

Progress Report

In 2005, St. Ignatius College Preparatory celebrated its 150th year of educating students to become men and women for and with others. On June 4, 2005, over 7,000 students, parents, graduates, faculty, dignitaries, and neighbors attended “A Day on the Boulevard” to celebrate this grand occasion. The sesquicentennial celebration exemplified the vibrant and collaborative spirit of St. Ignatius College Preparatory.

Several changes have taken place at St. Ignatius since the last accreditation, the most compelling of which is the change in leadership. Fr. Anthony P. Sauer, S.J., retired after serving as SI’s president for 27 years. For the first time in its history, the 2006-2007 school year began with a new President, a new Chair of the Board of Trustees, and new Chair of the Board of Regents. New technology, new classrooms, and new facilities are other changes that, combined with the 150-year-old history and tradition of Jesuit education, continue to ensure excellence at St. Ignatius College Preparatory.

The following is a brief narrative describing progress on the recommendations from the 2001 WASC Visiting Committee.

Schoolwide Critical Areas for Follow-up

Category A. Organization for Student Learning

- 1. That the Board of Trustees, Board of Regents and school leadership continue to develop and expand collaboration with all stakeholders, especially faculty, parents and students, in the ongoing evaluation, planning and implementation of the Expected Schoolwide Learning Results (ESLRs) and schoolwide action plan.*

The Board of Trustees, the Board of Regents, and school leadership have continued to develop and expand collaboration with all stakeholders in the ongoing evaluation, planning, and implementation of ESLRs in many ways over the past six years. The following are some concrete examples of this collaboration.

In December 2005, Father Anthony Sauer, S.J., announced his retirement as President after serving for 27 years. For the first time in the 150-year history of St. Ignatius, the California Province of the Society of Jesus delegated the hiring of the next president to the Board of Trustees, with final approval of a Jesuit candidate by the Provincial of the California Province. The Board of Trustees, expanded in 1998 to include lay members, formed a Search Committee for the purpose of recruiting and interviewing suitable candidates for the position. The Search Committee was comprised of representatives from the Board of Regents, faculty, administration, parents, alumni, and the Jesuit community. The candidate selected by the Search Committee was approved by the Board of Trustees, and by the Provincial of the California Province of the Society of Jesus. Reverend Robert Walsh, S.J., took over as President in July 2006. The process by which Fr. Walsh was selected is an excellent example of an inclusive and collaborative leadership at St. Ignatius.

The school website has become the lifeline of communication for the SI community. Information regarding all aspects of the school is promulgated on the website. Beginning with the Class of 2009, prospective students applied for admission exclusively through the website. Parents are able to update contact information through the website. Teachers post assignments and students turn in papers through the SI website. Professional development events and employment opportunities are advertised on line. In Fall 2005, it was determined that the website needed redesigning. A committee was formed to provide recommendations and suggestions for the new website. Input from teachers, alumni, parents, and students was critical to the success of the upgrade, and stakeholders from the entire school community were included on the committee. Final design recommendations were presented to school administrators and regents, and the result has been a far more useful and dynamic website.

In 2004, the Principal initiated a series of meetings for incoming freshmen parents. At these meetings, the Principal reviews the school mission, the graduation outcomes (*The Grad at Grad: Profile 2020*), and important school policies. Parents are encouraged to ask questions and share concerns about their children's new high school experience. Parent feedback about these meetings has been very positive.

Our students and graduates established the Community of Concern in 2000 to enhance the partnership among parents, students, and the school to reduce the use and abuse of alcohol and other drugs. A major focus of the Community of Concern the past six years has been parent education. Many parents were not aware of the new research on the effects of drugs and alcohol on the adolescent brain and resultant behavior. The Health Education Coordinator, in conjunction with input from SI parents and other Bay Area educators, created a program specifically designed for incoming and returning parents. In the fall of 2006, returning parents attended a meeting that allowed them to divide into small groups and discuss the major sources of stress for their children. Each small group had a facilitator to direct the conversation and take notes. The notes from all the groups were compiled and will be used by the both the Community of Concern in creating drug and alcohol education, and the Stressed Out Students Committee in determining stress reduction strategies. Parents also expressed great approval for holding this type of meeting.

Each of these examples cited above illustrates the inclusive and collaborative approach to governance at St. Ignatius.

