

St. Monica Academy

Catholic Education Honor Roll Application 2018-2023

1. Enter the school's website. www.stmonicaacademy.com

2. What is the school's mission statement?

St. Monica Academy, an independent, coeducational school for grades one through twelve, founded by parents in fulfillment of their primary responsibility for educating their children, seeks to form students in faith, reason, and virtue through a classical education in the Roman Catholic tradition.

3. What is the school's educational philosophy?

The education of children is, in the first place, the responsibility of their parents. Parents have the right and the duty to choose a school which corresponds to their own convictions (cf. Catechism of the Catholic Church, 2221, 2223). In furtherance of this right, and in fulfillment of this duty, a group of parents in 2001 founded St. Monica Academy. The Board of Directors has adopted the following statement of philosophy to guide the school's Headmaster and teachers, and to enable parents considering the school to understand our convictions, our curriculum, our culture, and the capabilities that we seek to foster in our students.

St. Monica Academy is an elementary and college preparatory high school with a classical pedagogy and a classical liberal arts curriculum. St. Monica Academy seeks to form students in faith, reason, and virtue by imparting authentic Catholic principles and by introducing young minds to classical literature and the other liberal arts. Teaching methods are directed toward developing memory, sound reasoning, and communication skills in keeping with the natural stages of childhood intellectual development.

The aim of this curriculum and pedagogy is to instill in students a lifelong love of learning. Our students will become scholars of history, lovers of culture, knowledgeable and curious about the sciences. They will be observant, discerning, and independent thinkers. They will be prepared to excel in college, to become their generation's rare masters of the vanishing crafts of fine writing and speaking. They will be creative problem-solvers. They will be leaders.

4. Select the response that describes the "type" of school. Independent

5. In which diocese is the school located? Los Angeles Archdiocese

6. What is the governing model? Board of Trustees or Directors

Additional details

7a. How many Board members do you have?	8
7b. How many Board members are Catholic?	7

Professional Staff

8a. What is the total number of full-time (>30 hours) teaching faculty? (Note: The count should include administrators who currently teach.)	12
8b. Percentage of full-time faculty who are practicing Catholics?	100
8c. What is the total number of part-time faculty (< 30 hours)?	7

8d. Percentage of the part-time faculty who are practicing Catholics?	100
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Number of faculty and staff who are:

	Not Available	Full-time (> = 30 hours)	Part-time(<30 hours)
9a. Religious sisters	X	0	0
9b. Religious brothers	X	0	0
9c. Members of the clergy	X	0	0

10. Which of the following are explicitly stated in the school's mission statement, policies, or publications?

The school is a place of encountering God and his love and truth.

The school is a community united with the Church.

The school is faithful to the Magisterium.

The school provides frequent opportunities for prayer, sacred scripture, and the Church's liturgical and sacramental traditions.

The school engages in the integral formation of the human person - spiritual, intellectual, and physical.

The school presents a Christian worldview of humanity emphasizing the dignity of the human person.

The school transmits culture in the light of faith.

11. Personnel and other policies are consistent with Catholic teachings and the Church's mission for Catholic education. Yes

12. Evaluation of personnel takes into account their commitment to the mission and Catholic identity of the school.

Administrators	Yes
Faculty	Yes
Staff	Yes

13. Additional Information

13a. The Church's mission for Catholic education guides strategic planning and school improvement.	Strongly agree
13b. The school is effective in advancing the Church's mission of evangelization of students.	Strongly agree
13c. The school protects the mission of Catholic education in light of new educational paradigms, consumerist demands, government interference, and threats to religious freedom.	Strongly agree

13d. The school's Catholic identity is prominently featured in marketing materials and publications.

Strongly agree

14. Describe how the school evaluates its institutional commitment to the Church's teaching on the divine mission of Catholic education.

