



# CRISTO REY ■ SACRAMENTO

CALIFORNIA PROVINCE OF THE SOCIETY OF JESUS ■ THE JESUITS  
FEASIBILITY STUDY REPORT  
JULY / AUGUST 2005

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CRISTO REY  
NETWORK

Schools that work... transforming Urban America one student at a time

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- (2) Sister Sheila Browne, RSM, President, Sisters of Mercy (Auburn)
- (3) Sisters Kathryn Keenan, Theresa Linehan and Louise O’Reilly, SNDdeN, Leadership Team, Sisters of Notre Dame de Namur
- (4) Reverend Thomas Smolich, SJ, Provincial, California Province of the Society of Jesus
- (5) Most Reverend Richard Garcia, Auxiliary Bishop of the Diocese of Sacramento
- (6) Sister Eileen Enright, RSM, Vicar of Pastoral Ministry, Diocese of Sacramento
- (7) Mr. Domenic Puglisi, Superintendent of Schools, Diocese of Sacramento
- (8) Sister Helen Timothy, IBVM, President, Loretto High School, Sacramento
- (9) Mr. Lorcan Barnes, President, Christian Brothers High School, Sacramento
- (10) Brother Stanislaus Campbell, FSC, President, Brothers of the Christian Schools, San Francisco District
- (11) Reverend Lino Otero, LC, Our Lady of Guadalupe Shrine, on behalf of the Shrine and the Legionaries of Christ ministering at the Shrine
- (12) Reverend Rodolfo Llamas, VDC, Pastor, All Hallows and St. Peter Parishes (co-sponsors of John Paul II Catholic School)
- (13) Reverend Jerry Ryle, Pastor, St. Christopher Parish, Galt
- (14) Ms. Judy D’Amico, Chair, Education and Business Development Committee, Sacramento Metropolitan Chamber of Commerce
- (15) Ms. Silvia Moran, Faculty, English Language Learners, Grant Union High School District\*

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\* Position supplied for identification only. Public agency employees and elected officials are speaking strictly as private citizens. Neither the appearance of their names nor the fact of their public agency association should be construed as an endorsement by that agency, nor as an endorsement by the branch of federal, state or local government of which the agency is a part.

- (16) Ms. Verne S. Bowers, Director, Families in Self-Help
- (17) Mr. Russell Postel, Chief Executive Officer, Channel 10 (ABC)
- (18) Ms. Jade Mamola, Faculty, St. Patrick School (St. Rose Parish)
- (19) Mr. Rogelio Ortiz, Hispanic Business Community Activist
- (20) Mr. and Mrs. Frank Victorio, Directors, Moral Values Program (gang aversion)
- (21) Mr. Jose Granada, Faculty, California State University, Sacramento\*; Fellow, National Aeronautics and Space Administration\*; parishioner, Shrine of Our Lady of Guadalupe
- (22) Ms. Kathy Torrez Lopez, Associate Director, Migrant Education, Area 2, Butte County Office of Education Appendix C\*
- (23) The Honorable Jan Scully, District Attorney, County of Sacramento\*
- (24) The Honorable Dan Lungren, United States House of Representatives, Third District of California\*
- (25) Ms. Deanna Hanson, Chief Executive Officer, Linking Education to Economic Development (LEED)
- (26) The Honorable Maria Shriver, First Lady of the State of California, through Ms. Donna Lucas, Chief of Staff.

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- (11) Interview: Ms. Elizabeth Labrado, Director, Religious Education, St. Peter and All Hallows Parishes

- (12) Interview: Mr. Anthony Amador, United States Marshal for the Eastern District of California\*
- (13) Mr. and Mrs. Jose and Martha Martin, Chairpersons, "BASE" (Adult Ministry), St. Christopher Parish, Galt.
- (14) Interview: Sister Judy Illig, IBVM, Director, Wellspring (family support and abuse intervention)
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- (17) Letter: Deacon Antonio Ramirez, Spanish Catechesis Director, Diocese of Sacramento, Department of Catholic Faith Formation
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- (19) Sister Jane Golden, RSM, Principal, Holy Cross Parish School

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- (1) Press Release, *New Research Exposes Hidden High School Dropout Crisis; Acute Among California's African American and Latino Students*, March 25, 2005.
- (2) Report, *Confronting the Graduation Rate Crisis in California*, The Civil Rights Project, Harvard University, March 24, 2005
- (3) Report, *High School Graduation Rates: Alternative Methods and Implications*, Jing Miao and Walt Haney, Boston College, October 15, 2004 (excerpt)
- (4) Column, *California Can't Ignore Dropout Data*, Dan Walters, *The Sacramento Bee and The San Diego Union Tribune*, April 19, 2005
- (5) Editorial, *California's Questionable Dropout Rate*, *Capital Ideas*, September 23, 1998
- (6) Editorial, *Real Dropout Numbers Expose 'Dirty Secret.'* *The Pasadena Star-News*, April 4, 2005
- (7) Report, *Dropping Out of High School: The Role of School Organization and Structure*, Valerie E. Lee and David T. Burkam, University of Michigan, *American Education Research Journal*, Summer 2003, Vol. 40, No. 2, pp. 353-393.
- (8) Report, *Educational Attainment in the United States: 2003*. United States Department of Commerce, in cooperation with the United States Census Bureau, June 2004.

- (9) Statistical compilation, *California High School Graduates with the University of California/California State University Required Courses*. California Department of Education, State of California
- (10) Statistical compilation, *Public School Summary Statistics 2003 to 2004*. California Department of Education, State of California
- (11) Statistical compilation, *List of Schools – County Level; 2004 Academic Performance Index (API) Base Report*, California Department of Education, State of California (County of Sacramento statistics)
- (12) *Id.* (County of Placer statistics)
- (13) *Explanatory Notes for 2004 API Base Report*. California Department of Education, State of California
- (14) Statistical demographic distillation for Diocese of Sacramento, compiled from *Race/Ethnic Population with Age and Sex Detail, 2000–2050*. California Department of Finance, State of California, Department of Finance, May 2004, and from *E-1 City/County Population Estimates, with Annual Percent Change, January 1, 2004 and 2005*. California Department of Finance, State of California, May 2005.
- (15) Statistical demographic distillation, Cristo Rey Sacramento proposed site, Cristo Rey sites nationally, and selected Jesuit ministry sites.
- (16) Statistical compilation, *2002 American Community Survey Profile*, United States Census, Sacramento City and Sacramento County.
- (17) *Abbreviated School Accountability Report Card, 2003 to 2004*. Sacramento City Unified School District, selected South Sacramento schools (Luther Burbank, Hiram W. Johnson General, Hiram W. Johnson West, Genesis, C. K. McClatchy)

#### **APPENDIX E: EMPLOYER LETTERS OF INTENT.**

##### **TOTAL FULL-TIME EQUIVALENT POSITIONS NEEDED TO OPEN THE SCHOOL, ASSUMING A FALL 2006 FRESHMAN-ONLY STUDENT BODY OF 100: 25**

Cristo Rey Sacramento has

- 22 full-time equivalent *paid* positions (with 3 more in current reserve)
- 3 full-time equivalent *unpaid* positions (with 8 more in current reserve)

*All jobs salaried, unless otherwise identified as “unpaid.”*

*HQ: National or regional company headquarters.*

*M: Multiple jobs.*

- (1) State of California’s Department of Education (HQ; M; unpaid). *The State of California has consented to participate as a full-time equivalent employer, and placed no limit on the number of positions it will offer. Its single constraint is that it cannot make formal commitments beyond current budget years. By advance arrangement with the Cristo Rey Network, the Committee deferred to this limitation, and allowed the State to confirm its participation by confirming the existence of the long-standing program in which Cristo Rey students will be employed.*
- (2) Pacific Coast Building Supplies (HQ; M). *Pacific Coast Building Supplies has specifically placed no limit on the number of positions it will offer. The Committee has confirmed three full-time equivalent positions.*
- (3) Vision Service Plan, Inc. (HQ)

- (4) Waste Connection, Inc. (HQ)
- (5) Lyon Real Estate, Inc. (HQ)
- (6) Catholic Healthcare West (HQ). *Catholic Healthcare West is inaugurating a program at Verbum Dei High School for the 2005 to 2006 school year under which students interested in medicine will be directed to one of its full-time equivalent positions. It will implement the same program at Cristo Rey Sacramento.*
- (7) Placer Title Company (HQ)
- (8) Harbison-Mahony-Higgins Builders Inc.
- (9) Roebellen Construction Company (HQ)
- (10) Geremia Pools (HQ)
- (11) Panattoni Law Firm (HQ)
- (12) CB Richard Ellis
- (13) Davison Iron Works
- (14) Goodwill Industries (M) *Goodwill Industries will supply multiple full-time equivalent positions and, commencing with Cristo Rey Sacramento's inaugural year, will fully fund a corporate work-study staffing position.*
- (15) Big Hairy Dog Software (HQ)
- (16) River City Bank (HQ)
- (17) Paratransit, Inc. (unpaid)
- (18) American Red Cross (unpaid)
- (19) Diocese of Sacramento (unpaid)
- (20) Walsh Construction Company
- (21) Frontier Dental Plan



## I. INTRODUCTION AND SUMMARY OF FINDINGS

The Cristo Rey Feasibility Study was received in Sacramento with great enthusiasm. The consensus of Diocesan leadership, pastors, principals, participating public school teachers and administrators, community leaders, gang aversion activists, representatives of law enforcement, and the families and students to be served by a Cristo Rey school is that the region needs an alternative to failing and strife-ridden inner-city schools. Existing Catholic high schools do not provide wide relief because high tuition is a continuing barrier to enrollment of the poor and working classes, which these schools acknowledge. Our outreach has been eye-opening for many, while confirming others' warnings about the continued societal dangers of underserving the poor and working classes in this region, particularly the growing Hispanic community.