2. That the Board of Trustees, Board of Regents and entire school community utilize the WASC Focus On Learning process as a means of continuing future planning by using the Action Plan as the basis for their next Long Range Planning Project/Five Year Plan, thus creating a single strategic plan for future growth.

The Action Plan created for the 2001 WASC Focus on Learning Process was combined with the St. Ignatius Long Range Planning Process/Five Year Plan creating one strategic plan for future growth. This has worked very well and will serve as the process for the

2007 FOL Action Plan and Long Range Strategic Plan. The combination of these two plans has allowed for greater collaboration, smoother communication, and more effective use of resources in strategic planning and implementation. The creation of the Director of Development position in 2005 has increased communication between the school and the Development Office. The Director of Development attends monthly staff meetings and is a member of the Debriefing Committee. Plans are underway for the next iteration of the Strategic Plan. The Chair of the Board of Trustees has created an Executive Committee comprised of regents and administrators to review common assumptions and design a strategic plan that incorporates the FOL Action Plan.

- 3. That the Jesuit community work with the school's president to continue actively seeking ways to communicate and foster the Jesuit charism and spiritual growth among all members of the school community: administration, faculty, staff, students and parents.***

The Adult Spirituality Team, in conjunction with the Jesuit Community, has continued to communicate and foster the Jesuit charism to all members of the school community. The Adult Spirituality Team, comprised of four part-time faculty, is responsible for providing voluntary and mandatory events for the school community. Mandatory events for faculty and staff include Ignatian Evenings, the annual Faculty and Staff Retreat, and Ministry Mornings. Volunteer activities include the Arrupe Project, Men's and Women's Retreats, spiritual direction, and Lenten and Advent prayer services. The Arrupe Project features monthly events designed to educate participants about Ignatian spirituality and to provide an experience of Ignatian spirituality in practice. Members of the Board of Regents are invited to Arrupe Project events and to Ignatian Evenings. The Board of Regents participated in its first retreat in June 2006. The Ignatian Guild Retreat is designed for SI mothers. The Adult Spirituality Office, in conjunction with the Campus Ministry Department, hosted a Lenten lecture series for parents in 2006, and reinstated the celebration of the Triduum on campus in 2005. Recognizing a growing need, the Adult Spirituality Office has increased staffing. Beginning in the fall of 2006, a new position has been funded to communicate and foster the Jesuit charism to off-campus coaches.

- 4. That the administration, faculty and staff evaluate and strengthen the student leadership program and provide further leadership training so as to, "develop the leaders of tomorrow."***

The administration, faculty, and staff have continued to evaluate and strengthen the student leadership program. The InSignis program, in Campus Ministry, was developed specifically to provide leadership opportunities for students. Seniors apply to InSignis (over a 100 seniors typically belong to the program) and they are trained to assume various leadership roles within our retreat program. The training for the retreats, particularly the Kairos retreat, is thorough and intense.

The Assistant Principal for Student Affairs has also developed a new program called the "Big Cats/Little Cats." This program is designed to help facilitate and mentor the incoming freshmen class each academic year. Through a vigorous application process,

approximately 140 senior class members are selected and trained on campus prior to the start of the academic year. These students are responsible for Freshman Orientation and provide ongoing informational support throughout the year for the freshmen class.

Over the last six years, the make-up of the Student Council has changed considerably. In order to run for office and participate in student government, juniors must attend two of four Leadership Evenings in February and March, led by the Assistant Principal for Student Affairs. The first three evenings feature various faculty speakers, while the last evening is facilitated by current Student Council Moderators. The theme of these Leadership Evenings is “developing leaders of competence, conscience, and compassion.” Midway through second semester, the faculty is asked to nominate students who have demonstrated leadership potential. Those students are encouraged to attend the leadership evenings in preparation for serving in some leadership capacity the following academic year. Once elected, student leaders attend summer workshops on student leadership, and return to campus with new ideas and projects. The student body officers, class representatives, and club and athletic representative make up the Student Council. The Executive and Student Councils are moderated by the Assistant Principal for Student Affairs and the Student Council moderator, both of whom share the goal of training students to be leaders.