We conduct yearly teacher reviews with initial and follow-up meetings to ensure that all our faculty are teaching effectively, but also to ensure that they are participating in presenting an integrated metanarrative that reinforces and illuminates Church teaching and our Catholic understanding of the human person.

We also conduct faculty wide conversations on our mission as an institution at our weekly faculty meetings, faculty inservice days, faculty retreats, and our summer inservice period.

Despite not having our own chapel or clergy on staff, this year we've added additional sacramental and liturgical opportunities (a highlight for us was the addition of First Friday Adoration).

We recognize that service is an integral part of Catholic social teaching, and we review and expanded our service opportunities yearly.

15. The school ensures that operations are faithful to the Code of Canon Law, Catechism of the Catholic Church, and other magisterial teachings of the Church. Yes

16. The school community serves, supports, and participates in the activities of the local church. Strongly agree

17. Describe how the school is united in service to the broader community.

The school motto of St. Monica Academy is "Faith, Reason, and Virtue." To help our students grow in these three qualities of the human person, our Christian Service Program regularly provides prayer, sacramental, and apostolic experiences throughout the school year. Christian Service at SMA is not a requirement but an invitation to participate in any of these opportunities and we are pleased to see a great student turnout at each event. The Christian Service Coordinator works with students to plan and execute each event so to instill a sense of commitment and leadership. This year, we have fed the homeless of Skid Row in Los Angeles, assisted the disabled at the World Day of the Sick Healing Mass with Archbishop Jose Gomez and the Order of Malta, adopted a low-income school to help provide them necessary supplies, and partnered with Catholic Relief Services to raise donations for persecuted Christians throughout the world. Each month, we have a youth-focused Holy Hour, a youth night in partnership with a local parish, and First Friday Adoration plus Confessions at school. Each week, we have a student-led Rosary for Life in our prayer garden. Currently, we are planning service days with Habitat for Humanity and Best Day Foundation. We also have a senior nominated for the Archdiocesan Christian Service Award who has over 900 hours of service work completed during his high school career. Jesus told his Apostles, "The Son of Man came not to be served but to serve." That is the mission of SMA's Christian Service and the spirit we've witnessed grow in our students through this program. Ministrare non ministrari (to serve and not be served).

18. School documents reflect Catholic teaching that parents are the primary educators of their children. Yes

19. How are parents invited to participate in a meaningful partnership with the school?

St. Monica Academy faculty are encouraged to regularly communicate with parents of students, even when the student is not struggling, so that the faculty and parents can work hand in hand to form students in faith and virtue. Mandatory parent-teacher conferences take place twice yearly to ensure that parents build a relationship with the teachers and have a sense of the cooperative nature of our mission. One of the hallmarks of St. Monica Academy parents is their spirit of service to the school. To uphold this tradition, we ask each family to give 40 hours service per year to support the activities and projects of the school. This program ensures that parents are regularly involved in the activity of the school, often present on campus or at school events in volunteer capacity. This increases their sense of ownership responsibility for the community that is educating their children.

20. The school has policies and procedures to make education accessible to families who share the mission, including large and economically disadvantaged families. Yes

21. The school's program assists students to develop respect, kindness, mercy, and forgiveness when interacting with each other, parents, school employees, and volunteers. Strongly agree.

22. Does the school have a morality clause or statement that defines expectations for employee behavior to ensure a commitment to Catholic ideals, teachings and principles? Yes

23. The school ensures that employees and volunteers understand and respect the teachings of the Catholic Church and moral demands of the Gospel by demonstrating consistency between personal faith and public behavior. Yes

24. The school ensures all employees are committed to, and participate in, the religious formation of students. Strongly agree

25. How many hours per school year are directed to faculty development which specifically targets the Church's mission? 10

26. Specify the qualifications for faculty involved in the formal catechesis of students.

No official requirement, but our practice has been to hire teachers with 3+ years of undergraduate philosophy and theology. Frequently teachers have undergraduate or graduate degrees in one or both.

