

**Mount Carmel School Board Meeting**  
**January 16, 2018**  
**Minutes**

**Attendees** - Teresa Anthony, Maureen Arnott, Andrew Barty, Jen Bruzzone, Carmen Corona, Fr. Ulysses D'Aquila, Ed Gory, Marie Hersh, Colleen Langridge, Jackie Nunez, Adam Plumpton, Karen Sammons

**Prayer** – Fr. Ulysses

**Pastor's Report** – Fr. Ulysses D'Aquila

- Carpet in the church has been pulled up and the sub floor is being cleaned before installation of the new flooring next week.
- Spanish Mass Music Director, Andres Garcia, has a brain tumor and is not expected to live much longer. Normally, he and Bianca Remminger (English Mass Music Director), cover for each other, but she will be going on maternity leave in late spring/early summer. They are hoping to find someone to cover the music program soon.

**Faculty Report** – Jen Bruzzone (WASC/WCEA)

- (see documents following the minutes)

**Principal's Report** – Teresa Anthony

- Applications for 2018-19 are being accepted through February 2<sup>nd</sup>. This is a low sib Kindergarten year.
- TK & K Info Night last Tuesday was well attended.
- Father Ulysses and Teresa will begin interviewing new parents the week of February 6<sup>th</sup> and continue the following week.
- Enrollment in elementary schools in the Archdiocese is down in general (see cluster data at the end of the minutes). However, both pre-school and high school enrollment is up.
- We are looking for tour guides for Open House on January 28<sup>th</sup>. It was suggested that older children partner with one of their parents as tour guides. Nori Jabba is organizing this.
- Catholic Schools Week is at the end of the month, (January 28<sup>th</sup> – February 3<sup>rd</sup>), beginning with the 10:00 Mass followed by Open House on Sunday of that week.
- We recently received a \$10,000 grant from the Gellert Foundation for Tuition Assistance.

**Pre-Kindergarten & A Kid's Place Programs** – Maureen Arnott

- The Pre-K Christmas program was presented in the evening for the first time. Attendance was much higher than when we did it during class time and everyone enjoyed themselves.
- New – 8<sup>th</sup> Grade Leadership program. 8<sup>th</sup> graders have volunteered to help at the lunch playtime for grades 1 – 4.

**PTG Report** – Karen Sammons

- 6<sup>th</sup> grade SpiritWear sale made about \$700 during Christmas (including basketball spirit shirts), and will continue with a limited selection of tops until the end of February. If the continued response is good, we may do this as a year =round fundraiser in the future. It would continue to be run by the sixth grade parents.
- Family Game & Lego Night, hosted by the first grade parents, is this Friday.
- 2<sup>nd</sup> grade parents will host the Open House Reception.
- We are looking for a new Mother-Daughter event, since the roller rink has closed. Not ice skating. Anything but ice skating. A suggestion was made for a Zumba or line dance night. Karen will look into it.

**Sports Program Report** – Ed Gory

- Basketball just finished its second weekend of games. Practices are going very smoothly and there have been no "sportsmanship" issues with fans at the games (it was a big problem throughout the league last year).

**Meeting adjourned** – 8:05 p.m.

Next meeting to be held on Thursday, February 22<sup>nd</sup>, at 7:00 p.m. in the Library. This is a change from the regular day of the month.

## WCEA 2019 Documents (as of 1/16/18)

### Mission Statement:

Our Lady of Mount Carmel is a welcoming and diverse community, rooted in Roman Catholic values, where students pursue academic excellence, grow in social awareness, and develop a passion for living out Jesus's message.

### Philosophy:

As part of a Roman Catholic parish, Our Lady of Mount Carmel School serves a diverse community and strives towards excellence.

In partnership with parents, teachers aim to meet the needs of all learners. Our rigorous curriculum fosters innovative thinking and develops academic perseverance, while also celebrating the value of creative expression and each individual's unique contribution to our world.

Students are challenged to follow in the footsteps of Jesus Christ through worship, service, and the practice of Social Justice. Students are also taught to respect all of God's creation.

Our Lady of Mount Carmel school graduates go forth living with integrity, loving like Jesus and learning with purpose.