In the Diocese of Sacramento, "poor and working classes" invariably refers to Hispanics, since that population segment is large, mostly poor and growing dramatically. Indeed, the region's Hispanic population is growing faster than that of any metropolitan area in the country. The current estimated Hispanic population in metropolitan Sacramento alone is estimated at 600,000, with private sector counts placing the figure at just under 800,000. Largely poor or of moderate low income, this community is grossly underrepresented in the Diocese's 54 Catholic elementary and high schools (most of which are located in urbanized Sacramento County and adjacent areas). Out of a total enrollment of 17,000, fewer than 2,000 Hispanic-identified children attend Sacramento Diocesan and private Catholic schools, although Hispanics constitute well over 50% of the local Catholic population. Our study discovered many compelling examples of just how underserved this community is. For example, in one Sacramento parish, 7000 people attend Spanish-language Sunday and vigil Masses. Just two students from these congregations attend a Catholic high school. Only 40 attend Catholic elementary schools.

This situation poses two separate crises.

First, it is a crisis of traditional Catholic education and its socio-economic companion—economic empowerment. Past American immigrant generations were also largely Catholic, but when they came to this country they frequently attended Roman Catholic schools, a process that strengthened not only their new American identity, but firmed their relationship with the Catholic Church in America—solidifying the bonds that tied immigrant Catholics to their Church for generations to come. Today, tuition in Catholic schools is too high for new immigrants, and their children instead attend inner-city schools which do not meet their needs. Hispanic students drop out of school in California and Sacramento in grossly higher percentages than their non-Hispanic white and Asian counterparts. This situation causes a drift from the Church, and promotes a separate society.

Second, the relative dearth of Hispanic students in local Catholic schools directly leads to a crisis of evangelization. If Catholic schools are one of the key links that bind Catholics to their Church, the new waves of Hispanic immigrants have virtually no affordable access to this link, largely removing their children from the embrace of the Church. If Hispanics are the future of the Church in America, their virtual inability to

obtain a Catholic education for their children imperils this future in real and direct ways. We can already see this consequence in the surprisingly high evangelization rates achieved by Protestant faiths among Hispanics in America. Families, parents and students linked to the Church through Catholic schools are unlikely targets for evangelization.

Our feasibility study has taught us that these and other groups underserved by our schools still seek, and will quickly accept, an affordable Catholic education for their children. Among parents surveyed in writing, 326 answered “Yes” to the question of whether they would send their children to an affordable Catholic high school, while only one household answered “No” to this question. The same was true for their children—but with an exception that comes to us as a warning. The older the child, and the more fully we can conclude from age, school performance and behavior that he or she has embraced the prevailing inner-city school culture – gangs, disorder, alienation from family – the more likely it is that the child will reject the idea of a Catholic education. We can infer from this that both society and the Church risk irretrievably losing these young people to the forces that currently shape their worlds.

Objectively measured, virtually all of the public schools serving our target demographics are failing. Official statistics speak to just a part of the problem. California’s school districts employ various complicated measures of school performance (such as the “Academic Performance Index”) but they do not compile more direct data (such as dropout rates that compare actual student entries in grade 9 with documented graduations at grade 12). Critics ranging from university-sponsored studies to media editorials vigorously condemn what they charge results in gross “underreporting” of the true dropout rate. Sorting through this controversy, we can nevertheless conclude that the region’s schools primarily serving the poor are failing, while schools serving the prosperous—both public and Catholic—are thriving. Hard-hit are, of course Hispanics and African Americans, with their adjusted drop-out rates estimated to hover around 50% and lower, *with most of these young people dropping out after the ninth grade*. There are many consequences. The dropout student’s lifetime earning power will be significantly less than those who graduate from high school, and dramatically less than those who complete a college degree. Another consequence is more chilling. According to law enforcement sources, California’s population is 25% Hispanic, yet Hispanics constitute nearly 50% of the state’s substantial prison population.

Diminished earning power, incarceration, and all of the other consequences of failing schools and a tattered social fabric are pervasively present in the Greater Sacramento urban and rural regions.

In response to these and other forces, the Diocese of Sacramento in August 2004 invited the California Province of the Society of Jesus to sponsor and conduct a feasibility study to determine whether there was a need for a Cristo Rey high school, and whether this region could support such a school. Over the months since the formal January start of the study, representatives of the region’s business, civic, and non-profit communities, joined and supported by Diocesan, parish and neighborhood leaders, have examined this question and have concluded that this region can indeed support—and desperately wants—a Cristo Rey high school, with its proven combination of a work-

study program and a college preparatory curriculum. The results of our study can be summarized as follows:

- Pastors of the many Sacramento parishes serving large numbers of the Spanish-speaking poor, in response to their congregants' expressions of need, have supported our process from the start. The result is that we have heard, in writing, from a very large number of surveyed parents and students (over 900). From these and many other, widely varied community sources, we have concluded that there is a critical need for a Cristo Rey High School both in urban Sacramento and in the region's rural agricultural areas.
- Prospective Cristo Rey employers, ranging from the State of California to for-profit corporations to non-profit agencies, have participated in our outreach and have themselves become advocates, resulting in our achieving full employment (25 full-time positions) in sixty days (April to June 2005).
- Our local Catholic high schools, all successful and thriving (and with waiting lists), have also become advocates, with varying degrees of collaboration promised should the Network approve our application. This collaboration will range from the sharing of admissions information (making the schools fully complementary) to shared use of specialized learning spaces (theaters and advanced labs, for example) to identification of alumni who may be able to provide full-time equivalent positions.
- The **CALIFORNIA PROVINCE OF THE SOCIETY OF JESUS**, the **SISTERS OF NOTRE DAME DE NAMUR OF CALIFORNIA**, and the **SISTERS OF MERCY OF THE AMERICAS (AUBURN REGIONAL COMMUNITY)** have agreed in principle to co-sponsor the new school, with the full support of the Diocese of Sacramento. The congregations will be responsible for operation and governance of the school through a Board of Trustees. Their memorandum of understanding is attached. The leadership of each congregation is in the process of finalizing documentation for their joint governance.
- The Diocese, in consultation with the Jesuits and St. Peter Parish, has identified a school site, the former St. Peter Parish Elementary School, which has just closed. The St. Peter pastor, parish community, and adjacent parishes unreservedly support leasing the site to a new school. The site is at the geographic center of the area to be served and is likewise almost exactly central to the region's four major job centers. The parish currently sponsors a number of Hispanic ministries, and its Spanish-language Masses are filled to capacity.

## II. THE FEASIBILITY STUDY: OVERVIEW OF FINDINGS

This report captures and summarizes the work of the Sacramento Cristo Rey Feasibility Study Committee, convened in January 2005 to examine the feasibility of opening a Cristo Rey high school in Sacramento. The committee has determined that the greater Sacramento area is prepared for, needs, and will support a Cristo Rey high school. Pending approval by the Cristo Rey Network, the committee recommends an opening of the school in Fall 2006 at the south Sacramento site of the former St. Peter Parish School, which closed effective June 5, 2005.

The committee found that there will be no detrimental impact whatsoever on existing Catholic high schools and there may be a substantial beneficial impact. The committee also found that the corporate, non-profit and civic communities in greater Sacramento would support the new school, through the provision of full-time equivalent positions, free provision of goods and services, and advice and counsel on multiple topics relevant to school operation.

In its study of area demographics, the committee found that there are substantial numbers of Catholic young people for whom Catholic education is not an option. While tuition is the chief barrier, there is also widespread lack of knowledge in relevant communities about the availability of Catholic education. Merely the *prospect* of a financially accessible Catholic high school generated excitement on the part of both parents and prospective students.

In recommending that Sacramento's Cristo Rey High School open on the site of the former St. Peter School, the committee chiefly considered "students" and "jobs." As to students, the St. Peter campus is located in the heart of south Sacramento, at the geographic center of the school's projected population base, surrounded by parochial and public feeder schools. As to jobs, St. Peter is located at an optimal location for reaching Sacramento's four main job centers: Downtown/East Yolo County, Elk Grove/Laguna, Roseville/Placer County, and Rancho Cordova/Folsom/El Dorado County.

The Most Reverend William K. Weigand, Bishop of the Diocese of Sacramento, originally invited the California Province of the Society of Jesus to sponsor the feasibility study. As the study proceeded, the Sisters of Notre Dame de Namur and the Sisters of Mercy separately joined the process at the invitation of the Society. Eventually, leadership of the three congregations agreed in principle to co-sponsor the proposed new school. Each of the congregations took this step in furtherance of their respective goals to serve the underserved, particularly the poor and low wage earners.

For the Jesuits, this will be their second educational ministry in Sacramento and their first in a low income area. In their co-sponsorship of the proposed school, the Sisters of Notre Dame de Namur are poised to return to ministry in Sacramento on the 150<sup>th</sup> anniversary of their first arrival in the region, and to do so in a ministry geared to the needs of the poor and underserved. Two of the congregation's eastern provinces already sponsor a Cristo Rey school (Lawrence). The Sisters of Mercy, continuously in Sacramento since 1857, formerly staffed virtually all of the Diocese's parish and high schools. The proposed Cristo Rey school will mark an important moment in the Sisters' continuing vitality in this Diocese.

The three congregations are also motivated by Sacramento's place at the leading edge of Hispanic population growth in the nation. While all races and creeds will be served by the new school, it is the Spanish-speaking population that is most acutely underserved, in terms of both their current population size and expected growth.

The Diocese of Sacramento covers over 42,000 square miles in central, eastern and northern California. As of 2005, there are an estimated 600,000 Catholics and 91 parishes in the Diocese. The majority of parishes, schools and related ministries are located in greater Sacramento. In the metropolitan area, there are 4 Catholic high schools. Entry is *highly* competitive and all with waiting lists: Christian Brothers (co-educational), Jesuit (men only), St. Francis (women only), and Loretto (women only). One is operated by the Diocese (St. Francis), and three are governed by Boards of Trustees and their sponsoring religious congregations (the Christian Brothers, the Jesuits, and Sisters of the Institute of the Blessed Virgin Mary). The Sacramento Diocese also has 54 parish elementary schools. All of those located in low income urban and rural settings suffer low enrollment, with tuition repeatedly identified as the chief barrier to student enrollment of the poor and those of modest income.