Student leadership is a shared outcome for all clubs. In the past six years, the more than 60 participating clubs have been categorized as: Student Government, Community Outreach, Affinity Clubs, Affiliated Clubs, Academic Clubs, Service Clubs, Publications, and Social Clubs. Due to the volume, interest of our faculty and awareness needed to promote our club presence, the new position of Club Coordinator was established in 2006. Each club also has a faculty moderator, club president, and vice-president who are responsible for monthly meetings, sponsoring school-wide events, and community-building activities. The established leadership goals help to guide students through agendas, foster effective communication, and emphasize reflection and evaluation. The current Tech Club has begun assisting each club with establishing a web presence to inform the general community of coming events and sponsored activities.

Student leadership opportunities have increased over the last six years, and student leadership continues to be a goal for all clubs at St. Ignatius.

Category C. Support for Student Personal and Academic Growth

5. That the school community develop a comprehensive drug and alcohol education program because of the needs expressed by parents and students.

The position of Health Education Coordinator was created in 2002. The Health Education Coordinator is a member of the Counseling Department who is responsible for creating and implementing drug and alcohol education programs for parents and students. The Health Education Coordinator is also responsible for implementing a peer counselor program. Over the past four years, a strong parent education program has been initiated. All parents are required to attend an educational evening annually. The topic for

freshmen parents is the physiological effects of alcohol and drugs on the adolescent. A physician presents facts based upon current brain research. The PowerPoint presentation is quite compelling, as much of the information is new to parents. Following the scientific presentation, a panel of recent graduates presents issues and concerns about drinking during high school. Sophomore, junior, and senior parent evenings feature topics that vary from year to year, but these parent evenings always build upon the information presented freshman year. In 2004, parents were challenged to examine their own drinking habits, in 2005 the topic was parental expectations of their children, and 2006 explored causes of student stress. Educating parents is the first and perhaps most powerful step in preventing drug and alcohol abuse in adolescents.

The next step is educating students. Over the last six years, a peer-counseling program has been initiated. Interested students can enroll in the Peer Counseling class, and become trained as peer counselors. Research indicates that students helping students is a very powerful tool in dealing with adolescent issues, including drug and alcohol abuse.

It has become clear that drug and alcohol abuse is a complex issue that cannot be treated in isolation. Stress, depression, and low self-esteem are all factors contributing to drug and alcohol abuse. Thus, a comprehensive, cross-curricular *student wellness program* (including drug and alcohol education) will serve as our focus over the next six years.

Key Issues for Organization for Student Learning

- 1. That the school community seeks ways to communicate to its students the vision it possesses in the Profile 2000, the Mission Statement and the newly developed Expected Schoolwide Learning Results (ESLRs).***

At the opening faculty meeting in August 2005, the St. Ignatius faculty and staff reaffirmed their commitment to the *Grad at Grad: Profile 2020*. The original *Graduate at Graduation* document, first written in the early 1980s, communicates a vision and set of outcomes shared by all Jesuit secondary school in the United States. *The Grad at Grad: Profile 2020* is included in the Faculty and Staff Handbook, the Student/Parent Handbook, and the Athletic Department Handbook. The St. Ignatius Expected Schoolwide Learning Results are a condensed version of the *The Grad at Grad: Profile 2020*, and are posted throughout the school and in every classroom. The Religious Studies and Social Science Departments have developed projects that incorporate *The Grad at Grad: Profile 2020*. Teachers are very deliberate about weaving the ESLRs throughout the curriculum, with specific outcomes addressing each ESLR. For example, students in World History 2 write a research paper on a historical figure that has demonstrated “Ignatian leadership,” and the senior Religious Studies core course begins and ends with a reflection on the characteristics in *The Grad at Grad: Profile 2020*.

The recent tradition of selecting a theme for the school year has evolved over the last six years. Many times the theme is chosen based on issues or concerns from the preceding

year. The theme of “community” was chosen after a year plagued with theft. “Cura personalis,” or care for the individual, is the theme for 2006-2007, chosen because of a concern over the “disconnect” between student behavior at school and conduct outside of school. The theme is woven into many aspects of the school, including the Mass of the Holy Spirit, Transition Liturgy, faculty and student retreats, faculty in-services, and morning prayer. The goal is to be intentional about remembering (even in our hectic day-to-day schedules) and putting into action the mission and vision of St. Ignatius.

