth Area: Professional Learning Community**

1. World History and English collaboration on the sophomore level.
   - World History uses the Imperialism Unit to bridge a link with the English Unit reading of a fiction novel about Imperialism, *Things Fall Apart*.
   - World History takes a look at primary sources for Imperialism that display how Europeans had a profound influence on African culture/society and thus led to influencing both nations involved.
   - Students learn to read primary sources and to distinguish between credible and non-credible sources.
   - English students are assigned a term paper and they will pair three of their own primary sources to the fiction novel, *Things Fall Apart*.
   - The Social Studies Department is responsible for directing students towards legitimate sources and teaching them to construct an annotated bibliography.
   - In the second semester the students complete the novel and add their findings to compare and contrast with their primary sources.

2. Regarding the stated goal: “Expand the use of the attendance data to more effectively and consistently follow up with students who avail themselves of the EAP services and then
provide academic interventions”, The Center for Learning reports the following.

We have implemented several procedures at The Center for Learning to assist more students and track their progress (MAPS and non-MAPS students):

- During Office Hour, the MAPS (Monarch Academic Program for Success) team has been meeting with all the departments to discuss different methods of teaching and what academic services are offered at Mater Dei. With specific departments, such as Math, we meet on a consistent basis so that we are able to discuss students of concern, what kind of intervention they are receiving, and track their progress.
- The MAPS team meets weekly to review all the grades of students in MAPS, and arranges intervention as needed for those students with D or F grades. The team speaks daily about students of concern and how they are being helped.
- We have dedicated an Office Hour once a week solely to math assistance (open to all students), and provide peer tutors, learning specialists, and occasionally math teachers for 1:1 work with students. After Christmas break, we will be offering monthly Office Hours dedicated to Spanish. This allows us to review progress for our students who find these subjects challenging.
- We have numerous weekly referrals from counselors, teachers, parents, and students themselves, inquiring about extra help. After meetings are held with the student and parent, weekly or monthly meetings may be held with the student to track their progress and provide tutoring, etc.
- In cases where there is significant concern about a student, Dr. Montemagni, Director of The Center for Learning, arranges a round table meeting consisting of the student’s teachers, academic counselor, parents, and the student to discuss how the student can be more academically successful at MD. From that point on, there are usually ongoing discussions with the teachers and counselors about student progress, and consistent conversation between the Center and the academic counselors.
- This year, we implemented mandatory attendance at our after school academic assistance program with teachers (AAP) for those students starting the school year on Academic Probation (usually this is done after the first semester). Attendance is taken and students must attend until the grade in their AAP subject is a C or better for three weeks, with no missing assignments. This has allowed the academic counselors, teachers, and Learning Center to have ongoing dialogue with the AAP teachers and specific students they are working with.
- The HSPT (High School Placement Test) exam is an excellent source of data in regards to our students. Dr. Montemagni examined the specific subtest percentile scores from our current freshmen and sophomores who scored at the 25th percentile or below on the HSPT. She documented current and past support classes such as Math Lab, MAPS, Language Lab, Learning Skills, as well as their current GPA, and name of their middle school. This data can be used to effectively gauge where the learning gaps are of students entering MD and adjust the summer school curriculum accordingly, as well as open a discussion with feeder schools who have a number of students with specific learning gaps. In addition, it allows us to follow students who were
identified from their HSPT scores as students with unique needs and identify what interventions helped them the most (based on their current GPAs), in order to continue to refine our academic support options.

- We continue to meet every other day with our students in the MAPS class, where their assignments are reviewed, planners are filled out, and tutoring is offered. Students who are receiving accommodations only (no day class) are called in to review progress every quarter (or more, as needed), and their grades continue to be monitored weekly. Academic interventions are assigned to students as needed.

3. Regarding the departmental work in the PLCs, we focused on how teachers identify students who may be struggling and what is done to support them. Synthesizing the individual departments responses, we noted the common ground of support for students who are challenged in the respective curricular areas.

**Identifying Students who are Struggling**
We use formal and informal assessments to note those who are challenged in our particular subject matter. For formal assessments, such as tests, projects, classwork, etc., we use PLC time to discuss the data produced, such as the quantity and type of skills-based questions that allow students to sufficiently demonstrate competency in areas on which formative assessments focused. We also use the data provided by our grading program to keep track of zeros, incomplete work, and late work. Informally, we observe how students work with others and complete late work in class. Teachers monitor progress during projects by looking for a disconnect in understanding while producing content. Any time there is a drop in a student’s progress through a grade in the classroom, we identify the student through these assessment strategies. We also identify students who may be struggling emotionally or socially as we teach to the whole child as indicated in our mission statement.