### III. EXAMINING THE NEED

#### A. PUBLIC EDUCATION IN GREATER SACRAMENTO<sup>1</sup>

In recent years, greater Sacramento has seen an explosion of minority and immigrant young people who bring a multitude of languages, cultural traditions, and other needs to the region. As of the school year 2004 to 2005, there were 112,000 high school students enrolled in public school districts in metropolitan Sacramento.<sup>2</sup> Relevant figures are as follows:

<b>TABLE 1: PUBLIC HIGH SCHOOL ENROLLMENT, WITH ETHNIC BREAKDOWNS</b>					
<b>COUNTY</b>	<b>ENROLLMENT, 9-12 (TO THE NEAREST 000)</b>	<b>% WHITE</b>	<b>% HISPANIC</b>	<b>% ASIAN</b>	<b>% AFRICAN AMERICAN</b>
<b>El Dorado</b>	10,000	78.4%	12.1%	2.2%	1.2%
<b>Placer</b>	20,000	73.9%	11.3%	6%	3.2%
<b>Sacramento</b>	73,000	42.0%	23.0%	17.0%	16.0%
		<b>City: 10%</b>	<b>City: 46%</b>	<b>City: 18%</b>	<b>City: 21.0%</b>
<b>Yolo</b>	9,000	46.7%	38.6%	9.6%	3.0%
<b>TOTAL</b>	<b>112,000</b>				

*All figures from the California Department of Education, Educational Demographics Unit, 2004 to 2005; Appendix D(10), (11), and (12); see also Appendix D(14), (15), infra, and (16).*

In the region, the quality of the public education depends on the affluence of the district in which you reside. Generally, Sacramento City Unified School District figures are uniformly lower than comparable suburban figures, a contrast even more pronounced in comparison to the adjacent affluent counties of El Dorado and Placer. By any measure, the schools within the City of Sacramento are underperforming at best.

#### 1. MEASURING PUBLIC SCHOOL PERFORMANCE

There are various ways to measure school performance, and none are without controversy. One area of controversy is the alleged gross underreporting of public high school dropout rates.

*The “Drop-out” Rate.* The California Department of Education defines as a drop-out any student who is known to have left school intending not to return. This particular measure results in an astonishingly high 86.9% graduation rate statewide (unadjusted for ethnicity). Critics have long charged that the “why” of a child’s departure is almost never clear to an administrator, except in rare instances, and it is these identified “rare instances” that lead to low numbers of identified dropouts. *See, e.g.,* Appendix A(1),

<sup>1</sup> The greater Sacramento region is usually defined to include Sacramento, Yolo, urbanized west El Dorado and urbanized west Placer counties, the rural counties of Yuba and Amador, and the San Francisco Bay adjacent Solano County. This report also includes rural Colusa and Butte Counties where appropriate in context.

<sup>2</sup> While the Sacramento City and San Juan Unified School Districts are by far the largest regional districts, the Sacramento metropolitan area has over 50 *separate* school districts. This Report primarily relied on data from the Sacramento City Unified School District. Its information is the most accessible and it is the district in which the proposed St. Peter/Cristo Rey Sacramento site is located. However, many target residential districts are not in the Sacramento Unified School District, including a number of areas in the City of Sacramento itself, an arcane result of past annexations by the City that did not include pre-existing school districts.

*Confronting the Graduation Rate Crisis in California*, The Civil Rights Project, Harvard University, March 24, 2005. The Harvard report, *Confronting the Graduation Rate Crisis in California*, offers an alternative measure, called the Cumulative Promotion Index (CPI), which uses actual data provided to California's Department of Education by each district. See Appendix D(2). Applying this measure, California's graduation rate drops to 71%, and drops even lower for ethnic minorities: 60% for Hispanics, and 57% for African-Americans. Male graduation rates are lower yet: 54% for Hispanics, 50% for African-Americans.<sup>3</sup> Sacramento City Unified School District, specially studied as one of the largest school districts in the state, had particularly low graduation rates by this measure: 41% for Hispanics, and 38% for African-Americans. *Id.*

Released in April 2005, the Harvard report led, of course, to yet another round of calls for reform, and editorials statewide recounted the long downward slide of the state's schools, compounded by relevant agencies' use of statistical methodologies that obscured the problem:

- “California’s public education hierarchy has engaged in what can only be described as a massive disinformation campaign about the extent to which high school students vanish without graduating. [¶] For years, the [agency] has claimed that 87% of high school students get diplomas, even when outside analysts repeatedly demonstrated that the official numbers just didn’t add up....” Appendix D(4), *California Can’t Ignore Dropout Data*, Dan Walters, *The Sacramento Bee and The San Diego Union Tribune*, April 19, 2005.<sup>4</sup>

- “Underreporting of high school dropout rates again made headlines last month but the news was still the same. Official dropout rates are artificially low because districts treat those who leave as transfers. But local administrators don’t know if those students transferred to another school or to the street. [¶] Assigning students numbers to better track them as has been done in Los Angeles Unified since 1970 was supposed to give educators a better handle on how many kids go through high school. However, lacking money or incentive, officials there failed to analyze the information. Too few districts even attempt to track high school students....” Appendix D(6), *Real Dropout Numbers Expose ‘Dirty Secret.’* *The Pasadena Star-News*, April 4, 2005; see also Appendix D(3), *High School Graduation Rates: Alternative Methods and Implications*, Jing Miao and Walt Haney, Boston College, October 15, 2004; and Appendix D(5), *California’s Questionable Dropout Rate*, *Capital Ideas*, September 23, 1998.

*The “Academic Performance Index.”* The “API” is referred to by the Department of Education as the “centerpiece” of the statewide accountability system in California public education. See Appendix D(11), *List of Schools – County Level; 2004 Academic Performance Index (API) Base Report*; California Department of Education, State of California. The Public Schools Accountability Act of 1999 (“PSAA”) requires that the California Department of Education annually calculate APIs for California public

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<sup>3</sup> Footnote 7 of Appendix D(13) describes the calculations and methodologies on which the CPI is based.

<sup>4</sup> As the most visible state agency administering education, the Department of Education receives considerable criticism. However, the Department is a Cristo Rey Sacramento employer. The Committee has found its points of contact to be enthusiastic and committed to the underserved.

schools, including charter schools, and to publish school rankings based on the data. The data is compiled from the array of standardized tests that California students take. The PSAA requires the establishment of a minimum five-percent annual API growth target for each school as well as an overall statewide API performance target for all schools. The Department adopted 1999 as the base year, imposed the five percent annual increase requirement, and set 800 as the target API for each school.

In the Sacramento City Unified School District, just 1 of 14 high schools met the 800 target. The single school that made the target, “West Campus,” is a small, highly selective college preparatory public school. Of those that missed the target, the schools attended by many of our survey respondents—Hiram Johnson, Luther Burbank, C.K. McClatchy, Genesis, and John F. Kennedy—all substantially lagged. None of these even met the targeted 5% annual advancement goal for any year of measurement.

*“Abbreviated School Accountability Report Card.”* In response to yet another legislative initiative, California public schools issue and publish “Report Cards,” more fully referred to as an “Abbreviated School Accountability Report.” See Appendix D(17)

Among a multitude of measured data, discipline is included, and it is here that the Feasibility Study Committee can directly link available statistical data with the reported experiences of our student survey respondents and interviewees. All public high school student participants targeted by our study for separate, more exhaustive interviews reported that they felt extremely unsafe in their schools; that daily attendance required significant energy simply to avoid actual or threatened violence; and that these were constant, relentless distractions that fully impaired the learning environment. Interviewees reported extreme gang infiltration of their school environments, accompanied by pervasive pressure to either join or be beaten or harassed. Particularly throughout south Sacramento, entire neighborhoods are reported by study respondents to be gang-infiltrated and gang-dominated, with ongoing turf wars reported between the so-called Norteños and Sureños, and between a number of unnamed Asian gangs.<sup>5</sup>

These anecdotal reports of danger and menace are borne out by the schools’ “Report Card” data. Though each school’s disciplinary statistics are affected by subjective variables (such as willingness or unwillingness of administrators to take certain actions that are then statistically tallied), the data are still compelling. Following are relevant statistics from several of the City schools attended by many of our survey respondents and interviewees:

- Luther Burbank High School, located in south Sacramento, has an enrollment of 2,400, of which 25% are African-American, 32% are Asian, 26% are Hispanic, and 7% are White. In 2004, Burbank reported a suspension rate of 40% (total number of incidents or students divided by total enrollment).

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<sup>5</sup> The Moral Values Program (“MVP”) is a privately run gang aversion program located in south Sacramento. Though not Catholic-sponsored, the program directors are Catholic and fully support introduction of Cristo Rey into their community. MVP will accept into its program any minor child who asks for support. The program is comprehensive and there is an optional boarding feature. It is uniformly regarded in the press and in the community as a success. MVP cooperated fully in this study. Many of this Report’s insights into Sacramento gang pathologies came from the feasibility study’s work with MVP.



- Hiram Johnson High School, located in southeast Sacramento, has an enrollment of 2,300, of which 20% are African-American, 27% are Asian, 24% are Hispanic, and 22% are White. In 2004, Johnson reported a suspension rate of 42%.

- Genesis High School, a new alternative school located in South Sacramento, has an enrollment of just 230 (47% African-American, 9% Asian, 28% Latino), and a 38% suspension rate.

“*California Standards Tests.*” In another measure of school performance, the California Standards Tests show how well students are doing in relation to the state content standards, with derivative statistical data showing the percent of students meeting or exceeding the state standards. This statistic shows a clear link between school violence and academic failure. (Available data sources do not break these figures down by ethnicity.) For example:

- At Luther Burbank High School for 2004, just 13% of the students tested as proficient or advanced in English; 5% in Math; and 12% in Science.

- At Hiram Johnson High School for the same year, 14% of the students tested as proficient or advanced in English; 6% in Math; and 11% in Science.

- At C. K. McClatchy High School for 2004, serving a portion of south Sacramento, but located in an affluent neighborhood, 41% of the students tested as proficient or advanced in English; 18% in Math; and 32% in Science.

- At Genesis High School for 2004, 2% of the students tested as proficient or advanced in English; 0% in Math; and 1% in Science.

## 2. PUBLIC SCHOOLS IN SUMMARY

By any statistical measure or anecdotal report, Sacramento public high schools provide poor educations in dangerous environments. They particularly fail minority youth. These crisis conditions will mount as key populations continue their dramatic growth in the Sacramento region.<sup>6</sup>

### B. CATHOLIC EDUCATION IN GREATER SACRAMENTO

It is these same minority youth that would most benefit from a Catholic education. But painfully, these are the groups *least* likely to be served by our schools in significant numbers, nationally or in Sacramento.