- 2. That the Board of Trustees, Board of Regents and school leadership continue to develop and expand collaboration with all stakeholders, especially faculty, parents and students, in the ongoing evaluation, planning and implementation of the Expected Schoolwide Learning Results (ESLRs) and schoolwide action plan.***

(See Schoolwide Critical Areas for Follow-up #1.)

- 3. That the school leadership seek ways to better inform all faculty and staff of the nature of the governing authority’s role so that faculty and staff may come to appreciate and value the complexities and challenges facing school leadership today.***

Many changes have taken place in school leadership since the last accreditation, most notably the retirement of Fr. Anthony Sauer, SJ, after serving as President of St. Ignatius for 27 years. The transition to a new president, accompanied by numerous meetings and much discussion, reflection, dialog and prayer, has served to illustrate the complex nature of school leadership, and its role in the life of each member of the community.

The school administration annually reviews pages 15-18 of the Faculty Handbook to ensure a clear understanding of an administrator’s role at every level. Job descriptions of each position are annually reviewed in conference with the principal at the end of each year as a part of the performance evaluation.

Furthermore, section 6.40 in the annual supplement to the Faculty Handbook appraises the community of the makeup of the nine standing committees that report to the principal and administrative staff on matters of schoolwide importance.

These pages demonstrate the complexity and challenges of school leadership today, both in the day-to-day operation of the school and in long-range planning.

- 4. That the Board of Trustees, Board of Regents and school leadership utilize the WASC Focus on Learning process as a means of continuing future planning by using the action plan as the basis for the next Long-Range Planning Process/Five Year Plan thus creating a single strategic plan for future growth.***

(See Schoolwide Critical Areas for Follow-up #2.)

5. That the school leadership seek ways to inform and involve the school community in the process of decision making, thus strengthening school-wide collaboration.

The school leadership has continued to seek ways to involve and inform the school community in the decision-making process. The SI website features every aspect of school life, and it has greatly increased and streamlined communication with students, parents, and alumni. Parents are kept up-to-date through the Principal's Newsletter, now distributed online twice a month. Additional free-period meetings have been added to the schedule for faculty, as well as an additional Faculty Forum. Faculty representation on the Debriefing Committee was increased, and beginning in the fall of 2006, two faculty representatives attend the monthly general staff meetings. Over the past six years, the school administration has been more intentional about communicating with parents, particularly in areas of student health and safety. Additional mandatory parent meetings have been implemented which focus on student health. The principal has communicated directly with parents informing them of policy changes regarding student abuse of the Internet and of drugs and alcohol. "Coffee with the Principal" sessions were initiated during the fall of 2005. Parents are invited to small-group presentations about how the school's mission and vision translate into daily life at SI. These sessions are very well attended, as are all parent meetings.

6. That the Jesuit community work with the school's president to continue actively seeking ways to communicate and foster the Jesuit charism and spiritual growth among all members of the school community; administration, faculty, staff, students and parents.

(See Schoolwide Critical Areas for Follow-up #3.)

7. That the administration, faculty and staff evaluate and strengthen the student leadership program and provide further leadership training so as to "develop the leaders of tomorrow."

(See Schoolwide Critical Areas for Follow-up #4.)

8. That the Counseling Department provide teachers with more in-depth information about "at-risk" students, and students with learning differences so as to enhance the learning experience of those students.

The Counseling Department is undergoing a major transition in order to meet the needs of our students and better assist them in achieving our school outcomes. Beginning in Fall 2006, students will keep the same counselor for four years. This will allow counselors to know their counselees better and will support teachers more effectively in dealing with students. The Counseling Department has also gone through a physical change since the last accreditation. The creation of the Counseling Center has increased communication and collaboration among the counselors themselves and between counselors and teachers, and it has provided space for students to explore career and college information. The Center includes a small testing room, supervised by the

Learning Specialist. The Learning Specialist provides teachers with lists of students with learning differences, and she works with teachers to help support those students. Counselors are in constant communication with teachers and administrators regarding at-risk students. Additionally, in the past three years, the Counseling Department has held workshops for teachers on specific topics (cutting, eating disorders, child abuse reporting procedures) to better assist teachers in working with students. Technology has eased communication regarding at-risk students. Starting in Fall 2007, Schoolmaster will alert all faculty, when appropriate, to students with medical or academic issues. Finally, the newly appointed Student Support Services Director works very closely with the Counseling Department, the faculty, and the students who are at risk of not succeeding at St. Ignatius.