## **CHAPTER 2 - CONTEXT OF THE SCHOOL**

### **A. SCHOOL PROFILE (with supporting data)**

Our Lady of Mount Carmel School traces its roots to 1885, when four Sisters of Notre Dame de Namur were invited to teach in Redwood City. In 1889, millionaire lumberman Charles Hanson gifted his home to the Sisters, who established the first school, Our Lady of Mount Carmel School Academy. The Academy remained at that location until the 1906 earthquake severely damaged the mansion. The Sister then moved the school to temporary quarters at the corner of Arguello and Brewster while funds were raised to begin construction of a new school. The new Our Lady of Mount Carmel School was dedicated in 1932 on the corner of Katherine and Grand, where it remains today.

The Sisters of Notre Dame de Namur were founded by Saint Julie Billiart in 1805. Saint Julie was known for her compassion and generosity toward the poor and uneducated. The Sisters of Notre Dame continued Saint Julie's mission by preparing and educating young people for life. Today, Our Lady of Mount Carmel School continues the charism of the sisters by educating students in the the tradition of the Sisters of Notre Dame de Namur. Saint Julie is remembered in the School Prayer, which was written by a former

student and is prayed at morning assembly: "...With the help of Saint Julie, let us be like her by keeping faith." Every two years, the school honors the Sisters of Notre Dame de Namur and their foundress by inviting the sisters to a Saint Julie Day Mass and luncheon.

Although the Sisters of Notre Dame de Namur are no longer on staff at Our Lady of Mount Carmel School, one classroom assistant is a Franciscan sister, the second grade teacher is a promised third order Pauline Cooperator, and one classroom volunteer is a Holy Name sister.

Information on the school profile is gathered and along with projections based upon trends is incorporated into the Five Year Plan, which is critical in planning and making decisions for future years. This plan helps to determine the number of students upon which the budget should be built, staffing needs, plant and facility upgrades, and development and marketing strategies, as well as curricular needs and expansions.

As of October 2017, the student population at Our Lady of Mount Carmel School was 40% male, 60% female, and 96% Catholic, with a total enrollment in pre-school - grade 8 of 307 students and class size ranging from 14 to 35. During the previous six school years, enrollment ranged from 284 to 308 students. With one class per grade level, the present capacity for Transitional Kindergarten is 16. For Kindergarten through eighth grade capacity is 315 according to Archdiocesan guidelines of 35 students per class. In addition, California state regulations allow for Our Lady of Mount Carmel School to operate a pre-kindergarten program of 15 students.

Our Lady of Mount Carmel serves a diverse community. During the 2017-2018 school year, about 40% of the school's population considered themselves Hispanic, which reflects an increase of approximately 10% from the school evaluation, this is inline with the population of Hispanics in Redwood City which the 2010 census said was about 39%. In addition, Our Lady of Mount Carmel School comprises of about 24% multiracial, Black, Asian, or Pacific Islander. Our Lady of Mount Carmel needs to continue to find way to attract and retain a diverse population through marketing and by offering more tuition assistance.

Over the last six years, kindergarten classes have averaged about 91% capacity with the last three years averaging at 83% capacity. The present class is at 74% capacity. This is due to the rise in tuition which was \$6100 in 2014 and is now \$6,830. This is a 12% increase over 5 years. Also, the rents and housing prices in our area have continued to rise. In the past 5 years rental prices have gone up about 35% and home prices have increased 88%. These factors, as well as fewer siblings in this years

Kindergarten class are reasons for this change. Since Our Lady of Mount Carmel School's last evaluation transitional kindergarten has been established and the pre-kindergarten was restructured. These actions have been implemented to help attract families from the beginning of their students academic years.

Of the staff surveyed, 100% indicates that of the staff and faculty feel that Our Lady of Mount Carmel School has a rich history with strong traditions. Overall, the staff feel they are treated with respect by the administration, are given opportunities for professional and personal faith development, understand their role in the school, have a voice in decision making, have access to technology, and are proud of the school's reputation. Of staff members, 97% feel that there is a spirit of Christian community among faculty, parents, and students.