By contrast to the 112,000 high school students in Sacramento-area public schools during school year 2004 to 2005, metropolitan Sacramento’s Catholic high schools enrolled just 3,600 students, or barely more than 3% of all high school students in the area. While public school enrollment in Sacramento has nearly tripled since 1970, Catholic high school enrollment has not grown at all.<sup>7</sup>

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<sup>6</sup> For additional source materials, see Appendix D(7), (8) and (9).

<sup>7</sup> Each school’s enrollment has grown, but there have been offsetting school closures (Mercy High School, Carmichael; St. Joseph Academy, Sacramento; Bishop Manogue High School, Sacramento).

The percentages of students in each ethnic category vary by Catholic high school. For each school that responded to our study’s request for such information, the data is as follows:

<b>Table 2: CATHOLIC HIGH SCHOOL ENROLLMENT</b>					
<b>School</b>	<b>Enrollment, 9-12/ Grade 9 admitted, '04-'05</b>	<b>% White</b>	<b>% Hispanic</b>	<b>% Asian</b>	<b>% African-American</b>
<b>Christian Brothers (co-ed)</b>	1088 / 308	64%	21%	5%	10%
<b>Jesuit (men)</b>	1070 / 281	66%	12.8%	12%	5%
<b>Loretto (women)</b>	553	73%	15%	7%	3%
<b>St. Francis (women)</b>	903				

Each of the Catholic high schools is college preparatory.<sup>8</sup> Christian Brothers High School is located in Sacramento’s Oak Park residential district, which is sometimes included in references to “south Sacramento.” Jesuit High School is located in the eastern suburbs (unincorporated Sacramento County), in an affluent residential district in the community of Carmichael. St. Francis High School is located in a prosperous middle class residential district within the city of Sacramento. Loretto is located in unincorporated Sacramento County, just outside the City limits, near working- and middle-class residential districts. Each has an excellent reputation, known region-wide for excellence in education. Schools in affluent neighborhoods are also full and thriving (St. Ignatius; Holy Spirit; Sacred Heart; St. James, Our Lady of the Assumption, St. John the Evangelist, St. John Vianney; Holy Family). The Diocese also continues to open new parish schools in suburban locations, which are then quickly filled (St. Elizabeth, Elk Grove; Holy Trinity, El Dorado Hills).

For the region’s Catholic elementary schools located in poor and working class neighborhoods, the picture is far bleaker. In 1965, Sacramento’s Catholic elementary schools enrolled 35,000 students. That number has dropped today to just 17,000, with urban Sacramento bearing virtually the full brunt of all closures, elementary and high school:

- 1966: St. Joseph Academy, closed. The enrollment of 320 women primarily served downtown neighborhoods, overwhelmingly Hispanic. (St.

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<sup>8</sup> In response to the feasibility study’s findings, all of the Catholic high schools are newly informed about the huge numbers of children—particularly Hispanic children—that are simply missed by existing admissions and outreach methods. Particularly revealing to all familiar with this study were the extraordinary numbers of Hispanics attending Spanish-language liturgies in parishes throughout the region, including in parishes still thought to be primarily English-speaking. We discuss this trend throughout this Report.

Joseph closed when the new Bishop Manogue High School was built. Manogue too then closed.)

- 1968: Cathedral School of St. Joseph, closed. The enrollment of 313 primarily served Hispanics.
- 1970: Cathedral School of the Holy Angels closed: The enrollment of 280 primarily served Hispanics.
- 1990: Bishop Manogue High School, closed. The enrollment of 400 women primarily served students from Sacramento's inner city parishes and was itself located near downtown.
- 2003: Immaculate Conception Parish School, closed. The enrollment of 160 primarily served Hispanics and African-Americans.
- 2005: St. Peter Parish School, closed. The enrollment of 190 primarily served Hispanics.

The earliest closures marked the beginning of the current crisis faced by the Diocese of Sacramento in trying to respond to the educational needs of a largely Catholic, Hispanic population growing at dramatic and unprecedented rates, whose children were and are dropping out of public schools at a crisis pace. While Sacramento's public schools are failing other groups as well, including African-Americans, Pacific Islanders, and various Asian ethnicities, Hispanics pose an acute challenge because they are such a substantial population segment, particularly in Sacramento's inner-city.

This poses a paradox. While there is a need and demand for Catholic inner-city schools to serve these underserved groups, enrollments continue to fall at Sacramento's inner-city schools because they are too expensive for their local populations. There are many examples of this demographic paradox:

- *All Hallows and St. Peter Parishes* are located in the urbanized areas southeast of downtown Sacramento. In the 2004 to 2005 school year, there were 210 Catholic *eighth graders* in the two parishes, overwhelmingly Hispanic (140). Of these 210, only 48 were enrolled in the two parishes' schools, with the other 162 in religious education. St. Peter School closed.
- At the *Shrine of Our Lady of Guadalupe*, located in downtown Sacramento, approximately 7000 congregants, mostly families, attend Sunday and vigil Masses. Only two school-age children from the Shrine attend a Catholic high school. About 40 attend various Catholic elementary schools.
- At *St. Rose Parish*, 11 Masses are celebrated on weekends, with the Spanish-language congregations so large that several of these Masses can no longer fit in the parish church, but are held instead in the cavernously large parish center. Despite a pastor intensely dedicated to the parish school, its enrollment continues to fall despite huge numbers of parish school-age children.

- At *Immaculate Conception Parish*, there are several Spanish-language Masses that fill the large church to capacity—again mostly families. Yet Immaculate Conception School closed in 2003.

This is the pattern across the Sacramento region in urban and agricultural rural areas, exacerbated by continuing rapid growth in the Hispanic population segment. All of the parishes visited by study representatives presented the same phenomena: huge and explosively growing numbers of school age children, juxtaposed against a parish school experiencing alarming enrollment decline: St. Anne, St. Lawrence, St. Joseph, Holy Cross, St. Philomene, and Our Lady of Grace, Marysville's Notre Dame, Yuba City's St. Isidore, Colusa's Our Lady of Lourdes, Oroville's St. Thomas, as well as All Hallows and St. Patrick, with Immaculate Conception and St. Peter already lost.<sup>9</sup> Through surveys of and interviews with parents, the study has established that each existing inner-city school would be filled to capacity were tuition either not a factor or less of a factor. In response to our outreach, Spanish-speaking parents immediately and emphatically advised study representatives how desperate they were for their children to transfer to Catholic schools from local public elementary and high schools perceived as dangerous. (Some of these parents, again overwhelmingly Hispanic, were not even aware that a Catholic school was an existing ministry of their own parish. Many could not name existing Catholic high schools.)

In Sacramento, hints of this crisis existed in the school closures of the 1960s—all in Hispanic neighborhoods. Forty years later, the full impact of those early signs are now here—an explosively growing, in-need population unable to afford Catholic schools, with virtually no provision made for the arrival of the crisis. The exploding Hispanic population has presented a profound outreach challenge to virtually all of the parishes in the region, save for a very few. Often, Spanish Masses were added onto an existing English-language Mass schedule, meaning that the Spanish Masses are invariably at inconvenient times. Spanish-language missalettes, if available, are not usually maintained in the pews but are instead brought out only for Spanish-language Masses. Spanish-language bulletins are extremely rare. Meanwhile, the Spanish-language liturgies in these same parishes are uniformly filled to capacity, while English-language Masses rarely are.<sup>10</sup>

As to the local church and its elementary and high schools, virtually no attempt has been made to reach this considerable audience. No Sacramento Catholic elementary or high school employs Spanish-language admissions materials, admissions staff, or other specialized assistance in the Spanish-language. We were able to find no instance where a parish or high school representative directed school admissions outreach to Spanish-speaking parents. The result is that Catholic schools—and particularly Catholic high schools—are becoming increasingly unaffordable to increasing numbers of people. The household incomes of Catholics in Catholic schools are markedly and consistently higher than the household incomes of the much larger numbers of Catholics in public schools.

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<sup>9</sup> St. Peter School was consolidated into All Hallows Parish School. Effective Fall 2005, the combined school will be called John Paul II Catholic School.

<sup>10</sup> Not all parishes experience this dichotomy. For example, the parishes of St. Rose and St. Charles appear to have well-integrated parish ministries. Still, no parish *school* has formalized outreach to Spanish-language families.

With the explosive growth in the Hispanic population, this dichotomy is dramatic, marked, and indicates a crisis in ministry.<sup>11</sup>

### C. CONTINUED POPULATION GROWTH: COMPOUNDING THE CHALLENGE

The inability of most Catholics (and virtually all poor Catholics) to enroll their children in Catholic schools is a condition that will only become worse without aggressive measures in response, such as introduction of a Cristo Rey high school. Once introduced, it will act as a prompt for additional measures aimed at stemming the exodus of the poor and working classes from Catholic schools.<sup>12</sup> Growing populations in relevant demographics mandate action.

In 2002, based upon United States Census Bureau estimates and compilations, the Sacramento region's population was 2.6 million. This includes the counties of Sacramento, Yolo, El Dorado and Placer (*west of the Sierra Nevada range*), *eastern* Solano, Sutter, Butte, Yuba and Amador counties. *Source: American Community Survey Profile 2002 (derivative compilation)*, United States Bureau of the Census.<sup>13</sup> As of 2002, the Census Bureau estimated that the Hispanic population numbered 408,000; African-Americans 226,685; and Asians 268,000. Other estimates show far higher figures for Hispanics and are discussed below.