Additional Policies

27a. The school protects Catholic moral norms in the selection of outside service providers and organizations.	Yes
27b. The school protects Catholic moral norms in the approval of student and faculty organizations, associations, and activities.	Yes

**28. The school ensures opportunities for students to encounter the Living God through:
Select all that apply.**

Recitation of the Rosary

Devotion to the Sacred Heart

Devotion to the Immaculate Heart

Devotion to the Holy Spirit

First Fridays

Saint of the Day

The Feast day of St. Joseph

The Feast day of Patron Saints

All Saints/All Souls

Lenten Activities

Stations of the Cross

Advent Prayers

May Crowning

Marian Processions

Eucharistic Processions

Adoration/Benediction

Veneration of Sacred Relics

Litanies

Novenas
 Daily Prayers for Others
 Personal Prayer
 The Angelus
 St. Michael/Angel Prayers
 Chaplet of Divine Mercy
 Sacred Chant
 Enrollment in the Scapular
 Holy Medals and Cards

29. Frequency of Mass for students: Weekly - required

30. Availability of the Sacrament of Reconciliation for students: Monthly

31. Based on the response above, estimate the percentage of the student body who participate in the Sacrament of Reconciliation. 75

32. The school ensures that liturgies and the Sacrament of Reconciliation follow Church norms. Yes

33. Frequency of Eucharistic Adoration: Monthly

34. Based on the response above, estimate the percentage of the student body who participates in Eucharistic Adoration. 100

35. The school has the Blessed Sacrament reserved and readily available for student visitation. No. Our campus adjoins Holy Redeemer Parish, and students and faculty are able to make daily visits during free periods, study halls, and breaks.

36. Frequency of prayer:

Start of class	Always
Start of day	Always
Special events	Always
End of day	Sometimes
Performances	Always
Meetings	Always
Meals	Always
Athletic events	Usually
School assemblies	Always

37. Describe how the school assists students to ensure experiences in prayer, scripture and sacrament are personal, meaningful, and respectful.

The faculty and staff model a devotion to the spiritual life, and serious attention and participation in prayer and the sacraments. Students are given clear expectations for behavior during Mass and other times of prayer, and given regular opportunities to participate in liturgies and prayers by leading prayer in class, lectoring and cantoring during Mass.

Students spend a year studying scripture, and faculty work to ensure that the class is more than academic, and is grounded in a recognition that the Word of God is living and effective.

38. The school community celebrates when students are initiated into a Sacrament (Baptism, First Reconciliation, First Communion, Confirmation). Strongly agree

39. The school ensures that opportunities for prayer, liturgy, and sacraments are prioritized on the school calendar and daily schedule. Yes

40. The school ensures that Sacred Scripture is part of the student experience and life of the school. Strongly agree

41. Frequency of student retreats during the school year: (Not applicable for K-8).
Annually – required

42. The school offers formational spiritual retreats for students that include the opportunity for: Adoration, Reconciliation, Mass, Extended Silence

43. Spiritual direction is available at school from:

Priest	Not available
Religious	Not available
Trained Laity	Not available

44. Describe how the school supports students in a vocation to the religious life?

Our school has a number of alumni who have entered the religious life, and they are celebrated in publications, and we pray for them as a community. We invite priests to celebrate Mass for the school who inspire emulation both explicitly and in their lives. The director of vocations for the Archdiocese regularly celebrates Mass for our school, and we regularly pray for vocations as a school community.

45. Theology coursework and participation in liturgies and devotions is expected of students, including non-Catholic. Yes

46. How does the school ensure that students (including non-Catholics) attend required liturgies and participate in the catechetical and spiritual life of the school?

Weekly Mass is required for all students, and this is made clear at the time of admission. Attendance is mandatory, tracked and enforced in the same manner as in other academic classes. All students are required to participate in the liturgy (e.g. as lectors, cantors, singing and praying with the congregation) and are given the preparation needed to be comfortable and respectful (e.g. all students come forward at Communion, and non-Catholic students have been taught to fold their arms for a blessing; non-Catholic students are prepared and given the task of performing the readings, responsorial psalm, and petitions).