9. That the Alumni Office survey recent alumni to ascertain their leadership experience and participation in community service activities so that the administration can more accurately assess the leadership programs and activities currently in place for students.

While the academic departments have increased alumni surveys, surveys regarding community service and leadership have not been implemented. There is great interest in providing more in-depth alumni surveys on a variety of topics. A member of the math department has been given release time to serve as School Statistician, and he will coordinate alumni surveys and tabulate and interpret the results. This is an area of growth for all aspects of the school.

10. That the administration, counseling department and school community examine and design a plan to educate students and faculty on diversity issues, particularly in regard to sexual orientation, race, socio-economic status and academic ability.

The Magis Program has been successful in supporting first generation college-bound, low-income, and traditionally underrepresented students at St. Ignatius. Academic, financial, and social support are the primary focuses of the Magis Program. Historically, the Director of the Magis Program has worked with teachers and counselors on specific strategies to help support students. Over the past three years, The Magis Director organized and chaired several “struggling student” workshops and level meetings. These meetings were very well attended, and resulted in a list of specific action items that teachers could implement to support students. The job description of the Magis Director has been restructured to include the responsibilities of Director of Diversity. As such, the Magis Director will be responsible for educating students and faculty on diversity issues. Personnel in the Magis office changed in Fall 2006, and the new director is eager to work with the Professional Development Committee and the Student Council to organize workshops and in-services. The Magis Director also chairs the Angel Club, which provides an opportunity for faculty and staff to support low-income students with such things as a prom dress, a class ring, or Christmas Dance pictures. The Angel Club is unique because donations come solely from the faculty and staff and go directly to our students.

Due to the added responsibilities of the Magis Director, the academic component of the Magis program was delegated to the new Student Support Services Center (SSSC) at the beginning of the 2006-07 school year. The function of the SSSC is to provide support to any and all SI students who struggle academically, with particular focus on students who fit the Magis profile. SSSC services include

- One-on-one peer tutoring
- One-on-one subject-specific faculty tutoring
- Time management, organization, and essay writing workshops
- UC personal statement workshops
- Before and after school tutoring/study hall.

The SSSC Director works very closely with the Magis Director, teaming up to identify and support SI students in need of academic and social/cultural support.

11. That the school leadership and staff give consideration to additional support for the Learning Specialist so that greater assistance can be given to students with learning differences as well as teachers who must provide accommodations for them.

The creation of the Counseling Center has resulted in more effective and efficient communication among the counselors. The Learning Specialist works with each counselor in identifying students who might have learning differences. The counseling secretary is much more able to assist the Learning Specialist now that they are in close physical proximity. To date, the Learning Specialist has stated that her caseload is appropriate and manageable. However, a new Learning Specialist joined the Counseling Department in Fall 2006, and the question of additional support for this position will be reviewed in 2007.

Critical Issues for Follow-Up

1. That the administration, faculty and Professional Development Director establish specific guidelines and ongoing training for faculty and staff in order to guarantee that technology is integrated into the curriculum;

A great deal has changed in the area of technology at St. Ignatius since the last accreditation. The number of personnel working in technology has doubled, with the St. Ignatius Technology Team comprised of four full-time and two part-time employees. The IT Director has established processes and procedures for working with faculty regarding computer repair, training, purchasing, and infrastructure planning. A Tech Center has been built, and the Tech Team remains very accessible to students and faculty. A member of the Tech Team is available in the Faculty Workroom every morning for an hour before classes. Additional equipment has been purchased, including LCD projectors and digital presenters for every classroom, tablet laptops, and web cameras. Several faculty in-services and workshops have been dedicated to technology training and classroom implementation. The Tech Team has provided some of this training, others

have featured SI teachers demonstrating how they integrate technology into the classroom. All teachers are required to maintain a presence on the web, either by using The Homework Site or their own websites. Some teachers have been more successful than others in integrating classroom technology, so ongoing training will remain a priority. The Tech Team introduced the idea of distance learning, and a few teachers are experimenting with online components of their courses, as well as posting audio and visual units onto their websites. SI is a member of the Educational Technology Leadership Conference (ETLC), a consortium of technology leaders from Bay Area Catholic/Christian schools that meets regularly to and share ideas and offer mutual support, as well as plan for its annual conference for teachers, administrators, and educational technology specialists. The SI Technology Committee is comprised of the Tech Team, two faculty representatives, the Principal, Assistant Principal for Academics, Director of Professional Development, and the Director of Scheduling. The Tech Committee meets monthly and address topics such as the creation of the school's Technology Plan, the adoption of new hardware and software, and the school's overall training and support needs.