Between 1990 and 2000, the City of Sacramento (2002 population, 473,160 *est.*) went from a majority non-Hispanic white city (1990, 53.5%) to minority non-Hispanic white city (2000, 40.2%). The Hispanic share of the population was the ethnic segment showing the most growth, increasing by 58% between 1990 and 2004. *Source: Racial Change in the Nation's Largest Cities: Evidence from the 2000 Census*, The Brookings Institution Center on Urban and Metropolitan Policy, April, 2001.<sup>14</sup>

Current estimates show continued growth in Sacramento-area minority populations, and particularly in the Hispanic population segment. Private sector marketing figures released in September 2004 by Nielsen Media Research show that the Sacramento region's Hispanic population is growing much faster than in any other major Hispanic market in the United States. *Source: Sacramento Leads All Top Markets in Hispanic Population Growth*, Univision, September 29, 2004, *citing* Nielsen Media

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<sup>11</sup> Holy Rosary School, located in Woodland, Yolo County (19 miles from downtown Sacramento), provides insight into the effect of tuition on Spanish-language communities. Woodland is central to one of Yolo County's agricultural regions. In the 1960s, its parish school was fully staffed by religious sisters, and tuition was about \$10 per month per student, typical of Diocesan parish schools of the day. Its enrollment in 1967 was over 550—at a time when Woodland's population was only 18,000. The school population was largely Hispanic, with significant numbers of agricultural laborers' children attending. Holy Rosary today enrolls just 249, while Woodland's population has grown threefold to 49,150, 38% of which are Hispanic. See <http://www.nationmaster.com/encyclopedia/Woodland%2C-California>. It is Holy Rosary's religious education program that now enrolls over 550 students, overwhelmingly Hispanic. Dramatically higher tuition explains this evolution. Holy Rosary's is now \$3,500 per year. Even with discounts for multi-child families, this is one of the highest tuition rates in the Diocese.

<sup>12</sup> Merely the presence of the Cristo Rey study in the Sacramento metropolitan area brought to light startling shortfalls in Church-sponsored or Church-affiliated educational ministries to the poor, those of modest means and newly arrived, particularly including the near-total absence of outreach to Spanish-speaking populations regarding education.

<sup>13</sup> See <http://www.census.gov/acs/www/Products/Profiles/Single/2002/ACS/Tabular>.

<sup>14</sup> See <http://www.brook.edu/dybdocroot/es/urban/census/citygrowth.htm>.

Research.<sup>15</sup> The Nielsen figures showed that the Hispanic adult population in the Sacramento demographic market grew 10.6% for the year, 11.6% among Hispanic adults 18 to 49. *Id.* No other major metropolitan area had growth in the double digits. *Id.* Further, the total number of Hispanics in the Sacramento television market grew 6.7% in 2004 and 16.5% since 2003. *Id.*

This significant growth has made Sacramento the fastest growing among the top 15 Hispanic markets in the United States. *Id.* According to Nielsen, the population growth was particularly dramatic in the key demographics targeted by television advertisers. Compared to just the preceding *year*, the Sacramento market saw growth of 21.5% among Hispanic women 18 to 34, and 22.1% among Hispanic men 18 to 34. *Id.* Furthermore, the Hispanic population may actually be seriously undercounted. *See, e.g., United States Hispanic Population Overview*, Vida Latina Business Resource Center, 2004 (relying on basic Census Bureau figures from which various algorithmic extrapolations are made).<sup>16</sup>

These figures establish an enormous new population wave, dominated by families with low incomes. The Committee repeatedly found that these parents want and need Catholic educations for their children. Unless measures are taken to make Catholic educations financially accessible, *existing schools in position to address this need* may instead be lost, with a resulting widening gap between the educational needs of low income Catholics and the parochial schools needed to serve them.

#### **D. METHODOLOGY OF NEEDS ASSESSMENT: SURVEYS, QUESTIONNAIRES, FOCUS GROUPS AND INTERVIEWS**

In assessing the need and demand for a Cristo Rey School in Sacramento, the Committee's approach was qualitative (presentations and information sessions via focus groups); quantitative (surveys and questionnaires); and anecdotal (via interviews and other outreach). The Committee also conducted separate forms of outreach for *urban* and *rural* communities. These had to proceed along a different timeline, necessitated by the agricultural cycle and the corresponding availability of key Committee members.

All parent and student attendees at Committee focus group presentations and information sessions were invited to complete questionnaires. *See Appendix C(4), (5)*

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<sup>15</sup> *See* [http://www.univision.net/corp/en/pr/Sacramento\\_29092004-2.html](http://www.univision.net/corp/en/pr/Sacramento_29092004-2.html). Nielsen adds San Joaquin County to the Sacramento region, due to proximity, and places the region's Hispanic population at 797,000. San Joaquin County is adjacent to Sacramento County, with their urbanized districts separated by southern Sacramento County's still-considerable agricultural districts. These districts are an integral part of this report. *See infra*, discussing methods to serve these populations and outreach conducted at St. Christopher Parish, in the agricultural community of Galt, Sacramento County, California.

<sup>16</sup> *See* [http://www.vidalatina.cc/db/vlbrc\\_ushisppop.pdf](http://www.vidalatina.cc/db/vlbrc_ushisppop.pdf). Excerpt: "Many independent organizations suggest that the United States Census Bureau significantly undercounts Hispanics; some organizations estimate as much as 80% in areas in which a Hispanic presence is relatively new, such as in the Southeast. The most accurate information pertaining to Hispanic population and demographic information extrapolates US Census data utilizing complex algorithms whose variable include, but are not limited to, anecdotal evidence such as 'street counts' (observations of the amount and activity of Hispanics frequenting neighborhood shopping districts, etc.) and tabulations of Hispanic traffic in health care facilities and other public institutions. It should be noted that although the author is confident as to the accuracy of the data presented in this document, the author makes no guarantee that it is 100% accurate and is not responsible for any actual or alleged discrepancies in the data presented."

and (6). Most did. Both categories (parent and student) had a long form (Appendix C(4) and (5)) and a short form (*id.*). The rural agricultural community questionnaires were slightly different. *See* Appendix C(6).

Focus groups ranged in size from very large, down to very small, all captured on Appendix B(1), and summarized here:

*Very large:* The Committee, at the invitation of multiple pastors, made presentations at English and Spanish Masses in selected areas, followed after Mass by information sessions, distribution of information, and completions of parent and student surveys. All parishes preceded these presentations with bulletin and other announcements, usually facilitated by a parish-based advocate of Cristo Rey.<sup>17</sup>

*Large:* The Committee also arranged to make presentations in existing forums. These were invariably Spanish-speaking venues: “English as a Second Language” courses; youth soccer leagues; parish youth groups; and special “youth day” forums. The Committee presented and distributed information; parents and students completed surveys.

*Medium:* The Committee relied again on existing structures, such as Catholic Faith Formation (“CCD”) classes; parochial school classes; and specially arranged groups assembled from parish or community organizations. The Committee presented and distributed information; parents and students completed surveys.

*Small:* This is substantially the same, except the individual groups had fewer members or participants.

*Individual:* The Committee urged its members to obtain additional anecdotal information wherever the information might be available, and to flexibly respond to any opportunity to obtain parent and student input. Committee members interviewed:

- Parish youth, identified by pastors as in legal difficulty due to public school conflicts with either racial or gang overtones.
- Parents whose children were known to be in acute crisis in their public schools. These parents were either identified by pastors, or they came forward and requested assistance from Cristo Rey committee members.
- Parents in legal custody interviewed in the course of doing their community service.

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<sup>17</sup> The observation of the Committee is that even in nominally English-language parishes, the Spanish congregations are invariably larger, and in most cases *much* larger than the English-speaking congregations. Examples: Holy Cross, St. Peter, St. Charles, St. Anne, St. Joseph, St. Rose and Immaculate Conception. With the exception of St. Charles, it is these same parishes whose enrollments are in steepest decline, or which have already (recently) closed.

- Parents whose children were currently enrolled in Catholic elementary schools, but who planned not to attend Catholic high schools due to cost.
- Leaders of organizations serving the poor and near poor.



## IV. COMMUNITY RESPONSE

Using all of these methods, the Committee obtained 371 *urban* parent surveys, 489 *urban* student surveys, and 85 *agricultural/rural* parent surveys, for a total of 937 completed surveys. (The surveys are also admissions tools—all contain each respondent’s name and full contact information. Because of this, all outreach continues.)

### A. URBAN SURVEYS, QUESTIONNAIRES, FOCUS GROUPS AND INTERVIEWS

#### 1. URBAN PARENT SURVEY/QUESTIONNAIRE RESPONSES

*Of the 371 urban parent surveys completed, 78 were completed via presentations and distributions to selected parochial schools, **without regard to the expected income levels of respondents.** The remainder were completed via all of the other types of forums previously identified.*

*This enabled insight into the effect of affordability on school choice. A majority of the 78 sample respondents who currently enroll their children in Catholic schools earn more than \$50,000 (54 of 78). An overwhelming majority of sampled parents who do **not** enroll their children in Catholic schools earn between \$0 and \$50,000 (242). A majority of these earn less than \$30,000 (175). A substantial number of these earn less than \$10,000 (57).*

*Core finding: Those families earning less than \$30,000 are extremely unlikely to enroll their children in Catholic schools: just 3 of 185 such households did so.*

Ethnicity <sup>18</sup>	Parent Surveys <sup>19</sup>	Attending Catholic School	Top: Number of Survey Respondents Bottom: No. of Children Attending Catholic School			
			Respondent household income (000)			
			\$0 → \$10	\$10 → \$30	\$30 → \$50	\$50 → \$70
<b>Hispanic</b>	273	36	<b>54</b> <b>0</b>	<b>106</b> <b>3</b>	<b>79</b> <b>9</b>	<b>34</b> <b>22</b>
<b>White</b>	54	48	<b>1</b>	<b>1</b>	<b>18</b> <b>18</b>	<b>28</b> <b>28</b>
<b>Filipino</b>	15	12	<b>0</b>	<b>2</b>	<b>2</b> <b>2</b>	<b>8</b> <b>4</b>
<b>Tongan</b>	8	0	<b>1</b>	<b>7</b>	<b>0</b>	<b>0</b>
<b>African-Amer.</b>	8	2	<b>1</b>	<b>0</b>	<b>2</b> <b>2</b>	<b>5</b>
<b>Asian</b>	3	1	<b>0</b>	<b>2</b>	<b>0</b>	<b>3</b>

Further information from this sample is as follows:

- Average total members of household: 5.21
- Families eligible for free lunch: 188

<sup>18</sup> Sacramento has very significant numbers of *recent* immigrants from Russia, Belarus and Ukraine, largely Protestant, many poor, with substantial numbers residing in public housing. Though some bridges exist to these groups within certain Catholic communities, they do not have a cultural or religious tradition of supporting Catholic institutions of any kind. We look forward to future outreach but not at the expense of Sacramento’s large Catholic population.

