

# **Standards of Excellence for Continuous Catholic School Improvement**

## **Visiting Committee Report of Findings**

First Edition

**Western Catholic Educational Association**

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**A Self-Study for**

Santa Barbara Catholic School  
274 W Santa Barbara Ave Ste A  
Dededo, Guam, 96929  
WCEA School Code: E824

# Visiting Committee Report

## Standards of Excellence (SE)

**School Code and Name:** E824 Santa Barbara Catholic School

**Address:** 274 W Santa Barbara Ave Ste A  
Dededo, Guam, 96929

**Contact Number:**

**Dates of the Accreditation Visit:** -

Chair of the Visiting Committee: Llewellyn Young

VC Member: Lisa Baza-Cruz

VC Member: Anthony Blas

VC Member: Mariesha Cruz-San Nicolas

VC Member: Mary Meeks

## CHAPTER 1 - Introduction to the School

### A. Introduction

#### **Name of School**

Santa Barbara Catholic School

#### **WCEA Code**

E824

#### **School address, street, city, state, zip**

Dededo, Guam, 96929

#### **School Year of Accreditation Visit**

2024-2025

#### **Year of School's Inception**

### **Nature of the School**

#### **School Ownership Status**

- Parish School
- Diocesan School
- Order School
- Privately Owned School
- Other

#### **School Gender Format**

- Coeducational
- All Female
- All Male

### **Government Structure**

- Consultative
- Advisory
- Limited Jurisdiction
- Other

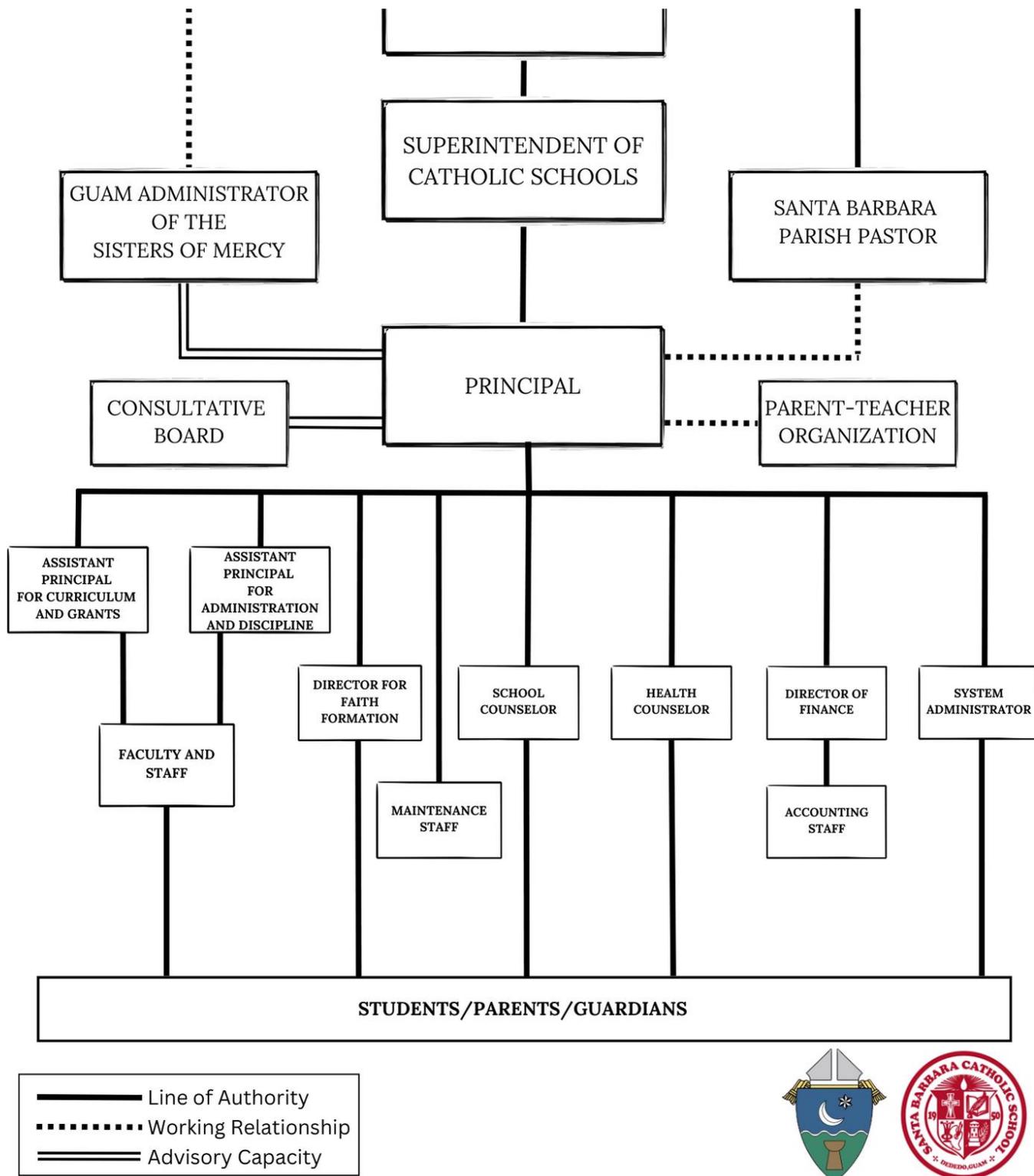
*\*with reserve powers to the Owner (i.e., diocese, parish, religious congregation, other [canonical, Juridic Person])*

### **Organizational Chart**

# SANTA BARBARA CATHOLIC SCHOOL

## Organizational Chart





## B. Student Demographics

### Enrollment-Elementary

Grade	25-26	24-25	23-24	22-23	21-22	20-21
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TK/PK	N/A	17	19	12	19	19
K	N/A	28	28	36	43	28
1	N/A	33	39	35	28	33
2	N/A	37	32	26	38	29
3	N/A	36	28	32	29	41
4	N/A	25	32	31	43	33
5	N/A	31	31	43	34	23
6	N/A	35	49	43	34	41
7	N/A	48	45	36	39	36
8	N/A	42	38	42	37	37
Total	0	332	341	336	344	320

## Demographics

Year	% Catholic	% Non Catholic	% Boys	% Girls
19-20	90.26%	9.74%	45%	55%
20-21	83.44%	16.56%	44.06%	55.94%
21-22	85.29%	14.71%	44.12%	55.88%
22-23	87.54%	12.46%	45.4%	54.6%
23-24	85.63%	14.08%	47.35%	52.65%
24-25	85.54%	14.46%	45.48%	54.52%

## Racial Composition

Year	American Indian or Alaska Native	Asian	African American	Other Pacific Islander	White	Two or more races	Hispanic	Non Hispanic
20-21	0%	71.56%	0%	8.13%	0%	18.13%	0.94%	99.06%
21-22	0%	72.09%	0%	5.23%	0%	20.64%	1.16%	98.84%
22-23	0%	70.62%	0%	5.64%	0.3%	19.29%	0.89%	99.11%
23-24	0%	68.33%	0%	7.62%	0%	19.06%	1.17%	98.83%
24-25	0%	72.89%	0%	7.23%	0%	15.66%	0%	100%