2. That the Counseling Department, the Learning Specialist, and faculty examine and evaluate its Special Needs Program with respect to increasing and implementing greater strategies and accommodations techniques for students served by this program;

The Counseling Department (including the Learning Specialist) has spent a great deal of time since the last accreditation examining and evaluating its entire program. Several personnel changes have taken place within the department, and structural changes have also been implemented. The most important of these changes has been the shift to a "9-12" caseload model. In the past, students had the same counselor for their first two years, then moved to an upper-division counselor for their last two years. Students will now have the same counselor throughout their four years at St. Ignatius. This should allow counselors to know and support their counselees more completely.

All students who have documented learning differences are allowed extra time on any test or quiz. The Learning Specialist circulates to faculty a list of students on her caseload, and she works with faculty on providing appropriate accommodations. The primary responsibility for learning, however, clearly remains with the student. The Learning Specialist continues to focus on tailoring individual strategies to meet students' needs and to provide students with self-advocacy skills.

Over the last several years, the faculty (including the Counseling Department) have reflected on the needs of "at-risk" students who do not have documented learning disabilities. These students may fall under a variety of categories, including low income, first-generation college bound, or traditionally underrepresented. They might also be very traditional St. Ignatius students who, for whatever reason, are not thriving at SI. Several ideas and strategies were discussed, and some have been implemented. The most important of these is the restructuring of Magis Program personnel, resulting in the creation of the Student Support Director position. The Student Support Director works

closely with the Counseling Department, the Learning Specialist, the Athletic Directors, and the Magis Director to identify at risk students and to intervene on their behalf. Additionally, the Student Support Services Director is tasked with creating and coordinating programs to support students, including student workshops on study skills, time management, test-taking strategies. In Fall 2006, the first “Get Ready for Final Exams” workshop was offered for any freshmen student. Nearly half the freshmen class attended one of the sessions. One weakness of the Student Support Services program is the lack of a permanent location. Workshops are held in empty classrooms all over campus. A proposal for the creation of a Student Support Center is under consideration and could become a reality by Fall 2007.

3. That the administration and all appropriate faculty committees study, design, and implement appropriate schedule modifications in order to address the frequent interruptions to the learning and teaching process;

A major evaluation of the current schedule was undertaken immediately following the last accreditation. After an exhaustive study which included observations of other schedules and other schools, and input and reflection from all members of the school community, it was determined that the current schedule was best suited to student achievement of ESLRs.

Within the current schedule, however, interruptions to the teaching and learning process have been reduced significantly. Several steps have been taken to safeguard class time, including the implementation of meeting periods once a week, which allows events such as, SAT distribution, the oratorical competitions, and Reconciliation, to be taken care of outside of class time. Additionally, five minutes has been added to the daily announcement period. Finally, the Assistant Principal for Student Affairs has taken great care with the calendar to ensure as many “regular” school weeks as possible.

4. That the Counseling Department design and implement a tutoring program that best meets the needs of students who request this service and formalize an evaluation process in order to strengthen its tutoring services for students;

Many tutoring services are available to students at St. Ignatius. The Academic Council, the Student Support Services Center, and the Counseling Department work together to provide, organize, and promote tutoring. The Student Support Services Director (new in Fall 2006) coordinates tutoring sessions for all academic departments and for all students. Supervised study/tutoring sessions are held Monday through Thursday from 7:30 am-8:15 a.m. and from 2:30 p.m. – 3:15 p.m. Students on academic probation (below a 2.00 at the semester) are required to attend twice a week. Teachers may refer any student for any academic reason to the study session. Additionally, students are welcome to use the study sessions voluntarily on a drop-in basis. The Math and Science Departments have daily tutoring sessions, with teachers taking turns hosting the session. All students are welcome to drop in. The Student Support Services Center sponsors workshops that focus on study skills, test preparation, time management, and organization. Finally, all teachers are required to honor set office hours. The Student Support Services Director, in

conjunction with the Counseling Department, is responsible for synthesizing the information about the different tutoring opportunities, and promoting it to all students.