<sup>19</sup> Surveys were distributed one-per-family. Survey responses in certain categories do not match the total number of surveys completed. This is because not all survey respondents answered all survey questions.

- About the possibility of a Catholic high school education:
  - Can pay for Catholic education:
    - Yes: 54
    - No: 279
    - Do not know/no answer: 33
  - Likely to apply to a Catholic high school:
    - Yes: 58
    - No: 271.
      - Reason (respondents invited to check as many as apply):
        - Expense: 259
        - Special needs child: 20
        - Distance: 40
    - Do not know/no answer: 39
  - Would send child to Catholic college preparatory school with work-study program (the Cristo Rey model was described on all surveys):
    - Yes: 326
    - No: 1<sup>20</sup>
    - Did not know/no answer: 33
  - Parents who responded that they lacked the ability to pay for Catholic high schools at current tuition rates were asked to indicate what they *would* be able to pay per month:
    - \$0: 14
    - \$50: 93
    - \$100: 61
    - \$150: 39
    - \$200: 41
    - Over \$200: 11

## 2. URBAN STUDENT SURVEY/QUESTIONNAIRE RESPONSES<sup>21</sup>

*Of the 489 urban student surveys completed, 168 were completed via presentations and distributions to selected Sacramento parochial schools. The remainder were completed via all of the other types of forums. We did not ask students about parental income. Even without a direct income question, however, there is still a distinction in these surveys similar to those in the parent surveys. Students currently attending Catholic elementary schools (whose household incomes are presumptively higher) were overwhelmingly more*

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<sup>20</sup> This is not a typographical error.

<sup>21</sup> Many, but not all, households completed both parent and student surveys. There are more student than parent surveys for two chief reasons. First, all children in a family were invited to and usually did complete a survey. Second, certain groups of students were surveyed under circumstances where it was impractical to also survey their parents.

*likely to apply for admission to a Catholic high school. Catholic students attending public schools (whose household incomes are presumptively lower) were far less likely to even apply.*

- Number of student surveys completed: 489
  - Age range of respondents: 12 to 16
  - Hispanic: 289. Number in Catholic schools: 42
  - White: 109. Number in Catholic schools: 64
  - Filipino: 41. Number in Catholic schools: 38
  - African-American: 21. Number in Catholic schools: 11.
  - Asian, including Vietnamese and Hmong: 16. Number in Catholic schools: 0.
  - South Pacific Islander: 9. Number in Catholic schools: 8.

<b>Table 4: Urban Student Survey Responses</b>		
<b>Question</b>	<b>Yes</b>	<b>No<sup>22</sup></b>
<b>Interested in college</b>	435	2
<b>Interested in attending college preparatory high school</b>	449	9
<b>Interested in a <i>Catholic</i> college preparatory high school</b>	393	40
<b>Interested in work-study program at a Catholic college preparatory high school as way to pay tuition</b>	382	98
<b>Hope to <u>apply</u> to a current Sacramento Catholic high school (Christian Brothers, St. Francis, Jesuit, Loretto)</b>	220 ▪ Currently enrolled in Catholic school: 148	267
<b>Will <u>attend</u> a Catholic high school</b>	118 ▪ Currently enrolled in a Catholic school: 90	344 Reason (check all that apply): Expense: 274 Distance: 54 No transportation: 48 Class work too difficult: 4 Strict entry requirements: 33 Not interested in Catholic education: 37

These results allow a number of conclusions.

- The overwhelming majority identifies college as a goal.
- Only 40 of 489 students did not want a Catholic education. A slight majority of these were already enrolled in public high schools.
- Only 98 of 489 would not elect a Cristo Rey modeled school.

<sup>22</sup> Survey responses in certain categories do not match the total number of surveys completed. This is because not all survey respondents answered all survey questions.

- The “No” response was distributed most heavily among older children already enrolled in public high schools.
  - By contrast, *all* responding high school students now in gang aversion programs or experiencing legal difficulty answered “Yes” to a Cristo Rey modeled school.
- There is an interesting contrast between parent and student survey responses: only 1 responding parent out of 326 would *not* elect a Cristo Rey education.
- A large number of children aspire to a Catholic high school education (220), even though a large portion of this group considers that they will not attend (102).
- Those currently enrolled in Catholic elementary schools (148) are far more likely to say that they will apply *and* attend a Catholic high school (90 of 148).
  - By contrast, those not enrolled in a Catholic elementary school (341) are more far more likely to respond that they will *not* attend a Catholic high school (313).
  - Even if the 341 children *not* currently enrolled in a Catholic school plan to *apply* to a Catholic high school (72), only 28 of these considered that they would actually *attend* the Catholic high school.
- Many more parents than students indicated that they could not afford Catholic high schools. This may suggest that many more students “hope” to attend a Catholic high school than will attend, due to expense.
  - *This is a very good sign for a Cristo Rey high school since affordability is consistently cited as the parents’ chief obstacle for obtaining a Catholic education for their children.*

### 3. SUMMARY OF SELECTED URBAN FOCUS GROUPS, INTERVIEWS AND SURVEY RESPONDENTS

*Parish youth, identified by pastors as in legal difficulty due to public school conflicts with either racial or gang overtones.* At the Committee’s request, pastors invited members to interview young parishioners known to be in legal difficulty. The goal was to determine whether an accessible Catholic high school might have led to different choices in lifestyle and peer group. During interviews, Committee representatives found that these cases had a common thread—all involved disputes that originated at the students’ various public schools. According to the students, gang problems proliferate. This creates a variety of tensions between those of different racial groups, and then between those within the same racial group who come from different gangs (such as the Norteños versus the Sureños). *Source: Interviewees from Luther Burbank High School, Genesis High School, and Hiram Johnson High School.*

*Parents whose children are in acute crisis in their public schools.* These parents were either identified by pastors, or they came forward during parish Cristo Rey outreach sessions and requested assistance. The typical report was that formerly well-behaved children went into precipitous decline once enrolled in a local public high school. The

parents, invariably distraught, reported that their children, formerly devout and obedient, became incorrigible after just a few semesters in public high school. Interviewing these same children revealed that they felt under intense pressure to conform to prevailing attitudes of defiance and disrespect at their school, which then carried over into the home. They reported extreme difficulty learning due to disorderly classrooms in which violent acts against teachers and between students were not uncommon. Under these circumstances, learning became impossible; they then tested poorly, and began an academic decline which led to a variety of other undesirable behaviors. *Source: Interviewees from Luther Burbank High School, Genesis High School, and McClatchy High School.*

*Parents in legal custody who were interviewed in the course of doing their community service.* Understanding that some members of the Committee's target audiences may be accessible only through atypical means, Committee members were invited to flexibly create opportunities to obtain information. Among these were interviews with incarcerated parents, on temporary release to perform community clean-up. None earned over \$10,000, and all had children. None were Catholic, yet all reported that they would send their children to a Cristo Rey High School. *Source: Interviewees held in custody by Sacramento County, interviewed on June 3 and 4, 2005 (St. Rose Parish).*

*Parents whose children were currently enrolled in Catholic elementary schools, but who planned not to attend Catholic high schools due to cost.* Our study found just one parent who rejected a Catholic education. The lopsided parent preference for Catholic education runs the gamut of student ages. Save for the one, parents of all student age groups support and fervently wish for a Catholic education for their child, elementary and secondary. For many, the Committee's presentations were the first information they had ever received about the possibility of any type of Catholic education for their children. As to those currently enrolled in Catholic elementary schools in target areas, many parents will send these children to public high school, due to the current high annual tuition for Catholic secondary schools (above \$9,000). As to those not enrolled in Catholic elementary schools, cost was the single most frequently identified factor discouraging enrollment.<sup>23</sup>

*Leaders of organizations serving or interacting with the poor and near poor.* Unanimity of support for Cristo Rey Sacramento was also expressed by community leaders serving or interacting with the poor. From law enforcement, to charitable organizations, to ministries serving public housing, to those serving families and others in distress, the overwhelming and unambiguous consensus is that such a school is an acute necessity in our community. *See Appendix D(1) to (6).*

*Leaders in public service.* The elected District Attorney for the County of Sacramento (who served on this Committee in her personal capacity); the Hispanic Correctional Officers Association; the appointed United States Marshal for the Eastern District of California; principals of public schools; and a Member of Congress all responded to the Committee with unwavering gestures of support based upon their

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<sup>23</sup> As previously indicated, many of these same parents, desperate for their children to enroll in Catholic schools, are the same ones not even aware that their own parish sponsors a parochial school.

experiences as public officials, daily witnesses to the challenges that face all sides of the failures of urban schools, the corresponding strains on families, and the necessity of a school such as Cristo Rey that would provide hope, community stability, and an example for emulation. The principal of one of the larger rural schools commented that the public schools need the competition, and Church structures are uniquely qualified to educate the young and create a competitive example in doing so.

## **B. RURAL SURVEYS, QUESTIONNAIRES, FOCUS GROUPS AND INTERVIEWS.**

The urban educational challenges facing greater Sacramento are compelling—huge and growing numbers of poor and newly arrived Catholics; a profound demographic imbalance between those Catholics in and those not in Catholic schools; and the intense desire by overwhelming numbers of low income parents that their children obtain Catholic educations that they cannot currently afford. Yet Sacramento presents an additional challenge *and* an additional opportunity to serve: dramatically growing numbers of rural Catholic poor who labor in the Sacramento Valley’s huge and labor-intensive agricultural sector. Because of this sector, the Sacramento feasibility study embarked on a first-ever evaluation of their educational needs—a first in this Diocese and, possibly, a first for the Network.

The Great Central Valley is a single large valley with two names. It is “the Sacramento Valley” in the north and “the San Joaquin Valley” in the south, with a total area of about 18,000 square miles, and paralleling the Pacific coast for about 450 miles. It is 40 miles wide and almost totally enclosed by mountain walls, except where the Sacramento and San Joaquin rivers empty into the San Francisco Bay. California’s temperate climate has made the Valley the largest and most productive agricultural region in the world. Large populations of Spanish-speaking laborers serve this sector, part of Valley life for generations.