This satisfaction translates to the students. Even though the upper and lower grade students took different surveys, in general, students are quite satisfied with Our Lady of Mount Carmel School and 89% report that they are learning about being Catholic at school. According to the surveys, 99% of the younger grade students feel that their teachers care about them, and feel that they belong or have many friends. The surveys showed that 89% of the older students believe they are academically challenged and teachers set high standards for them. Students responded positively to the variety of teaching styles and activities provided by Our Lady of Mount Carmel School. In general, students made positive comments about their school. However, 99% of the younger students are happy and like school but 69% our junior high students expressed some concerns socially and emotionally.

As evidenced by the parent survey, parent approval is high. A majority of parents feel satisfied that Our Lady of Mount Carmel School provides a challenging, comprehensive, and relevant curriculum for students. Of the 63 parents who completed the survey, 81% are pleased with the academic demands placed on their child, and 80% feel that the homework assigned is appropriate for their child's grade level. Parents also expressed their satisfaction that the school leadership encourages Catholic teachings and values. A majority of parents think that their child is receiving a firm foundation in the Catholic faith, and 89% think Our Lady of Mount Carmel School provides a Catholic atmosphere for their child to develop academically and spiritually. In addition, 92% feel that their children are learning in a neat, clean, and safe environment.

Although parents approve overall of their child's education at Our Lady of Mount Carmel School, 50% of the parents included comments. These stated they would like to see more ancillary programs. Specific areas of interest are music, drama, art, and study

skills. There were 23% comments with a focus on enrichment and Science, especially STEM.

Evidence:

- Parent, students, staff, and priest surveys
- Five Year-Plan
- City demographic data
- Appendix A forms
- Survey Responses and Disaggregated Data
- Marketing and admissions brochures
- School Prayer

## **B. USE OF PRIOR ACCREDITATION FINDINGS TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS**

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

Our Lady of Mount Carmel School is constantly in the process of school improvement. The Action Plan from the previous Self Study process, the In-Depth studies, and the Five Year Plan have all assisted the school in assessing the effectiveness of its programs and its impact on student learning. The previous Action Plan included three goals:

1. To further explore Catholic Social Justice teachings as it applies to service.
2. To use technology to expand multiple paths of instruction for students of differing abilities, learning needs and interests.
3. To further increase student performance in scientific inquiry.

To achieve the first goal of exploring Catholic Social Justice teachings as it applies to service, teachers focused on the Social Justice strand of improving the options available to the poor and vulnerable. Through community outreach projects and lessons on social justice, students have developed compassion and a desire to help others in need, both locally and globally. They have also demonstrated a better understanding of the imbalance of resources and global injustices.

This is evidenced by the students' written reflections of their many service experiences. Class discussions and student-initiated prayer also reveal greater awareness of others in need as well as increased knowledge of geography. In particular, the students are always conscious of the needs of our sister school in Tanzania and think of them first. Spiritual outreach in the form of letters to the marginalized and often-forgotten in our society has allowed the students to achieve a personal connection to those they are helping.

Faith formation has been an integral part of this action plan, and with support from the entire school community, students have developed a greater recognition of the call to service given by Jesus. In this way, the students are continually fulfilling their commitment to being active Christians.

Achievement of the technology goal to expand multiple paths of instruction for students of differing abilities, learning needs, and interests began with the acquisition of more instructional technology. In the past six years, Our Lady of Mount Carmel School has installed Apple TVs and Smartboards in all classrooms. Google Classroom has been implemented as a new path of instruction, giving teachers the ability to easily share approved websites, preselected videos, and documents with students. Teachers also attended professional development classes to increase their understanding of how to integrate technology into the classroom. These additions have resulted in more effective, innovative, and individualized instruction.

Our Lady of Mount Carmel School has also made it a priority to acquire both hardware and software for student use. The school currently possesses enough iPads, Chromebooks, and laptops to accommodate one-to-one usage. In addition, a variety of online programs, which include adaptive programs, and new apps for lower grades have been integrated into the classroom. These allow for differentiation and immediate feedback. Gmail accounts for students in grades three through eight have allowed the students to have a digital locker, supporting students with organizational challenges and decreasing the amount of lost or misplaced paperwork. Individual email accounts in grades five through eight have provided a convenient means for students to communicate with their teachers, encouraging them to be self-advocates.