## International Students

<b>Year</b>	<b>Number of International Students</b>
19-20	56
20-21	0
21-22	21
22-23	70
23-24	33
24-25	20

## Countries of Origin

<b>Country</b>	<b>% of 25-26</b>	<b>% of 24-25</b>	<b>% of 23-24</b>	<b>% of 22-23</b>	<b>% of 21-22</b>	<b>% of 20-21</b>
South Korea	N/A	100.00%	100.00%	100.00%	100.00%	100.00%

## C. School Personnel Demographics

### Administrative Personnel

Admin Position Title	Years in Current Position	Male	Female	Catholic	Non Catholic	Degrees
Principal	8	No	Yes	Yes	No	AB Interdisciplinary Studies; MA Private School Administration
Assistant Principal for Administration and Discipline	8	No	Yes	Yes	No	AB Interdisciplinary Studies; MA Catholic School Leadership; MA Cand. Psychology Major in Child and Family Development
Assistant Principal for Curriculum and Grants	8	No	Yes	Yes	No	BS Physics; MAT Mathematics (24 units)

### Faculty and Staff

#### Full Time Faculty

Male	Female	Catholic	Non Catholic	Bachelors Degree	Credential	Masters	PhD
3	24	25	2	13	5	9	0

#### Part Time Faculty

Male	Female	Catholic	Non Catholic	Bachelors Degree	Credential	Masters	PhD
0	0	0	0	0	0	0	0

## Racial Ethnic Group(s) (all Faculty)

American Indian or Alaska Native	Asian	African American	Other Pacific Islander	White	Two or more races	Hispanic	Non Hispanic
0	23	0	4	0	0	0	0

## Non Teaching Staff

Male	Female	Catholic	Non Catholic
3	11	13	1

## Board/Council

### Type of Board

- Consultative
- Advisory
- Limited Jurisdiction
- Other

The school's consultative board was established in February 2024. Its role is to advise and counsel regarding school policies, strategic planning, financial management, development, and mission effectiveness. Members are made up of respected members in the island community with backgrounds in education, management, finance, marketing and media. The Board meets as needed for advice and is available for consultation on an informal basis by the administration.

## Parent Organization

### Parent-Teacher Organization (PTO)

In Santa Barbara Catholic School, Homeroom Parent Officers are elected at the beginning of the school year. Homeroom representatives are elected to be part of the PTO Core Group. Elections for PTO Core Group Officers are also held at the beginning of the school year. PTO Core Group meetings are held in August, November, December and March/April before school events involving the PTO, and when deemed necessary by the SBCS Leadership Team.

## Alumni Organization

SBCS does not have a formal alumni organization. But SBCS has an alumni Facebook account (I Studied at Santa Barbara Catholic School).

## D. Brief History of the School

Santa Barbara Catholic School opened its doors in 1950 under the leadership of Rev. Fr. Fulgence Petrie, O.F.M., CAP, and the Sisters of Mercy. Over the decades, the school has grown significantly, demonstrating resilience in the face of challenges, including rebuilding efforts after Typhoon Karen in 1962 and Typhoon Paka in 1997.

Key expansions to the school campus include the completion of the two-story main building in 1967, the construction of the Msgr. Camacho Building and convent in the 1980s, the addition of Leon Guerrero Hall in 1993, McAuley Hall in 1995, and Our Lady of Mercy Hall in 2007. The Ysrael Science Hall was added in 2016 through a donation by the Ysrael family, to enhance the school's academic offerings.

Accredited since 1983, Santa Barbara Catholic School has consistently earned six-year terms from the Western Association of Schools and Colleges (WASC) and later from the Western Catholic Educational Association (WCEA). Technological advancements, curriculum enhancements, and facility improvements have further strengthened the school's mission of providing a quality Catholic education. Notable milestones include the introduction of a Pre-K program in 2008. Today, under the leadership of Sister Maria Rosario Gaité, RSM, the school continues its commitment to educational excellence, faith, and service.

## E. Most Significant Developments in School Life Since the Last Self-Study

- Introduced SEL program (Social -Emotional Learning) into the curriculum.
- Proactively applied for federal and local government grants for school facilities and security, after school programs, cybersecurity, media and stage equipment.
- Upgraded school technology to enhance both the the curriculum and campus security.
- Maintained enrollment stability post-pandemic, limiting the decrease in enrollment to less than 5%.
- Established the Consultative Board in SY 2023-2024.
- Launched new extra curricular activities including the Broadcast Media Club, Dance Crew, and Art Club
- Transitioned to online learning during the pandemic where professional development was provided with professional development for teachers in using technology platforms such as Zoom, Google Classroom, and other digital tools.

## CHAPTER II - School Purpose

### **Mission/Philosophy/Vision Statements**

#### SBCS Vision and Mission Statement

Santa Barbara Catholic School, a pre-K through eighth grade school under the Archdiocese of Agana, will provide a transformative Catholic education to students from diverse backgrounds. Rooted in Gospel values and within a nurturing environment, SBCS will form the mind, heart, and spirit of its students, to share God's love to the world.

To realize our vision, our commitment is:

- To build a strong spiritual foundation through faith formation programs, emphasizing the values of respect for the dignity of the human person, mercy, justice, service and stewardship of the earth.
- To engage a holistic approach in guiding the students to develop their gifts and become socially and emotionally mature, compassionate, and responsible individuals.
- To foster a love of learning in a culture of excellence through the school's rigorous and comprehensive academic, artistic, athletic and co-curricular programs.
- To continue and strengthen our school's partnership with our families, Church, and community.

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- To foster a love of learning in a culture of excellence through the school's rigorous and comprehensive academic, artistic, athletic and co-curricular programs.
- To continue and strengthen our school's partnership with our families, Church, and community.

*Tell how the Mission, Philosophy and Vision (optional) Statements were created and/or reviewed and then tell how they are promulgated in school life.*

The Mission and Vision statements of Santa Barbara School on Guam were developed and refined through a thoughtful, collaborative process involving faculty, staff, and leadership. The review began in March 2024 with an initial assessment led by the Principal to evaluate how well the existing statements aligned with the school's values and goals. This was followed by a group work session in April, where faculty and staff generated ideas and recommendations. Draft revisions were prepared by May and finalized by the Leadership Team in June. The updated statements were officially integrated into the Parent-Student Handbook, ensuring accessibility for all members of the school community.

The school actively ensures that these statements remain a living part of daily life. They are revisited annually during faculty and staff in-service orientations and presented to both returning and new parents at the start of each academic year. Homeroom teachers introduce the Mission and Vision to students during the first week of school, reinforcing them at the first assembly and Back to School night. Additionally, the School Learning Expectations (SLEs), which are tied to the Mission and Vision, are woven into daily lesson plans. This ongoing integration ensures that the Mission and Vision guide the school's culture, fostering a shared sense of purpose among students, parents, and staff alike.

## **Statement of Student Outcomes (SLEs/ISOs/Etc.)**

Upon completing the requirements of the school's program of studies, Santa Barbara Catholic School students will be self-directed individuals who are:

### COMMITTED CHRISTIANS

practicing Catholic/Christian values;  
taking care of one's physical, emotional, and social well being;  
continuing to grow in faith by maintaining an active relationship with God.