Upward mobility is rare. Many families have subsisted in difficult circumstances for several generations. Residents of these vast rural areas of the Diocese currently do not have access to Catholic high school education, financially or geographically. They experience rates of poverty above those of the Greater Sacramento region and have much lower percentages of adults with college degrees. Rural access to Catholic education has never been formally studied in this Diocese.

While urban Catholic education was building its foundations in urban Sacramento to serve large and growing Catholic populations (mostly Irish, Italian and Slavic), rural regions were overwhelmingly Protestant.<sup>24</sup> That changed with more recent waves of Spanish-language immigrants, particularly so in the past generation. But by the time of

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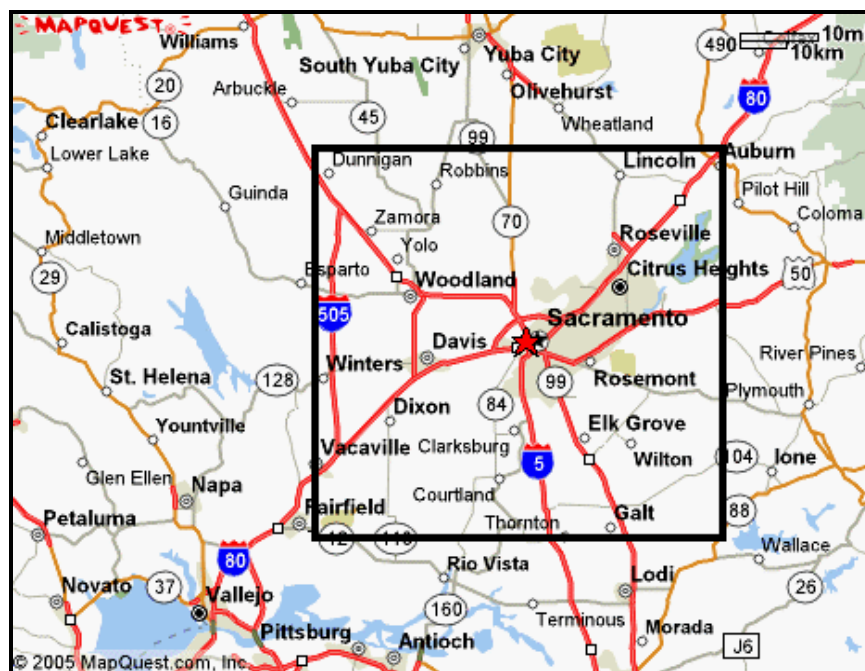
<sup>24</sup> The sole major exception is the large Portuguese migrations, almost exclusively to *rural* Central Valley regions (and rarely to large cities). Where the Portuguese settled (up to the mid-20<sup>th</sup> century), they did indeed build parish schools in several small rural towns in the Dioceses of Sacramento and adjacent Stockton (all within the Central Valley). The largely Protestant early population of the rural Central Valley explains the near-total absence of Catholic schools from most other Valley regions; these were settled as part of the railroad land grant process of the 19<sup>th</sup> century and later during the Great Depression. This process was distinct from settlement of coastal valleys, populated earlier, and rooted in California’s chain of Missions, leading to earlier established Catholic populations. (Archdioceses of Los Angeles and San Francisco; Dioceses of Monterey, San Jose, and Santa Rosa.) See, e.g., *Sunset Limited*, Richard J. Orsi (University of California Press, 2004).

these later arrivals, Catholic schools had long since stopped being “automatically built” in response to Catholic population growth. The result is that the now-huge numbers of rural, Spanish-speaking Catholic poor in the Diocese have *no* access to Catholic schools, despite their dramatically growing numbers.

Cristo Rey Sacramento’s rural outreach aimed to determine whether a Catholic, co-educational, college preparatory high school, founded on the Cristo Rey model, and based in Sacramento (1) could also reach and serve the children from the heavily agricultural Central Valley (where Spanish-speaking laborers overwhelmingly predominate) as well as other under-served and economically disadvantaged constituencies in the Sacramento Diocese; and if so, (2) what factors will affect the decisions of rural students and parents to attend or not attend the school.

The study has gathered information from two distinct rural/agricultural communities, distinguished by distance from the city of Sacramento. The *first group* of agricultural/rural communities are those that are within the greater Sacramento area, and from which students could commute daily to the school—these are the “close-in” rural districts. In the following map, they are the communities *inside* the box.

The *second group* of rural communities are those beyond the range of daily commuting—which would require that they reside with well-screened local families or with members of their own extended family while attending school in Sacramento. In the map, these are the small communities *outside* the box, located up to several hundred miles *south* and *north* of the region pictured. (To the immediate east and west are the Sierra Nevada and Coast mountain ranges, containing communities whose distinct characteristics are beyond the scope of this Report. They are prospects for eventual study and outreach.)



Already, the first-stage findings of the rural study indicate that both the close-in and the more distant rural populations of disadvantaged youth might indeed be served by

a Cristo Rey school in Sacramento, should this application to the Network be approved. Exactly how to best introduce rural populations to a Cristo Rey education in Sacramento will be a continuing integral part of Sacramento Cristo Rey's admissions and outreach.<sup>25</sup>

### **1. RURAL DIOCESAN HISTORY AND SUMMARY OF OUTREACH.**

The Diocese of Sacramento covers an immense geographic area, encompassing some 20 counties and 42,597 square miles, including the entire northern end of the Great Central Valley. Yet apart from the four Catholic high schools that currently exist in the County of Sacramento, only three other Catholic high schools serve the remainder of the Diocese. The locations of these three Catholic high schools are Vallejo (Solano County), Red Bluff (Tehama County) and Palo Cedro (Shasta County). Geography alone indicates that there are educationally underserved constituencies that exist in the other 16 rural counties of the Diocese. Sadly, due to either expense or distance, large numbers of rural Catholic families within the Diocese have never even considered the possibility of a Catholic college preparatory high school education for their children, particularly including the large and growing agricultural service sector.

While the lack of access to Catholic high school education in much of the Diocese is itself troubling, so too are the overall low education and poverty rates for much of the region. These concerns are described in a recent report published by the Great Valley Center. See Goodban, Nancy, Ph.D, *et al.*, "Education and Youth Preparedness in the Central Valley" (March 2004).<sup>26</sup>

Overall, poverty and unemployment in the rural Valley are very high. *Id.* There is a deficit of good jobs, exacerbated by a population that, as a whole, has relatively low education levels. *Id.* Fewer high school students graduate or are ready for college than in other parts of the state. *Id.* There is much poverty and relatively little access to health care. It is a foundation that must be strengthened if the region is to provide a decent home and a promising future for today's youth. *Id.*<sup>27</sup> While the "rural" counties in the Diocese are not as ethnically diverse as greater Sacramento, with all having a greater percentage of non-Hispanic whites, they all tend to contain a smaller percentage of high school graduates and have lower median incomes than Sacramento County.<sup>28</sup>

The region's other rural counties (Yolo and eastern Solano), are also not characterized by affluence, but are more ethnically diverse. Accelerating growth in the region, particularly among Hispanics, makes 2000 Census Bureau figures quite dated. There are few statistical alternatives because rural areas simply are not studied with the same intensity that urban areas are studied. For example, while the Nielsen study

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<sup>25</sup> The early solution will likely be to allocate 5 to 10 freshman slots to rural students, and endeavor to fill them for the opening year. Expansion would follow in subsequent years should this first group succeed. The Committee understands that Cristo Rey students must be eligible for employment in the United States.

<sup>26</sup> Available in its entirety at [http://www.irvine.org/assets/pdf/pubs/central/GVCindicators\\_edu\\_report.pdf](http://www.irvine.org/assets/pdf/pubs/central/GVCindicators_edu_report.pdf).

<sup>27</sup> All demographic and other contextual information is from the Branton, Goodban, Hedderson, & Ortiz Report, unless otherwise specified.

<sup>28</sup> Adjacent Placer and El Dorado Counties are the exception, with higher median incomes, higher education and lower poverty rates than Sacramento or the state of California as a whole. Large numbers of students from these communities already commute to the existing Catholic high schools in Sacramento (from areas in these counties like Folsom, El Dorado Hills, Rocklin, Granite Bay and Auburn). El Dorado and Placer counties are unlikely targets for recruitment for Cristo Rey Sacramento.



extensively reported on the 25% growth in the Sacramento urban Hispanic television market, rural areas have no comparable studies.<sup>29</sup> Census Bureau figures nevertheless are useful to show demographic patterns in those areas:

Table 6: Urban and Rural Counties, by Income, Education, Ethnicity, and Poverty Level								
	Calif.	City of Sacto.	Sacto. County	Sutter County	Yuba County	Yolo County	Colusa County	Butte County
<b>White, %, 2000</b>	59.5%	48.3%	64.0%	67.5%	70.6%	67.7%	64.3%	84.5%
<b>African-American, %, 2002</b>	6.7%	15.5%	10.0%	1.9%	3.2%	2.0%	0.5%	1.4%
<b>Asian, %, 2000</b>	10.9%	16.6%	11.0%	11.3%	7.5%	9.9%	1.2%	3.3%
<b>Hispanic or Latino origin, %, 2000</b>	32.4%	21.6%	16.0%	22.2%	17.4%	25.9%	46.5%	10.5%
<b>High School graduates, % of persons age 25+, 2000</b>	76.8%	77.3%	83.3%	73.0%	71.8%	79.8%	64.0%	82.3%
<b>Bachelor's degree or higher, % of persons age 25+, 2000</b>	26.6%	23.9%	24.8%	15.3%	10.3%	34.1%	10.6%	21.8%
<b>Median household income, 1999</b>	\$47,493	\$37,049	\$43,816	\$38,375	\$30,460	\$40,769	\$35,062	\$31,924
<b>Persons below poverty, %, 1999</b>	14.2%	20.0%	14.1%	15.5%	20.8%	18.4%	16.1%	19.8%

All rural counties, apart from Yolo County, contain a smaller percentage of persons with bachelor's degrees than either the city or county of Sacramento, with both Colusa and Yuba counties containing significantly fewer people with degrees.<sup>30</sup> All five counties have a greater percentage of persons living below the poverty line than Sacramento County, with Yuba County containing a higher percentage of poor persons than even the city of Sacramento. Certainly the needs that a Cristo Rey high school would try to address—poverty and low incomes, high school graduation rates and entrance into college—exist in these rural counties as well.