- 5. That the English Department, in concert with all other academic departments, collaborate toward developing an integrated approach to improve writing across the curriculum;*

The most fundamental writing styles taught by the English Department naturally move toward developing an integrated approach to improving writing across all curriculums. The three most basic approaches to paragraph and essay writing--descriptive, narrative, and expository--all work to improve student writing as it applies to all academic departments. Specifically, during the freshman year at St. Ignatius, all teachers of freshmen develop the expository paragraph and essay writing techniques in their students. These skills become immediately applicable to expository writing in the Social Science and Religious Studies departments. During that first year of study, the Social Science Department assigns extensive expository essays to freshmen, and this assignment would not be effective if the English Department did not specifically teach the expository writing skills that make up the foundation of such an assignment. Furthermore, the success rate on A.P. tests in the English Department and other departments where essay writing is an integral component of the A.P. test requires expository writing skills primarily developed in the curriculum taught through our English classes. In these ways, the department develops an approach that improves writing across the curriculum and throughout multiple departments.

- 6. That the Alumni Director and Counseling Department design a survey of its graduates to measure the degree to which they have achieved the Expected Schoolwide Learning Results (ESLR's) with respect to personal, spiritual, and career success.*

The use of data to determine student and alumni achievement of ESLR's is a major area of growth over the next six years. The Alumni Director, in collaboration with the School Statistician, the Academic Council, the Assistant Principal for Student Affairs, and the Assistant Principal for Campus Ministry will work toward creating a process to gather and interpret data that will help us determine the degree to which students have achieved the ESLRs.

Key Issues for Support for Student Personal and Academic Growth

- 1. That the Campus Ministry Department consider increasing training and support for faculty who will assist with student retreats and will be leaders in the Immersion program.*

The number of hours spent training faculty as student retreat team members has fluctuated over the past six years. Various factors, including the experience of the faculty

team, roles of the faculty members on the retreat, modifications in the retreat program, and changes in personnel in Campus Ministry have resulted in a range of training methods for faculty retreat team members. When significant changes in the Kairos retreat were first proposed, there was some concern that the amount of training required for faculty was too great. The number of training hours has since been reduced, and currently faculty training for the junior and senior retreats is manageable. The Campus Ministry Team has created very thorough retreat binders that detail carefully the role of the faculty leader for both the junior and senior retreats. Meetings are held at lunch, after school, and Sunday evenings to review procedures. Faculty who are new to a retreat program receive additional training. For evaluation purposes, Campus Ministry solicits input from faculty members after the retreat. The training for Immersion has also been increased. Immersion Directors are introduced to the tenets of the Jesuit Volunteer Corp, study the structure and role of prayer, create exercises for use during the Immersion, and design a closing retreat for the experience. The Coordinator of the Immersion Program also provides individualized help for directors.

- 2. That the administration, faculty and staff evaluate and strengthen the student leadership program and provide further leadership training so as to “develop the leaders of tomorrow.”***

(See Schoolwide Critical Areas for Follow-up #4.)

- 3. That the school community develops a comprehensive drug and alcohol education program to meet the expressed needs of parents and students.***

(See Schoolwide Critical Areas for Follow-up #5.)

- 4. That the administration consider ways of integrating off-campus coaches into the high school community in order to secure their understanding of the values of St. Ignatius College Preparatory community.***

Integrating off-campus coaches into the St. Ignatius school community is a priority for the Athletic Department and the Assistant Principal for Student Affairs. The Athletic Department holds meetings with coaches specifically to discuss the school philosophy, and the way in which Jesuit education translates into athletics. New coaches meet in small groups with experienced coaches to discuss the role of the coach in a Jesuit high school, and to brainstorm concrete ideas for implementing Jesuit education on the field. Practices are observed by the Athletic Department with school outcomes in mind, and feedback is given to coaches. Athletes have an opportunity to evaluate their coaches at the end of the season, and several questions pertain to the philosophy and goals of the program. In Fall 2006, the Athletic Department began working with a member of the Adult Spirituality Team to create a program about Ignatian spirituality, specifically for off-campus coaches. Staffing in the Adult Spirituality Team was increased for this purpose. Two well-attended workshops regarding Ignatian spirituality were held for off-campus coaches in 2006. The Athletic Department will debrief these events with Adult Spirituality, and they will plan future sessions with that feedback.