### CREATIVE, CRITICAL THINKERS

using knowledge and mastery of problem solving skills to make responsible decisions;  
displaying the ability to apply learned strategies to real-life situations;  
demonstrating technological skills in accomplishing various tasks.

### EFFECTIVE COMMUNICATORS

using oral, written, and creative forms of expression to clearly communicate ideas, information, and emotions;  
listening attentively to communicate effectively;  
employing current media tools and technology to enhance communication.

### RESPONSIBLE MEMBERS OF THE COMMUNITY

respecting and appreciating cultural diversity;  
taking part in school, parish, local, and global events in a positive and disciplined manner.

### Process for Developing and Sharing the New Vision and Mission Statements:

The process of reviewing and refining our Vision and Mission (VM) statements began in March 2024, starting with a preliminary review conducted during a faculty and staff meeting on March 8. Led by the Principal, this session aimed to assess the relevance and alignment of the existing VM statements with the school's goals and values. Following this, on April 30, 2024, faculty and staff participated in a collaborative group work session to generate ideas and recommendations. The outcomes of these discussions were compiled into a summary, and by May 28, 2024, draft revisions of the VM statements were prepared.

The Leadership Team then reviewed these drafts and synthesized them into a finalized version by June 4, 2024. These updated VM statements were then officially included into the Parent-Student Handbook to ensure access for all stakeholders.

The Vision and Mission statements, along with the School Learning Expectations (SLEs), undergo annual review during in-service orientation sessions for faculty and staff. During the last orientation, held on August 1-2, 2024, the updated VM were formally presented to faculty and staff.

This was followed by a presentation to new parents as part of their orientation on August 6, 2024.

To ensure consistent communication, the VM statements and SLEs are introduced to students and families at the start of each school year. Homeroom teachers review them with their classes during the first week of school, and they are highlighted during the first school assembly on August 16, 2024. Parents are further acquainted with the VM statements and SLEs during the Back to School night event.

The SLEs are incorporated into daily lesson plans to ensure they are continually reinforced in the classroom. This comprehensive and collaborative approach ensures that the Vision and Mission remain central to the school community's efforts, fostering a shared understanding and commitment among all stakeholders.

The revision and development of our Vision and Mission statements was a collaborative effort involving key members of our school community. The process began with the faculty and staff, who provided valuable insights and suggestions during the initial review. The Leadership Team played a central role in synthesizing feedback and guiding the final formulation of the statements.

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*Explain how these statements were created and/or reviewed, and then tell how they are integrated in school life.*

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## CHAPTER III: QUALITY OF THE SCHOOL'S EDUCATIONAL PROGRAM

### Domain 1 : Mission and Catholic Identity

*The Church's teaching mission includes inviting your people to a relationship with Jesus Christ or deepening an existing relationship with Jesus, inserting young people into the life of the Church, and assisting young people to see and understand the role of faith in one's daily life and in the larger society. "This unique Catholic identity makes our Catholic elementary and secondary schools 'schools for the human person' and allows them to fill a critical role in the future life of our Church, our country and our world" (The Catholic School on the Threshold of the Third Millennium, 1997). The following Standards address Catholic identity and culture as vital to the mission of Catholic schools in the United States,*

#### Standards 1-4

**Standard 1: An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Exceeds Benchmarks (4)

#### **Rationale for the Visiting Committee's Discernment Regarding Standard 1:**

*After a thorough discussion/analysis of Standard 1, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

Santa Barbara Catholic School's mission statement serves as the foundation for all event organizing and planning. Its mission statement is rooted in Gospel values, is centered on the Eucharist, and is committed to faith formation, academic excellence and service. As reflected in the self-study and confirmed in discussions with faculty and parents/guardians, daily prayer, monthly celebration of masses, faith formation activities for its students, faculty and staff, and parents/guardians are lived experiences that keep the mission alive and thriving on campus.

(1.1, 1.2, 1.3, 1.4)

**Standard 2: An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Fully Meets Benchmarks (3)

This Standard is involved in the Educational Improvement Plan (EIP)

#### **Rationale for the Visiting Committee's Discernment Regarding Standard 2:**

*After a thorough discussion/analysis of Standard 2, write a concise rationale that reflects the*

*VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

As indicated in the self-study report, the Santa Barbara Catholic School (SBCS) Religion curriculum follows the Theology Standards of Learning set by the Archdiocese of Agaña. SBCS students attend religion classes daily and religion teachers incorporate lessons, assessments, and activities that align with these standards, using grade-appropriate resources. The Assessment for Children/Youth Religious Education (ACRE) is administered annually to all 5th and 8th graders. ACRE results have indicated that both grades achieve high scores in the Pillar of Morality and Domain of Moral Formation. While 5th graders' group scores have decreased over the years, they have consistently been above parish group averages. SBCS 8th graders' group averages have consistently surpassed national, school, and parish group averages. Results from the domains of Knowledge of Faith, Moral Formation and Communal/Community Life, and Pillar of Creed and Morality indicated that the 8th graders' results were above national, parish and school averages.

The 8th grade curriculum is an example of a total academic curriculum that integrates faith, culture, and life as evident in its Theology of the Body, which focuses on themes of love and sexuality. The self-study report noted another program that highlights this curriculum integration, the Generation Global program, where classes around the world virtually discuss culture, identity, and values, which enables students to become active and open-minded global citizens.

(2.1, 2.3, 2.4, 2.5, 2.6)

**Standard 3: An excellent Catholic school adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Exceeds Benchmarks (4)

**Rationale for the Visiting Committee's Discernment Regarding Standard 3:**

*After a thorough discussion/analysis of Standard 3, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

According to the self-study report, Santa Barbara Catholic School provides opportunities for spiritual growth and focus on the service of social justice in the wider community. In addition to student led prayers, SBCS faith formation program is comprised of liturgical celebrations such as the Living Rosary, Stations of the Cross, Lenten Silent Wednesdays, May Crowning, and parish/archdiocesan events, which includes the Feasts of Santa Barbara and the Immaculate Conception or Santa Marian Kamalen. The school celebrates the sacraments of Reconciliation and Holy Eucharist during Advent and Lent.

Social justice service projects answer the school's call to "share God's love to the world." Visiting Team discussions with faculty revealed that projects such as the Santa Barbara Parish

Pantry, Quarter Quest, food drives, providing care packages for the homeless, raising funds/collecting donations to support the archdiocese, Toys for Tots, community clean-ups, and dress-down/dress-up days to support different causes provide opportunities for the school community to carry out the school's mission of serving the wider community. Participating in pro-life activities, suicide awareness/intervention initiatives, taking part in Generation Global program initiatives, attending rosaries and funeral masses, and engaging in Mercy Club service projects, provides the school community with opportunities to promote justice, compassion, and care for those in need.