47. The school provides opportunities for parents to participate in:

Liturgies, Eucharistic and Marian processions, Adoration/Benediction, School-wide devotions.

48. Faculty are required to attend religious services when student attendance is mandatory. Yes

49. The school provides opportunities to faculty for spiritual retreats, prayer, and reflection. Strongly agree

50. The school provides opportunities to its governing board for spiritual retreats, prayer, and reflection. Agree

51. What sacred images, icons, artwork, furnishings, or spaces are present in the school? Select all that apply.

Crucifix in each class

Crucifix in hallways

Images, icons or statues of Christ

Images, icons or statues of Our Lady

Images, icons or statues of Saints

Images, icons or statues of Guardian Angels

Images, icons or statues of Angels

Images of the Divine Mercy

Images of the Sacred Heart

Images of the Immaculate Heart

Picture of the Bishop

Scripture quotes

Holy water fonts

Prayer corners

Prayer garden

Marian Grotto

52. The school assists students to understand the relationship between mind, body, and soul and the importance of spiritual, physical, and mental well-being. Strongly agree

53. How does the school incorporate the Catechism of the Catholic Church and other materials to ensure students understand and appreciate the teachings and traditions of the Catholic Church?

All Theology classes regularly reference the Catechism, including analyzing significant passages. We purposefully do not use it as a text, as we believe it was not meant to be used that way. All four years of Theology use textbooks and other sources that affirm, explain, and defend Catholic teaching AND tradition.

54. The school teaches students respect for the dignity and sanctity of human life from conception to natural death. Yes

55. How does the school ensure that athletic programs contribute to student growth in Christian virtue?

Sportsmanship and charitable behavior are required of the student-athletes by their coaches, and the athletic department carefully chooses coaches who will model Christian morals and virtue for their players.

Coarse language is not permitted on the field or court, and profanity is never tolerated, by players, coaches, or fans.

Our school understands the athletic program as achieving two fundamental goods:

- a) providing a opportunity for physical excellence that requires and forms students in responsibility, hard work, and commitment;
- b) providing students with a structured environment to learn charity, respect, and self-control guided by coaches living examples of Christian Virtue.

56. The school ensures that the visual and performing arts foster integral formation and Christian virtue. Strongly agree

57. The school ensures that expectations for dress, language, music, and dances aid in the development of modesty and Christian virtue. Strongly agree

58. How do student disciplinary policies reflect a commitment to teach virtue?

Discipline is a tool that aids in the education and especially the formation of our children. St. Monica Academy is dedicated to providing a healthy environment for growth (academically, emotionally, spiritually, and morally). To ensure this, we enact norms and sanctions in order to:

1. Preserve the proper educational climate by ensuring a safe, secure, and orderly campus and classroom;
2. Provide instruction and guidance to teach proper behavior and attitudes;
3. Deter students from acts that impede the learning process or that are self-destructive, self-defeating, or anti-social;
4. Maintain proper student conduct throughout the school day and at all school-related activities.

We strongly believe virtue is a habit that is acquired by constant practice, and consistent example from faculty. We place special emphasis not just on faculty modeling virtue for the high school students, but encouraging the high school students to view themselves as examples for the elementary students who share their campus.

59. The school provides for the needs of students with educational, developmental, and physical exceptionalities. Agree

60. The school provides for interdisciplinary instruction that exposes underlying relationships among academic disciplines. Strongly Agree

61. How does the school teach students to confront materialism and relativism?

Our school begins by joyfully teaching and integrating our Catholic faith across disciplines, which is rooted in objective Truth and teaches the primacy of spiritual reality. Students discover that their lives are the antithesis of materialism (both as idolatry of material things and as a philosophy that reduces meaning to material) and relativism.