- 5. That the administration consider the co-curricular needs of the school community when hiring new members to the faculty thus strengthening the entire school program.***

The school administration is dedicated to “hiring for mission.” Each and every teacher candidate is carefully screened for his or her ability to contribute significantly to the three areas of the school: academics, campus ministry, and co-curricular. Candidates interview with the Department Chair, all three Assistant Principals, and, when appropriate, the Athletic Director. Feedback from all interviews is gathered and reflected upon before a decision is made. Hires are made with the strength of the whole program in mind. Job openings are posted in a variety of locations, including Craig’s List, the JSEA and NCEA job banks, and colleges around the country. The strength of the faculty is evidence that this labor-intensive process is worthwhile.

Key Issues for Resource Management and Development

- 1. That the school continue to consider, explore and develop ways to alleviate overcrowding in the instructional facilities.***

The school population has remained constant over the last six years at about 1415. Decreasing the school population would ease crowding, but would have other undesirable effects including an increase in tuition, and more competitive admissions in an already highly competitive pool of applicants. The school has taken advantage of 0 period (7:30 a.m. – 8:20 a.m.), 8th period (after school or evenings), and summer school to offer courses, thus slightly easing overcrowding in the academic building.

More significantly, the school has embarked on a new facilities program, which parallels the three aspects of the school:

- Academics: a new on-campus choral building and four new classrooms
- Campus Ministry: the acquisition of a retreat center (off campus)
- Co-curricular: increased field space, (off campus)

All three projects were begun Spring 2006. New field space will be available by Spring 2007. The on-campus building project is scheduled for completion by Fall 2008. Plans for a retreat center have proven to be more troublesome. A site identified in Marin County looked promising but eventually was not viable. Other sites in Marin County are under exploration.

- 2. That the technology needs for faculty and students continue to be evaluated with a view toward educational value, productivity, and cost-efficiency.***

Technological needs for faculty and students have continued to be evaluated with educational value, productivity, and cost in mind. An underlying principle of technology at St. Ignatius is that technology is a tool to be used to assist student achievement of ESLRs. All technology purchases are reviewed in this light. The Information Technology

Director is responsible for managing the tech budget, which has grown to \$200,000 per year. Requests for technology purchases come to the IT Director directly from each department or program. The IT Director prioritizes the requests, which are then submitted to the Tech Committee for approval. The Assistant Principal for Academics, the IT Director, the Scheduling Director, and the Director of Professional Development are in constant communication with the Catholic schools of the Bay Area, and with the JSEA regarding tech advances and programs. These administrators visit other schools to see new technologies in action and explore the strengths and weaknesses. Finally, pilot programs are instituted at St. Ignatius before major programs are rolled out.

3. That the leadership must continue to explore ways necessary to ensure a compensation package that will attract and retain qualified faculty and staff.

The administration and the Board of Regents have continued to provide St. Ignatius teachers with a desirable compensation package. Over the past six years, the Board of Regents has approved salary increases specifically designed to keep the salary at St. Ignatius equal to or higher than other public and private schools in the Bay Area. The Board has provided a housing program that assists with low-interest loans for faculty who are first-time homebuyers. Eighteen teachers have taken advantage of this program. This program has been very successful in helping teachers buy homes in an otherwise unattainable housing market, thus keeping them in the Bay Area and teaching at St. Ignatius. The Salary Committee is now focused on maintaining a competitive salary and keeping health care costs manageable and reasonable. All teachers are issued laptops for school and personal use. Also, financial support is available for SI to pursue professional and spiritual growth.

4. That the leadership intensifies its efforts to involve the entire school community in the long-range planning process using the WASC/FOL process as a tool for greater collaboration and communication.

School leadership has continued to involve the entire school community in the long-range planning process. Following the 2001 WASC accreditation, the Focus on Learning Action Plan was incorporated into the Long Range Strategic Plan, creating one document used by all stakeholders. This process will be used again following the 2007 accreditation. The Executive Committee of the Board of Regents, along with school administrators, will coordinate the creation of the Strategic Plan, which will serve as a blueprint for future growth.