(3.1, 3.2, 3.3, 3.4)

**Standard 4: An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Fully Meets Benchmarks (3)

This Standard is involved in the Educational Improvement Plan (EIP)

**Rationale for the Visiting Committee's Discernment Regarding Standard 4:**

*After a thorough discussion/analysis of Standard 4, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

The self-study report indicated that SBCS provides faculty and staff with spiritual enrichment opportunities such as retreats during orientation and beginning of the second semester, and the Annual Archdiocese Catechetical and Catholic Educators' Conferences. The self-study report also indicated that SBCS organizes parents/guardians faith formation activities/events such as parent/guardian retreats, sacramental preparation meetings for parents/guardians of First Holy Communicants and graduating classes, Parents' Day celebration during Catholic Schools Week, invitations to monthly masses, and prayer services like the Blessing of the Pets, Advent and year-end prayers. Parents/Guardians are encouraged to join processions, fiestas, and outreach programs, with communication facilitated through meetings, emails, and social media.

During Visiting Committee meetings with faculty, the faculty revealed that SBCS works on service projects benefiting the homeless, war-torn regions, natural disaster victims, and local communities. Teachers lead and design these initiatives in coordination with students and parents/guardians. Parents/guardians contribute by donating resources, participating in projects, and serving as speakers and chaperones. Some members of the faculty and staff also serve in their parishes as music ministers, Eucharistic ministers, ministers of the Word, and members of the marriage ministry, embodying their faith in both school and parish life.

(4.1, 4.2, 4.3, 4.4, 4.5)

## Domain 2 : Governance and Leadership

*Central to the mission of the Church is the work of Catholic school education. The success of this mission depends on the key components of effective governance, which provides direction or authority, and leadership, which ensures effective operations. Catholic school governance and leadership can be seen as a ministry that promotes and protects the responsibilities and rights of the school community. Governance and leadership based on the principles and practices of excellence are essential to insuring the Catholic identity, academic excellence, and operational vitality of the school. Although governance models vary based on the sponsorship of the school, those who serve on the governing body or leadership team in Catholic schools provide for an environment for the teaching of doctrine and Sacred Scripture, the building and experiencing of community, the serving of others, and the opportunity for worship.*

### Standard 5, 6

**Standard 5: An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school's fidelity to mission, academic excellence, and operational vitality.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Fully Meets Benchmarks (3)

### **Rationale for the Visiting Committee's Discernment Regarding Standard 5:**

*After a thorough discussion/analysis of Standard 5, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

Santa Barbara Catholic school (SBCS) has a Leadership Team consisting of a Principal and supported by two Assistant Principals. The Principal is a Sister of Mercy whose religious community were the founders of the school. For more than 70 years, the core values of the Sisters of Mercy have set the tone for the governance of the SBCS as a vibrant Catholic educational institution in the island community.

SBCS has established a Consultative Board. However, because it is fairly new, it needs to develop a formal Constitution (By-laws) and create a Governance Committee and Nomination Committee. As reflected in the self-study report and after the discussion with the Consultative Board, the board acknowledged and has already started to address these concerns.

SBCS has a positive relationship with the Archbishop marked by the mutual trust, close cooperation and respect for the Archbishop's legitimate authority. The school leaders have a strong working relationship with the Superintendent of Catholic Schools. This is supported by the attendance of the monthly School Leader's Meetings with the Superintendent and the various events and activities affiliated with the Archdiocese. The SBCS leadership team also assists with many ministries or Catholic School activities in collaboration with other Catholic schools and parishes.

(5.1, 5.2, 5.3, 5.4)

**Standard 6: An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks): Fully Meets Benchmarks (3)

This Standard is involved in the Educational Improvement Plan (EIP)

**Rationale for the Visiting Committee's Discernment Regarding Standard 6:**

*After a thorough discussion/analysis of Standard 6, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

The Santa Barbara Catholic school (SBCS) leadership team possesses the professional credentials necessary for their roles. The school Principal along with the two Assistant Principals have such a profound and extraordinary working relationship. They complement one another in ensuring that the vision and mission of the school is addressed as reflected in the self-study report and confirmed in the discussions of the committees during the visit. The leadership team fully understands the vision and mission of the school and regularly reviews this with the stakeholders especially the faculty and staff, parents/guardians, and students. This is evident in all communication from the leadership team as they emphasize, "Educating Mind, Heart, and Spirit." Members of the school community can affirm what the mission is and how it is lived.

The leadership team plans retreats, orientation, and professional development opportunities for the faculty and staff. The team checks weekly lesson plans, and does annual formal and informal observation and evaluations. Assessment on school-wide data is used to make recommendations regarding professional development.

The Assistant Principal for curriculum does assessments and recommends the professional development needed to ensure that the curriculum goals are aligned with the Archdiocesan standards. The team monitors the teamwork among the teachers in the variety of school events and activities. The team also collaborates with the Archdiocese and island community. The leadership team consistently communicates to the stakeholders through various channels from emails and the school website to FACTS SIS and some social media accounts. The leadership team provides updates on new initiatives, school improvements, school policies (especially regarding compliance with government and Archdiocesan requirements), and information regarding school, Archdiocesan, and global concerns.

(6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7)

### Domain 3 : Academic Excellence

*The United States Conference of Catholic Bishops affirms the message of the Congregation on Catholic Education that intellectual development of the person and growth as a Christian go forward hand in hand. Rooted in the mission of the Church, the Catholic school brings faith, culture and life together in harmony. In 2005, the bishops noted that "young people of the third millennium must be a source of energy and leadership in our Church and our nation. And, therefore, we must provide young people with an academically rigorous and doctrinally sound program of education" (Renewing Our Commitment to Catholic Elementary and Secondary*

*School is in the Third Millennium, 2005).*

*The essential elements of "an academically rigorous and doctrinally sound program" mandate curricular experiences—including co-curricular and extra-curricular activities—which are rigorous, relevant, research-based, and infused with Catholic faith and traditions. The following essential elements provide a framework for the design, implementation, and assessment of authentic academic excellence in Catholic school education from prekindergarten through secondary school.*

### Standards 7-9

**Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Fully Meets Benchmarks (3)

This Standard is involved in the Educational Improvement Plan (EIP)

#### **Rationale for the Visiting Committee's Discernment Regarding Standard 7:**

*After a thorough discussion/analysis of Standard 7, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

Santa Barbara Catholic School (SBCS) offers a clearly articulated, rigorous curriculum aligned with the standards of the Archdiocese of Agana, 21st-century skills, and Gospel values for students of all grade levels. As detailed in the Self-Study and Data Library, all faculty and staff are expected to align their teaching with the school's Vision and Mission statements and the School Learning Expectations (SLEs). Course syllabi and long-term plans are reviewed annually, and updated when needed to address new trends and developments in education. The faculty and staff of the school implement the curriculum through effective instruction and communication with students and parents/guardians. The recent COVID-19 pandemic forced the school to adopt and promote online learning practices while students could not attend in-person classes. SBCS has since upgraded, maintained, and expanded its online learning infrastructure, and believes that both students and teachers have benefitted from these improvements. Conversations with parents, guardians, students, and faculty members indicated a high level of satisfaction with the school's overall curriculum and instruction. (7.1-7.6)

The SBCS Self-Study also reflects a desire to improve the professional development program of the school. Professional development is strategically aimed at improving classroom instruction. The school administration schedules several professional development sessions throughout the school year for the entire faculty. Monthly faculty meetings ensure all teachers and staff are updated on key issues and policies. Teachers also meet regularly with their academic departments, and grade levels to discuss trends and issues more relevant to these particular subgroups. SBCS does acknowledge a need to engage in more focused professional development sessions and professional learning communities. The challenge is finding the time for these additional sessions on top of all the other obligations they already have. SBCS has included these issues in its new Educational Improvement Plan (EIP). (7.7-7.10)

**Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Fully Meets Benchmarks (3)

This Standard is involved in the Educational Improvement Plan (EIP)

**Rationale for the Visiting Committee's Discernment Regarding Standard 8:**

*After a thorough discussion/analysis of Standard 8, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

Santa Barbara Catholic School uses school-wide assessment methods and practices strategically to improve instruction and maximize student learning. As evidenced in the Self-Study, the school administration and support staff coordinate standardized testing effectively to provide feedback and support to teachers, students, and parents/guardians. Data is collected from internal sources such as progress reports, quarterly report cards, and classroom observations, as well as external sources such as standardized testing. Student achievement of the academic standards is communicated effectively to the students and their parents/guardians to encourage positive reinforcement at home. Data from standardized tests is shared with faculty and support staff to identify students' academic strengths and growth areas. The faculty and support staff review data at the end of each school year to determine needed adjustments to the school's curriculum. Teachers also use the feedback from school-wide assessments to enhance their instruction and maximize student learning through a wide variety of assessment tools and instructional methodologies, as witnessed by the Visiting Team during its many classroom observations. (8.1-83)

Survey data indicate that students, parents/guardians, and faculty are all satisfied with the academic aspects of the school. Students are confident that SBCS prepares them for the best high schools on Guam. Faculty and parents/guardians are confident that the school prepares its students for life and careers. There is also a high level of satisfaction amongst all stakeholders regarding the quantity and quality of co-curricular activities that allow students to demonstrate their artistic, academic, and athletic skills and talents outside of the classroom. Santa Barbara Catholic School takes special pride in its annual Spring musical productions, and its new Broadcast Media Club which produces brief news shows that can be viewed on campus or online. (8.1-8.4)

Santa Barbara Catholic School expresses a desire in its Self-Study to improve its curriculum and instruction through expanded professional development programs and more consistent collection and analysis of standardized tests. Both of these areas have been hampered over the past several years by disruptions in the national educational landscape. The COVID-19 pandemic placed severe financial restrictions on the school and the families it serves. With limited resources available, professional development and standardized testing received less priority than keeping the school open, and tending to the physical, social, and emotional health of students and their families. The school has also mirrored the local Guam Department of Education's standardized test choices during this period, but GDOE has changed standardized

tests several times over the past decade. This makes it very challenging to compile reliable longitudinal data. The professional development choices of the school have also mirrored those of GDOE, and the topics addressed are often more relevant to public schools than religious schools. In the future, SBCS hopes to create a more targeted approach to professional development and professional learning communities that does not rely so heavily on external funding sources. (8.2, 8.5)

**Standard 9: An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Fully Meets Benchmarks (3)

**Rationale for the Visiting Committee's Discernment Regarding Standard 9:**

*After a thorough discussion/analysis of Standard 9, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

SBCS provides a multitude of co-curricular programs and services aligned with its mission to enrich the academic program and to support the development of student and family life. The SBCS Self-Study reveals that school-wide programs are intentionally designed to provide parents/guardians with an active role in their children's education and development. The school provides ample time for parents/guardians to meet with faculty via New Parent Orientation, Back to School Night, and Parent-Teacher Conferences. Parents/guardians are also heavily involved in school productions, fundraisers, and preparation programs for religious sacraments. The school participates in a wide array of co-curricular activities aimed at allowing students to display their athletic, academic, and artistic talents. The Visiting Team's meeting with parents/guardians revealed that parents/guardians have offered tremendous support in all aspects of the school as coaches, mentors, fundraisers, etc. All co-curricular activities are aligned with the SLEs and provide students with opportunities to demonstrate their talents and skills. The school administration plans to expand opportunities for students in the lower grade levels. Survey data indicates high levels of satisfaction amongst all stakeholders with the school's co-curricular programs. The Data Library includes a list of recent notable achievements of SBCS students and the teams and clubs they comprise. (9.1, 9.3)

The SBCS administration and counseling staff provide effective support services to ensure students can complete the school program and achieve the school's SLEs. Due to the COVID-19 Pandemic, the school has placed greater priority on providing the necessary guidance programs to overcome pandemic-related learning loss, behavioral issues, and physical, social, and mental wellness. According to the Self-Study, SBCS has appointed additional personnel to its Administrative Team to manage student discipline and the growing number of physical, social, and mental health concerns. Faculty meetings now include brief professional development sessions on SEL topics, and workshops have been offered to students and parents/guardians on topics such as online safety, bullying, and suicide awareness and prevention. Survey Data indicate high levels of satisfaction with the guidance and counseling services of Santa Barbara Catholic School. The Data Library also details the programs and services available to all families. Altogether, these programs help to strengthen the foundation of the SBCS

community. (9.2)

## Domain 4 : Operational Vitality

*Catholic schools are temporal organizations committed to the Church and the mission of Catholic education including a commitment to a culture of excellence and rigor. These schools exist in a milieu of constant socioeconomic challenges grounded in continuous need for sustainable financial planning, human resource/personnel management and professional formation, facilities maintenance and enhancement, and the requirement for institutional advancement and contemporary communication. Catholic schools must adopt and maintain standards for operational vitality in these areas and define the norms and expectations for fundamental procedures to support and ensure viability and sustainability. When a school does not maintain standards for operational vitality, the continuation of academic excellence is in grave jeopardy. Over time, even an academically rigorous school with strong Catholic identity will not survive without operational vitality. Standards for operational vitality must focus on the "operation" of the school—how it works and how it is supported—in four key areas: finances, human resources/personnel, facilities, and institutional advancement. The leader/ leadership team must manage each area and be subject to the direct oversight of the governing body in these matters.*

### Standards 10-13

**Standard 10: An excellent Catholic school provides a feasible three to five year financial plan that includes both current and projected budgets and is the result of a collaborative process, emphasizing faithful stewardship.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Fully Meets Benchmarks (3)

#### **Rationale for the Visiting Committee's Discernment Regarding Standard 10:**

*After a thorough discussion/analysis of Standard 10, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

According to the Self-Study, SBCS does not have a formal three to five year financial plan in place; however, the school does recognize its responsible stewardship of its resources. In February 2024, a Consultative Board was established. Financial planning occurs in collaboration with the school's finance officer and Consultative Board. As an Archdiocesan school, a partnership regarding administration and finance components does not exist. SBCS does not rely on financial investments. Tuition fees are the school's primary revenue source. The "cost per child" is included in financial planning to determine the tuition fee. Access to information on tuition assistance and how to seek funding is provided. Additional funding is generated through traditional school fundraising events, local and federal grants (Consolidated Grants, ESF, ARP), and the Sisters of Mercy Ministry Fund. Families who have received tuition assistance has increased from 17 to 32 as of SY 2024-2025. Funds for tuition assistance is sourced through the Sisters of Mercy Ministry Fund Grant. SBCS commits to practicing financial transparency when raising tuition fees, applying for grants, and in conversation with potential donors as to how the school will manage donated items. (10.1,10.2,10.3,10.4,10.5,10.6,10.7,10.8)