Our Theology curriculum culminates in Apologetics and Moral Theology, equipping our students with the rhetorical tools they will need to push back against a culture of relativism and materialism; our Science program illuminates the endeavor of human knowledge as consonant with divine revelation and philosophy; our Literature and History programs give students perspective on the value of objective truth and the destructive nature of relativism and materialism throughout the ages.

62. The school provides clear and unambiguous instruction in Catholic moral and social teaching. Yes

63. The school teaches responsibility and the right use of freedom. Strongly agree

64. The school informs students of the impact of technology on the development of human virtue, how to use it in healthy, productive ways, and the risks associated with overuse/misuse of social media, cyber-bullying, and pornography. Strongly agree

65. What are the three most important ideals a Catholic school student should learn before graduation from the school?

To know God (academic study, Philosophical and Theological reflection)

To Love God (Prayer, religious formation, Sacraments and Liturgies)

To Serve God (Service projects, moral advocacy, virtue formation)

66. Sex education, which is a basic right and duty of parents, must always be carried out under their attentive care. Yes

67. The school ensures that students are able to explain and defend the Catholic faith. Strongly agree

68. How does the school ensure transmission of Catholic culture that allows for a Christian understanding of the world?

By providing a coherent metaphysical picture of the world that is consonant with Catholic teaching. We stress the importance and harmony of the True, Good, and Beautiful in every area of the curriculum (including Math and Science).

While acknowledging the good to be found in secular culture, we draw a clear and compelling contrast between the life that Catholics are called to lead, and the life that secular culture is proposing.

69. The school ensures that curriculum standards, guides, texts, and pedagogy integrate the truths of the Catholic faith. Strongly agree

Additional Information

70a. The school emphasizes Catholic contributions to theology, philosophy, ethics, literature, science, mathematics, and the visual and performing arts.	Strongly agree
70b. The faculty challenge students to evaluate history in the context of Catholic moral and social teachings.	Strongly agree

70c. The faculty challenge students to evaluate civic (and for high schools economic) concepts and events within the context of Catholic moral and social teachings.	Strongly agree
70d. The school ensures that students gain cultural literacy and fluency in language, idioms, stories, civics, and knowledge that form the American experience.	Strongly agree
70e. The school ensures that students understand the impact of a Catholic worldview on language, idioms, intellectual tradition, and stories of western culture.	Strongly agree

71. Attach a PDF of major works and authors studied in grade 6-12 literature classes. (See below).

72. The science program presents significant contributions of Catholic scientists such as Mendel, Lavoisier, Pasteur, Galileo, Gregor, Volta, and Copernicus. Yes

73. The school presents the topics of creation, evolution, the environment, and genetics in the context of Church teachings and in opposition to secular materialism and scientism. Yes

74. The school emphasizes and integrates the unity of faith and reason throughout the curriculum. Strongly agree

75. How does the school ensure that students are prepared to evangelize culture and their fellowman?

By providing a coherent metaphysical picture of the world that is consonant with Catholic teaching. We stress the importance and harmony of the True, Good, and Beautiful in every area of the curriculum (including Math and Science).

While acknowledging the good to be found in secular culture, we draw a clear and compelling contrast between the life that Catholics are called to lead, and the life that secular culture is proposing.

Comments and Additional Explanation. (Please cite individual question with comment):

Reading List from #71 Above:

9th Grade Ancient Literature Course

Summer Reading - Mythology 1. weeks

Everlasting Man (Chapter 5: Man and Mythologies) 1/2 week

Oedipus Rex 2 weeks

The Iliad by Homer 6 weeks

Poetics 1 week

The Oresteia 4 weeks

The Odyssey 4 weeks

Antigone 2 weeks

The Aeneid **5 weeks**

The Everlasting Man (Chapter 7: The War of Gods and Demons; Chapter 8: the End of the World.) **1 or 2 periods**