**Responding to Students who are Struggling**
Once we have identified a student who is challenged by the curriculum, we respond in a variety of modalities. We provide one-on-one check-ins during class time, Office Hour, and other times during the day such as before or after school or lunchtime. We also work with the Center for Learning to support student achievement on both formal and informal assessments. Our online platform, Blackboard, is used by most teachers to post resources to meet the various learning styles of students. Based off of formal and informal assessments such as projects, quizzes, interactive games (Kahoot, Socrative), etc. lessons are adjusted to meet the needs of the students, such as reteaching of material or reviewing of vocabulary. In certain situations, students may be provided with a note taker or work with the teacher to find an adequate substitution for obtaining needed material.

Another strategy we use in our classrooms is strategic seating arrangements. Depending on the student, that might be moving them to the front of the classroom or sitting them next to a student that can be a peer tutor when collaboration is required. Coordinating with the
Center for Learning, the guidance counselor, parents, and the students, we will create individualized or modified lessons to meet the specific needs of the student while still providing adequate assessment of skills. Many departments also have a late work policy which allows students to submit work for partial credit up to a certain point.

Finally, with regard to academics, many levels offer students the opportunity to do “test corrections” or review the exams that have been taken and earn partial credit back for recognizing their errors and understanding the correct answer. Mater Dei recognizes that collaboration can be the key when trying to create adaptive lessons and assessments. Therefore, each department ensures that PLC time is utilized to allow for these conversations, and the Center for Learning teachers will meet with departments to suggest strategies and answer questions.

For students who are struggling with non-academic issues which may or may not affect their academic achievement, we offer the following means of support.

- For emotional issues related to serious family illness or death, we refer students to the Director of Campus Ministry
- For distress related to other emotional struggles, social life, and other anxiety, we refer students to Outreach Concern and copy their academic counselor.
- Parents are contacted by the teacher or person to whom the student was referred for emotional and social issues.

4. In preparing for this progress report, we surveyed, students, parents, faculty, and staff regarding the school environment, opportunities, curriculum, the block schedule, and office hour. One of the goals was to gather information to discover how the block schedule and office hour were received and used. The change to the block schedule have allowed us incorporate office hour and PLC time to address student needs and achievement as well as curriculum development. This survey will also help inform decisions made by the school as we continue to grow and improve in all areas of campus life. The data from the survey reflects a positive school culture, a satisfaction with the quality of learning, and an approval of the block schedule and office hour.

   Faculty responded with a 68.93% response rate (71 respondents):

   - Job satisfaction: 94.37% satisfied or very satisfied
   - Culture at Mater Dei: 95.77% positive or very positive
   - Professional Development opportunities: 94.37% good, very good, or excellent
   - Quality of education students are receiving: 90.15% very good or excellent
   - Quality of the curriculum: 98.59% good, very good, or excellent
Staff responded with a 54% response rate (44 respondents):

- Job satisfaction: 88.64% satisfied or very satisfied
- Culture at Mater Dei: 90.91% positive or very positive
- Professional Development opportunities: 88.63% good, very good, or excellent

Students responded with a 20.58% response rate (440 respondents):

- Block schedule: 82.50% good, very good, excellent
- Office hour used for academics: 84.55% sometimes, often, majority of the time, essential for academics

Parents responded with a 17.51% response rate (321 respondents):

- Block schedule: 88.79% good, very good, excellent
- Office hour: 78.81% good, very good, excellent

Vital Growth Area: Endowment
In addition to the activities listed under #1 above, we continue to follow up with the leads (over 300) generated from the Market Smart survey administered in the spring of 2016. We have conducted cultivation meetings, phone calls, direct letters, and emails to work toward converting these leads into endowment donors. Through these efforts as well as the capital campaign for the performing arts, we have received notification of several new legacy gifts to the Monarch Legacy Endowment. Our “known” legacy estate gifts committed to the Monarch Legacy Endowment Fund now totals more than $25 million.

3. Please list any updated items in your Data Library. Give a brief description and rationale for these updates. Be sure to provide the item number as listed in the Data Library.

Items being updated in the Data Library are for questions that require three years of data as the information becomes available. These questions are: A13, A14, A17, A28, A29, B3, B9, B18, B23, B24, B25, B29, C4, C5, C6, C7, C29, C30, C32, C33, D33, D34, D35, E2b, E15, E16, E20b, E20c, E20d, E28, E29, E31, E32

In addition, the survey questions that we devised and their results have been added to the Data Library.