Through meetings and observations, the Visiting Team acknowledges the faithful stewardship of school resources and the initiative taken by leadership to pursue other funding sources to enhance the overall school environment. This proactive approach has resulted in funding used toward significant capital improvement projects on campus. (10.3)

**Standard 11: An excellent Catholic school operates in accord with published human resource/personnel policies, developed in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies, which affect all staff (clergy, religious women and men, laity and volunteers) and provide clarity for responsibilities, expectations and accountability.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Partially Meets Benchmarks (2)

**Rationale for the Visiting Committee's Discernment Regarding Standard 11:**

*After a thorough discussion/analysis of Standard 11, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

As shared in the Self-Study, Santa Barbara Catholic School recognizes its personnel as its most significant investment; it is their position to recruit and retain its most competent, qualified, and dedicated personnel. A clear organizational structure exists and positions have clear descriptions of responsibilities. A specific budget is set aside for ongoing formation and professional development. Federal grants provide professional development opportunities that faculty can avail of. The school is committed to ensuring there is a financial resource specific to professional development. Succession planning is practiced and key individuals are identified for important roles. (11.1,11.2)

The budget is tuition-based; the school strives to provide appropriate, competitive, and just wages and benefits to its employees. In conversation with the principal, her intent is to seek additional guidance regarding a salary schedule. Benefits include free tuition for one child and medical insurance after three months. The school provides a 403B retirement plan for employees. Employees are provided paid vacation/personal leave and staff working 12 months receive additional paid leave. Additional monetary gifts are provided on special occasions. Public recognition of employees who have dedicated 5, 10, 15 years or more to the school is also practiced. SBCS recognizes the need to review its existing human resources policies to ensure that investment in personnel growth, health care, and retirement may be addressed. (11.2,11.3,11.4)

Through the review of the data library, various school handbooks are readily available to students, parents, and employees delineating position descriptions, benefits, rules, policies, and procedures unique to SBCS.

**Standard 12: An excellent Catholic school develops and maintains a facilities, equipment, and technology management plan designed to continuously support the implementation of the educational mission of the school.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks): Fully Meets Benchmarks (3)

This Standard is involved in the Educational Improvement Plan (EIP)

**Rationale for the Visiting Committee's Discernment Regarding Standard 12:**

*After a thorough discussion/analysis of Standard 12, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

In support of its mission, Santa Barbara Catholic School is committed to ensuring that its facilities, equipment, and technological resources are within its financial means, are of the highest quality, and continuously enhance the delivery of its educational programs. A formal facilities, equipment, and technology plan has not been developed, but a draft of such a plan has been written this school year. The school is equipped with a fire alarm system and multiple security cameras to ensure safety. Designated funds are allocated for internet infrastructure maintenance and technology enhancements ensuring that teaching and learning environments remain up-to-date and effective. (12.1,12.2)

Guided by the Chancery Office's template, budgeting follows generally accepted accounting principles. Local and federal grants actively pursued by the principal have resulted in recent major capital improvements. In FY 2022, a grant funded the replacement of the old cyclone fence and gates on the south side of the campus. In FY 2023, another grant enabled the replacement of the 31-year-old public address and intercom system, along with new surveillance cameras and security doors for the main office. In FY 2024, a grant was secured to replace the cyclone fence and gates on the north side of the campus and to increase Wi-Fi bandwidth for improved cybersecurity and enhanced student learning. Most recently, the principal shared that a grant application of \$200,000 specifically for solar panels seems to be moving toward a positive result. (12.2,12.3)

The school's purchasing decisions and physical improvements reflect SBCS' mission, particularly its commitment to environmental stewardship, an important aspect of its mission statement. There have been recent renovations to some of the bathrooms, and a new, state-of-the-art, age-appropriate playground is expected to be installed in May, 2025. These improvements demonstrate the school's dedication to sustainability, safety, and the overall well-being of the students and community. (12.3)

**Standard 13: An excellent Catholic school enacts a comprehensive plan for institutional advancement based on a compelling mission through communications, marketing, enrollment management, and development.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks): Partially Meets Benchmarks (2)

**Rationale for the Visiting Committee's Discernment Regarding Standard 13:**

*After a thorough discussion/analysis of Standard 13, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations*

*relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

SBCS recognizes the importance of a clear, comprehensive communication and marketing plan. Despite not having a dedicated individual or team responsible for the overall communication/marketing plan, the school works hard to engage its target audience through various social media platforms, including the school's website, Instagram, YouTube, and Facebook accounts. The principal and staff members are responsible for maintaining and updating these channels to effectively market the school. Through a grant from the Government of Guam, three years ago, SBCS launched the Broadcast Media Club (BMC) which has become an integral tool for communicating with families and the broader community. Central to all its marketing efforts is the school's mission, ensuring that its message resonates with a wider audience. The school's vision and mission statement are prominently displayed on the welcome page of the website. (13.1, 13.3)

In SY 2022-2023 SBCS applied for and received certification as a child care provider allowing it to receive Child Care Subsidy or Block Grant for families with children enrolled in K4 as well as qualifying it to apply for school improvement grants. Recognizing the importance of informed decision-making, it is committed to developing a comprehensive plan to measure and analyze enrollment and retention trends. This will ensure that decisions regarding tuition, tuition assistance, and marketing strategies are guided thoughtfully by reliable data. The school has been blessed with multiple grants over recent years, and support from alumni/ae and benefactors remains strong. With 74 years of educational experience, SBCS has earned a strong reputation for providing quality Catholic education, and school leadership remains dedicated to growth and progress.(13.2,13.3)

## CHAPTER IV – Integrity of Process/Educational Improvement Plan

### A. INTEGRITY OF THE SELF-STUDY PROCESS (Standard 14)

This principle of WCEA accreditation holds that a school’s Self-Study process must demonstrate integrity—i.e., inclusivity, honesty, and thoroughness—throughout the whole of the process.

Visiting Committee's Discernment Regarding the School's Integrity of the Self-Study Process

Visiting Committee Degree of Observance:

Fully Meets Benchmarks (3)

#### **Rationale for the Visiting Committee’s Discernment regarding this expectation (Integrity of the Self-Study Process):**

*Directions: Provide a concise rationale for the discernment of the Visiting Committee concerning the School’s attainment of Integrity of the Self-Study Process. 1 to 2 paragraphs, not exceeding one page.*

The Visiting Committee recognizes Santa Barbara Catholic School's (SBCS) unwavering commitment to ensuring integrity throughout the Self-Study process. Integrity in this context is defined by inclusivity, honesty, and thoroughness, all of which were demonstrated through the school’s collaborative and reflective approach.

**Inclusivity:** SBCS engaged a diverse range of stakeholders — faculty, staff, students, parents/guardians, and leadership — ensuring that all voices were heard and valued. The process began with a faculty and staff review of the Vision and Mission statements, followed by collaborative sessions to incorporate ideas and recommendations from across the community. This inclusive approach fostered a sense of shared responsibility and collective ownership over the school’s continuous improvement efforts. In conversation with the faculty, teachers were hesitant to directly address the Self-Study, but when prompted with the overall description of the domain, faculty shared thoughts and ideas which were consistent with the school's Self-Study report.