Greek Lyric poetry **1 week**

Metamorphosis (selections) **2 weeks**

Julius Caesar **4 weeks**

Meditations (selections) **1 week**

Confessions (Chapter 8) **1 week**

10th Grade Medieval Literature Course

Summer Reading

Song of Roland **2 weeks**

Beowulf – **3 weeks**

Gunnar's Daughter – **3 weeks**

Purgatorio – **5 weeks**

Canterbury Tales – **3 weeks**

Le Morte d'Arthur – **4 weeks**

Sir Gawain and the Green Knight – **4 weeks**

Everyman – **2 weeks**

Richard III – **5 weeks**

Sonnets by Shakespeare and Petrarch – **2 weeks**

11th Grade Renaissance to Early Modern Literature Course

Summer Reading – *Pride and Prejudice* (1813) 2 weeks

Macbeth by Shakespeare (1604) **3 weeks**

King James Bible (1611) and Douay-Rheims Bible (1582 NT, 1610 OT) **2 weeks**
and Renaissance Poets – Sidney, Nashe, Marlowe, Raleigh and Southwell

Don Quixote (selections) by Cervantes (early 1600th century) **2 weeks**

Part 1 – Preface, Chapter 1, Chapter 8; Part 2 – Preface, Chapter 10, Chapter 74

17th Century Poets – Donne, Jonson and Herbert **2 weeks**

Paradise Lost (selections) by Milton (1674) **4 weeks**

“A Modest Proposal” by Swift (1729) and **1/2 week**

“Elegy Written in a Country Churchyard” by Thomas Gray (1751)

1st Generation Romantic Poets – Wordsworth, Coleridge, Blake, Burns **2 weeks**

2nd Generation Romantic Poets – Byron, Shelley, Keats **2 weeks**

*Victorian Poets (1830 - 1901) including Tennyson, Robert Browning, Hopkins **2 weeks**

Kipling, Thomas, Arnold and Elizabeth Barrett Browning.

Selections from *Pickwick Papers* **2 weeks**

A Tale of Two Cities by Dickens (1861) **4 weeks**

Dr. Jekyll and Mr. Hyde by Stevenson (1886) **1 week**

Modern Short Stories by Guy de Maupassant, Woolf, Joyce, Böll **1 week**

The Importance of Being Earnest by Wilde (1895) **1/2 week**

12th Grade American Literature Course

Summer Reading – *One Day in the Life of Ivan Denisovitch* by Solzhenitsyn **1 week**

“Young Goodman Brown” by Hawthorne and **1 week**

“The Devil and Tom Walker” by Irving

“The Legend of Sleepy Hollow” (pub. 1820 set right after Revolution) **1 week**

“Rip Van Winkle” (pub. 1819 setting same) by Washington Irving

Revolutionary Writings (from textbook) **1 1/2 weeks**

*Poetry Unit 1 – Bradstreet, Bryant, Longfellow, Lowell (textbook) **1 week**

*Poetry Units 2 – Slave Spirituals, Lincoln, Whitman, **1 week**

Civil War writings (textbook)

Huckleberry Finn by Mark Twain (pub. 1884 set before Civil War) **4 weeks**

Poetry Unit 3 – Whitman and Dickinson **2 weeks**

Edgar Allan Poe short stories and poetry* (written mid-1800's) **2-3 weeks**

Moby Dick (selections) by Herman Melville **1 1/2 weeks**

Short Stories by Twain, Bierce, London, Harte, etc. **3 weeks**

Death Comes for the Archbishop by Willa Cather **3 weeks**

The Great Gatsby by F. Scott Fitzgerald (pub. 1925 set in 20's) **3 weeks**

Poetry Unit 4 – Frost, Cummings, Eliot, Hughes, Stevens **2 weeks**

The Glass Menagerie (1944) **2 weeks**

Modern short stories by O'Connor, Faulkner, Hemingway, etc. **2-3 weeks**