As evidenced by teacher observation, there has been greater student interest and engagement in assignments; quality and complexity of work and independent inquiry have also increased.

In the time since our last accreditation, Our Lady of Mount Carmel has taken action towards increasing student performance in scientific inquiry through the adoption of new science curricula, the implementation of the Next Generation Science Standards (NGSS), and increased teacher training. Both Nancy Larson Science and StemScopes incorporate hands-on learning and interactive explorations of concepts. From 2013-2015, Our Lady of Mount Carmel provided a dedicated science lab assistant on site to support teachers with the set-up and breakdown of lab materials which in theory would allow the teachers more time to plan and implement lessons; however, when Nancy Larson was adopted, the program came with pre-prepared hands-on activities which did not require the time of the lab assistant. This program has proven effective in student achievement. Overall, there was an upward trend in the ITBS scores for 2014 and 2015, as well as multiple awards received in the County and State Science fairs. However, a relatively large number of responses to student surveys (10%) and parent surveys (33%) indicated an interest in continuing to improve aspects of the science program, and the need for more student-led inquiry still exists.

The faculty began the process of curriculum mapping to articulate and record what was being taught at each grade level. This enabled teachers to identify gaps and redundancies in each subject area. This process was helpful in creating a continuous refinement of the curriculum and helping students obtain a deeper, more complete knowledge base in all subject areas. As the focus of the archdiocesan meetings shifted from curriculum mapping to Common Core Math and ELA, the time spent on curriculum mapping reduced. There is a need for increased focus on curriculum mapping to support student learning.

Differentiated instruction to support all learners has been ongoing. Leveled math and reading groups are used across the grade levels, and teachers regularly reteach and remediate as needed. They also attend professional development to understand how to incorporate differentiated instruction into the classroom environment. Enhanced

instruction and enrichment opportunities are offered to students who would benefit from an additional challenge. However, implementing new strategies has been a challenge due to constraints of time, resources and budget (e.g., a specific enrichment program was in place until the 2017-2018 school year but was discontinued because of budget constraints). Therefore, we have relied heavily on technology programs to help differentiate instruction.

Our Lady of Mount Carmel School is involved in a continuous process of school improvement during the years in which a WCEA accreditation is not taking place, as evidenced by participation of faculty in professional development opportunities, completion of In-Depth studies, development and use of curriculum maps, analysis of tests scores, expansion of programs, updates of the Five Year Plan, and the increased use and acquisition of technology, such as Chromebooks, iPads, Apple TVs, and Google Suite for students in grades third through eighth. The administration and faculty relay all of these accomplishments and improvements to the school community through the Parents' Weekly Newsletter, School Board meetings, faculty meetings, parent meetings and the school website.

Evidence:

- Previous Self Study and Report of Findings
- Previous Action Plan and annual updates
- Copies of Annual Reports to WCEA Elementary School Commissioner
- In-Depth Studies
- Curriculum Maps (need to locate)
- Five-Year Plan
- Parents' Weekly Announcements

- ITBS/STAR testing scores
- School Board minutes
- Survey responses
- Student work

## WCEA Committees {Chapter 3}

### Chapter 3A: Assessment of the School's Catholic Identity

- Pichi\*
- Laurin

### Chapter 3B: Defining the School's Purpose

- Gina M.\*
- Jess
- Jen

### Chapter 3C: Organization for Student Learning to Support High Achievement of All Students

- Jen\*
- Teresa
- Pat
- Maureen

### Chapter 3D: Data Analysis and Action to Support High Achievement of All Students

- Peggy\*
- Kalei

### Chapter 3E: SLE's and Standards-Based Curriculum to Support High Achievement of All Students/ Acceptable Progress by All Students

- Janice\*
- Amanda
- Gabrielle

### Chapter 3F: Instructional Methodology to Support High Achievement of All Students/ Acceptable Progress by All Students

- Gina F.\*
- Sheila
- Shauna

### Chapter 3G: Support for Student Spiritual, Personal and Academic Growth

- Kelly\*
- Karen
- Ann
- Laurin
- Lori

### Chapter 3H: Resource Management and Development to Support High Achievement of All Students

- Teresa\*
- Maureen
- Beth