**Honesty:** The Self-Study report reflects an honest, data-driven assessment of the school's strengths and areas for growth. SBCS acknowledged challenges such as inconsistent standardized test results and the need for leadership succession planning, demonstrating transparency and a genuine desire for improvement. Additionally, the Leadership Team regularly gathers feedback from faculty, staff, and parents/guardians, ensuring that the study remains reflective of the community’s lived experiences.

**Thoroughness:** SBCS exhibited exceptional thoroughness by aligning its Self-Study process with the school's mission and educational goals. The Leadership Team meticulously evaluated curriculum, student services, leadership structures, and resource allocation. Moreover, the Self-Study integrated faculty feedback, student performance data, and stakeholder surveys to ensure a comprehensive and balanced analysis. This level of detail highlights the school’s dedication to continuous improvement rooted in self-awareness and accountability.

### B. IMPLEMENTATION OF THE PRIOR PLAN FROM THE LAST SELF-STUDY (Standard 15)

To what extent did the school accomplish each part of the revised Action Plans from the last accreditation visit?

The School attainment of the prior plan from the last Self-Study:

Fully Meets Benchmarks (3)

**Rationale for the Visiting Committee’s Discernment regarding this Standard (Implementation of the Prior Plan from the Last Self-Study):**

Directions: Provide a concise rationale for the discernment of the Visiting Committee concerning the School’s attainment of implementation of the prior plan from the last Self-Study. 1 to 2 paragraphs, not exceeding one page.

The Visiting Committee recognizes Santa Barbara Catholic School’s dedication to implementing the prior plan from the last Self-Study with notable success and ongoing effort. The school demonstrated progress on its critical goals, particularly in professional development and student learning outcomes. Faculty participated in extensive training, supported by both school resources and federal grants, covering essential topics like Google Classroom, social-emotional learning (SEL), and instructional strategies — crucial for maintaining learning continuity during the pandemic. Monthly faculty meetings, team discussions, and quarterly surveys further ensured that professional development remained relevant and reflective of teachers' needs□.

Additionally, the school worked toward improving standardized test performance, introducing learning platforms like IXL, BrainPOP, and Kami, alongside tutoring and test-prep initiatives. While eighth-grade ACRE scores consistently outpaced parish and national averages, challenges persisted with lower elementary test scores, impacted by pandemic disruptions, teacher turnover, and outdated materials. Despite these setbacks, the school’s commitment to enhancing instruction, refining strategies, and supporting struggling students underscores its resolve to honor and advance the previous plan’s objectives□.

**C. NEW EDUCATIONAL IMPROVEMENT PLAN (EIP)**

As an outcome of its Self-Study, the school creates an Educational Improvement Plan. This plan addresses the vital areas in which the school needs to grow or improve. The elements or details of each plan for vital growth include (identification of): the Critical Area of Growth; the goal of the growth plan for this area; the rationale for the plan; the constitutive objective of the plan; the person(s) responsible; the necessary resources; ways of assessing progress; ways of reporting progress; and a timeline.

*Directions: State each major improvement goal that constitutes the current overall Improvement Plan that the school has conceived.*

**Key Strengths**

- Domain 1  
Key Strength: The school has linked its vision and mission statements to the defining characteristics of the school and the mission statement is the foundation and reference for all planning.
- Domain 1  
Key Strength: The school provides various opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.
-

## Domain 2

Key Strength: The leadership team maintains a strong, collaborative relationship with the Archbishop and the Catholic Schools Superintendent. Over the years, its members have served as valuable resources to the Archdiocese of Agana in various capacities.

- Domain 2

Key Strength: The Leadership Team embodies the Mercy charism and values, offering strong and stable leadership while actively engaged in ongoing professional development programs.

- Domain 3

Key Strength: There has been an increase in the integration of technology in the school's rigorous curriculum by both students and teachers, most especially in the upper elementary and middle school levels.

- Domain 3

Key Strength: The school provides varied co-curricular and extracurricular programs and activities such as the guidance and SEL programs, student clubs and organizations, sports, the performing arts, and schoolwide celebrations to support student growth and allow students venues to showcase their talents.

- Domain 4

Key Strength: The school has proactively applied for grants, successfully expanding revenue streams beyond tuition and fundraising efforts.

- Domain 4

Key Strength: The school responsibly and efficiently manages its limited financial resources, ensuring they are thoughtfully allocated to support the holistic education and well-being of students.

## Critical Growth Areas:

- Domain 3: Design a more focused utilization of professional learning communities and professional development that includes goal setting, evaluation, and implementation.
- Domain 2: Strengthen the school's leadership pool by identifying potential leaders and offering mentorship and professional development.
- Domain 1: Develop more faith opportunities for the faculty to grow in the knowledge and practice of the faith, particularly, the Catholic Social Teachings of the Church.
- Domain 4: Develop a comprehensive and detailed plan for the management of facilities, equipment, and technology to ensure ongoing support for the school's educational mission.

## Additional Critical Growth Areas Identified by the Visiting Committee

As indicated in the Self-Study and echoed in conversations with the school leadership and faculty, the visiting committee recommends that the school sets a goal to address a critical growth area to create and implement human resource policies toward providing appropriate, competitive, and just wages and benefits for all employees.

### Evaluation of School Action Plans

#### Domain 1 Mission and Catholic Identity

**Critical Goal:** Develop more faith opportunities for the faculty to grow in the knowledge and practice of the faith, particularly, the Catholic Social Teachings of the Church.

**Rationale:** Expanding faith formation opportunities for faculty and staff strengthens the school's Catholic identity, enriches religious education, and fosters a supportive, Christ-centered community that benefits faculty, staff, and students. Structured times for spiritual growth enhance educators' professional and spiritual development, positively impacting the entire school.

Rating of the particular action plan

Partially Meets Benchmarks (2)

### **Goal Evaluation Rationale**

*Write a brief rationale for the preceding evaluation of the details of the goal, 1 to 2 paragraphs.*

The Visiting Committee affirms that this critical growth area and goal correspond to the school's Self-Study, but it does not reflect the greatest needs as identified by the Self-Study and the school community. The Action Plan is missing specificity in defining what is meant by Catholic Social Teaching. Evidence shows that faculty are well versed with the concept of Catholic Social Teaching and exhibit knowledge, understanding and behaviors that demonstrate this understanding.

Faculty members, many holding catechist certifications, embody the mission by serving as faith role models within the school and parish community, reinforcing a Christ-centered culture that fulfills and exceeds the Catholic Identity Domain benchmark. Hence, the goal does not describe a pressing need.

### **Goal Amendment(s)**

*Tell whether the visiting committee has suggested any amendment(s) to this goal; if so, a brief explanation of the suggested amendment(s) is included, along with the rationale.*

The Visiting Committee recommends revisiting this goal in terms of the desired outcomes of faculty faith opportunities. The goal lacks specificity around the concept of Catholic Social Teaching and does not seem to be an area with the most pressing need.

## **Domain 2 Governance and Leadership**

**Critical Goal:** Strengthen the school's leadership pool by identifying potential leaders and offering mentorship and professional development

**Rationale:** Mission-driven governance and leadership, grounded in principles of excellence, are crucial to the stability, continuity, and growth of the school. The school can achieve this by proactively strengthening the leadership pool --through identifying and mentoring potential leaders who align with the school's mission and core values.

Rating of the particular action plan

Fully Meets Benchmarks (3)

### **Goal Evaluation Rationale**

*Write a brief rationale for the preceding evaluation of the details of the goal, 1 to 2 paragraphs.*

The Visiting Committee affirms that Santa Barbara Catholic School fully meets the benchmark for the critical goal under the Governance and Leadership Domain. The school has strategically implemented a leadership development plan focused on identifying and nurturing future leaders aligned with its mission and values. This includes a structured mentorship program, with the Leadership Team overseeing regular meetings between current and emerging leaders,

supported by educational leadership consultants. Progress is tracked through mentorship logs and evaluation surveys, ensuring accountability and continuous improvement□.

Moreover, the Leadership Team, consisting of long-serving, mission-driven individuals, models stability and effective governance. Their participation in ongoing professional development—such as the Mercy Leadership Academy and international cohort meetings—reinforces the school's commitment to leadership excellence. With almost 75 years of continued presence of the Mercy charism, leadership is steadfast in its commitment to ensuring that those values are fostered and nurtured by future leadership. By embracing a collaborative culture and ensuring leadership succession planning, the school safeguards its mission, continuity, and long-term vitality, successfully achieving this critical goal□.

### **Goal Amendment(s)**

*Tell whether the visiting committee has suggested any amendment(s) to this goal; if so, a brief explanation of the suggested amendment(s) is included, along with the rationale.*

### **Domain 3: Academic Excellence**

**Critical Goal:** Design a more focused utilization of professional learning communities and professional development that includes goal setting, evaluation, and implementation.

**Rationale:** Optimizing the use of professional learning communities provides teachers with dedicated venues to share best practices, stay updated on current research and innovations, analyze performance data, and generate ideas to enhance learning and student achievement—shifting the focus beyond merely planning school-wide activities. Similarly, focused professional development ensures that training sessions are relevant to teachers' needs and the school's goals. Many teachers are new to the profession and even the more seasoned ones need to stay up-to-date. Goal setting gives teachers ownership and holds them accountable for their professional growth. Regular monitoring and evaluation will help both the teacher and the administration determine if the growth plans are effective in improving student achievement.

Rating of the particular action plan

Fully Meets Benchmarks (3)

### **Goal Evaluation Rationale**

*Write a brief rationale for the preceding evaluation of the details of the goal, 1 to 2 paragraphs.*

The Visiting Committee acknowledges that Santa Barbara Catholic School fully meets the benchmark for the critical goal under the Domain of Academic Excellence by enhancing the use of professional learning communities (PLCs) and targeted professional development. The school implemented a structured approach where faculty engage in monthly departmental meetings to collaborate on instructional strategies, share best practices, and analyze student performance data. A dedicated calendar of topics ensures that professional development remains aligned with the school's goals and teachers' needs. Additionally, personalized growth plans hold teachers accountable, fostering ownership of their professional progress□.

To ensure effectiveness, SBCS collects quarterly surveys from teachers, measuring satisfaction with professional development sessions and tracking whether new strategies are successfully integrated into their teaching. This continuous feedback loop allows the Leadership Team to refine the approach, ensuring that professional development is both meaningful and impactful. By prioritizing goal setting, implementation, and regular evaluation within PLCs, SBCS has built

a sustainable, data-informed model for improving teaching practices and student achievement, which places the school in a good position toward achieving this critical goal□.

### **Goal Amendment(s)**

*Tell whether the visiting committee has suggested any amendment(s) to this goal; if so, a brief explanation of the suggested amendment(s) is included, along with the rationale.*

## Domain 4: Operational Vitality

**Critical Goal:** Develop a comprehensive and detailed plan for the management of facilities, equipment, and technology to ensure ongoing support for the school’s educational mission.

**Rationale:** A comprehensive plan for managing facilities, equipment, and technology will ensure a safe, well-equipped, and innovative environment that supports the SBCS' mission of holistic education. By aligning resources with our school goals and anticipating future needs, we will foster sustainability, excellence, and a positive learning experience for all.

Rating of the particular action plan

Fully Meets Benchmarks (3)

### **Goal Evaluation Rationale**

*Write a brief rationale for the preceding evaluation of the details of the goal, 1 to 2 paragraphs.*

The Visiting Committee acknowledges that Santa Barbara Catholic School fully meets the benchmark for the critical goal under the Domain of Operational Vitality through the development of a comprehensive facilities, equipment, and technology management plan. The school has demonstrated proactive stewardship by setting aside 3% of its annual budget for facility improvements, technology upgrades, and equipment maintenance — ensuring the infrastructure remains aligned with the school’s educational mission. This allocation supports sustainability efforts, modernized learning environments, and enhanced safety measures, reflecting the school's commitment to providing a secure, innovative, and mission-driven space for its students and staff□.

Key improvements, including the new fence and gates, new state-of-the-art bathrooms, energy-efficient lighting, upgraded security systems, and a revamped playground, further illustrate the school’s forward-thinking approach to maintaining a vibrant and supportive learning environment. By integrating sustainability and safety considerations into facility enhancements — such as solar lighting installations and anti-skid hallway treatments — the school fosters an atmosphere conducive to student growth and holistic education. This strategic, mission-aligned critical area of growth has the potential to secure the long-term operational vitality of the school, ensuring it remains equipped to support future generations of learners□.

### **Goal Amendment(s)**

*Tell whether the visiting committee has suggested any amendment(s) to this goal; if so, a brief explanation of the suggested amendment(s) is included, along with the rationale.*

## Overall Rating for School’s Educational Improvement Plan (Standard 16)

### **Rating**

Please complete all benchmark ratings above.

Fully Meets Benchmarks (Fully Meets)

*Directions: Provide a concise rationale for the discernment of the Visiting Committee concerning the School's New Educational Improvement Plan. 1 to 2 paragraphs, not exceeding one page.*

The Visiting Committee recognizes Santa Barbara Catholic School's commitment to continuous improvement, as reflected in its New Educational Improvement Plan (EIP). The plan demonstrates a strategic, mission-driven approach to addressing key growth areas across domains, including faith formation, leadership development, professional learning communities, and operational sustainability. Each goal is supported by a clear rationale, measurable outcomes, and detailed timelines, ensuring accountability and progress monitoring. The EIP emphasizes faculty development, leadership succession, and resource management — essential components to sustain and advance the school's mission of holistic, faith-based education□.

Moreover, the school's commitment to data-informed decision-making is evident in the integration of regular surveys, mentorship logs, and performance evaluations. This ensures that progress is consistently tracked and adjustments are made to maintain alignment with the school's mission and evolving educational needs. The EIP stands as a testament to Santa Barbara Catholic School's proactive leadership, dedication to academic excellence, and unwavering commitment to nurturing students' spiritual, intellectual, and emotional growth.

The Committee commends the school's leadership and faculty for their collaborative efforts in designing a comprehensive, actionable plan rooted in data analysis, stakeholder input, and a clear understanding of the school's strengths and areas for growth. With a strong focus on leadership development, professional learning communities, and strategic resource management, the plan positions Santa Barbara School to sustain excellence, nurture future leaders, and provide students with an enriching, faith-filled education that prepares them for lifelong success.