In semi-urban small cities within greater Sacramento, but still classified as rural (such as Galt and Woodland), little outreach or recruitment is currently undertaken by the four existing Sacramento Catholic high schools. Recruitment efforts that have been undertaken have been limited to students currently enrolled in Catholic elementary schools. But many “close-in” rural parishes, like those in Galt, Winters, Dixon and

<sup>29</sup> See *Sacramento Leads All Top Markets in Hispanic Population Growth*, Univision, September 29, 2004, citing Nielsen Media Research, *supra*, footnote 9.

<sup>30</sup> Davis, California, in Yolo County, is the home of a major campus of the University of California. The demographics of the City of Davis reflect this presence. With a population 65,000, it is much more affluent than the remainder of Yolo County. Consider this description of Yolo County from online encyclopedia Nationmaster.com: “As of the 2000 census, Yolo County had a population of 168,660, and notwithstanding the presence of the University of California, Davis in its midst and the state capital in the neighboring county of Sacramento, Yolo County remains a relatively rural agricultural area.” See <http://www.nationmaster.com/encyclopedia/Yolo-County.-California>.

<sup>31</sup> One option to be explored by Cristo Rey Sacramento in cooperation with “close-in” rural parishes is the hiring of vans/carpools to shuttle students daily to and from these communities to the school. Fr. Gerry Ryle, the pastor of St. Christopher's in Galt, has already indicated his parish's support for the purchase of such a shuttle van, discussed *infra*. Further discussions are underway with Paratransit, Inc., the small-van contractor-vendor to Sacramento's regional transit agency, to serve both these daily commuters as well as the daily work commute needs of school students. Paratransit, Inc. is a Cristo Rey Sacramento “FTE” employer. See also Part V, section C, *infra*, regarding site selection and transit options.

Isleton (all within 30 miles of Sacramento) have no Catholic elementary schools and *no* recruitment efforts have been targeted at their Catholic student populations.

The results of a focus group and after-Mass surveys conducted through St. Christopher Parish in Galt showed that the vast majority of parents in this area believed that a public high school education was the only option available to their children. Most had not even heard of the four existing Sacramento Catholic high schools, but almost all were extremely interested in the Cristo Rey concept and the possibility of an affordable Catholic college preparatory education. (Their savvy in grasping the significance of a college education was itself significant.)

For rural families “close-in” to Sacramento, transportation is the greatest concern and virtually the sole obstacle to enrollment in a Sacramento-based Cristo Rey high school. This was shown through both focus group and parent survey results in Galt, as well as community leader interviews in Woodland.<sup>31</sup> For those beyond the possibility of a daily commute, the Committee is continuing its investigation and interviews—our “second group” of rural communities. For this group, a separate survey (Appendix C, (6), *supra*) has been developed to determine the circumstances under which parents would

- enroll their children in a Catholic high school
- away from home,
- in Sacramento
- in order to enhance their chances for college admission

If this means that families would have to rely on extended family or a host family during the school week, the rural study will try to identify the characteristics that rural parents would seek in these families. Hispanic families are well known for the high value they place on the maintenance of the family unit and strong family ties. Sending a child to live away from home may not be acceptable in such a value system, even if it might improve the educational opportunities for that child and eventually help to raise the income level of the family. This clash of values might be mitigated for rural Hispanic families if they can have the child stay with extended family in the greater Sacramento area, thus enabling the maintenance of the family ties.

Families in rural areas, concerned about other threats to the youth of their community, such as drugs and gangs, may have extra incentives to allow their children to participate in Cristo Rey, even if it meant them having to live away from home. Such concerns were recently highlighted in a January 2005 article in Sacramento’s wide-circulation diocesan newspaper, *The Catholic Herald*. The article addressed the spread of drug and gang violence to the community of Gridley in rural Butte County. The article related the experiences of concerned parents seeking ways to combat the spread of the Norteño and Sureño gangs into Gridley and adjacent Biggs. The parent group, *Padres Unidos*, has already been contacted as part of the rural Cristo Rey outreach and a focus group date has been set for July 25, 2005.

## **2. RURAL SURVEY/QUESTIONNAIRES AND FOCUS GROUP RESPONSES**

The Committee is able to present in this Report a summary segment of its rural outreach. Rural outreach continues, based on scheduling primarily due to the agricultural cycle and the availability of relevant Committee members to oversee this particular segment of outreach.

As of the date of this Report's submission, the most significant rural agricultural outreach has been conducted in Galt, California, which lies in the southern part of Sacramento County. Galt is an excellent model both because of its large Hispanic demographic segment and the enthusiasm shown by the Galt Catholic community in response to the Cristo Rey study. It is a "close-in" rural area and Galt students could feasibly commute daily to Sacramento with special arrangements. The Committee has every reason to expect that Galt will be typical of the "close-in" agricultural communities' reaction to Cristo Rey, and we therefore turn, in some detail, to outreach conducted there as a reliable barometer of what we can expect in similar communities throughout the Diocese that we are scheduled to reach later in the summer.

### ***a) Galt Outreach and Community Response***

The Galt area is still heavily agricultural—though located only 27 miles from downtown Sacramento. The only Catholic parish, St. Christopher, does not have a parish school. St. Christopher parish specifically requested to be included in Committee outreach. The pastor, Rev. Jerry Ryle, is a firm advocate of Cristo Rey, and has advised his parishioners that the parish will finance a bus to the proposed Cristo Rey School site (about 15 miles to the north) if the numbers of students in his parish warrant it. Galt and St. Christopher set aside two days, announced parish-wide, for the Committee to conduct its work there. The first session was scheduled mid-week, and included the "60 Minutes" presentation and other information. The second session was during the Sunday Mass schedule.

### ***b) Galt Parent Surveys: 80 of 82 Say Yes to Cristo Rey***

Galt parents completed 85 rural surveys (Appendix C(6), *passim*), the results of which were as follows:

- Ethnicity:
  - Non-Hispanic Caucasian: 12
  - Hispanic: 60
  - Declined to state: 13
- Incomes less than \$40,000: 48
- Likely to apply to a Catholic high school:
  - Yes: 15: Christian Brothers (8); Jesuit (2); St. Francis (3); and Loretto (2)
    - Number of these earning over \$40,000: 9
    - Number of these earning under \$40,000: 2
    - Declined to state: 4
  - No: 66

- Number of these earning over \$40,000: 16
  - Number of these earning under \$40,000: 46
  - Declined to state: 4
  - Reason will not apply:
    - Expense: 64
    - Do not know how to apply: 25
    - Special needs child: 4
    - Distance: 40
  - Would send child to Catholic college preparatory school with work-study program (the Cristo Rey model was described on all surveys):
    - Yes: 80
    - No: 2
    - Do not know: 2
- c) Galt focus group feedback: identical to urban feedback, indicating that the interests of both urban and rural students can be well-served in a single school*
- **“What is the most important thing that you are looking for in a high school for your children?”**
    - Security, no violence/drugs/gangs
    - Good teachers, teachers who are interested in our children
    - No racism
    - Classes to prepare them well for college
    - The teaching of morals and principles like ours
    - Personal discipline and growth
    - That our children are taught to have good self-esteem
  - **“If you were given the chance to send your children to a Cristo Rey High School, what would you think about it?”**
    - It sounds like a good option
    - I worry about the tuition
    - We think that schools with good rules will help our children to focus well
      - We have confidence that our children would receive a good education in this school
      - I hope it won’t be impossible for my children to go to such a school
  - **“What would be the barriers to sending your children to a school like Cristo Rey?”**
    - Economic
    - Transportation
    - Immigration documentation
    - That in some cases the children may not want to go

- **“Would you send your children to a school like Cristo Rey?”**
  - For sure because it is a Catholic school
  - Yes of course!

### **3. RURAL SUMMARY**

Urban Sacramento already presents an enormous target area with profound needs, but the Committee specifically recommends to the Network and to the proposed Sacramento school’s governing board that rural outreach continue and become an integral part of the new school. Sacramento’s large agricultural demographic appears to be unique among Network cities.

#### **C. DIOCESAN, PARISH AND SCHOOL LEADERSHIP**

There is unanimity of support for Cristo Rey among all Diocesan leaders. Sacramento’s two Bishops, their executive staffs, pastors, parish school principals, all of the Catholic high school presidents, religious education directors, and all others in ministry who were interviewed for this study unambiguously support and advocate opening a Cristo Rey High School in Sacramento. The Committee’s outreach to diocesan leadership and ministries was so extensive that a table was designed to capture all gathered information in an orderly and readable way. *See Appendix B(1), supra.* A number of these wrote letters. *See Appendix A(6) to (25).*

The Committee started its outreach to Diocesan leaders in February. *All* diocesan ministries were invited. *See Appendix B(2).* Over 50 attended, including the presidents from all but one of the local high schools; principals of many of the parish schools serving the inner city; several inner-city pastors; and the Diocesan superintendent of schools. From that initial meeting, the Committee broadened its reach by seeking out activist parishioners from the many parishes whose congregants are in the Cristo Rey demographic. The response was enthusiastic. The result was that in virtually every parish in which the Committee conducted its outreach, a local advocate preceded us with advance publicity, bulletin announcements, and multiple other forms of assistance. (Examples: St. Anne, Our Lady of Guadalupe, All Hallows, St. Peter, Holy Cross, St. Rose/St. Patrick, and St. Christopher.) In turn, each advocate also directed us to the best forums within his or her parish so that the Committee could reach the largest number of people in a focused and direct way.

Some parishes had many more active ministries than others. In these, we were allowed direct speaking access to Sunday Mass congregations, plus any other parish group that our local parish advocate thought would be beneficial to both our study and to his or her fellow parishioners. (St. Anne, Our Lady of Guadalupe, All Hallows, St. Peter, Holy Cross, St. Rose/St. Patrick, St. Charles, Holy Cross.) This included religious education classes (St. Anne, St. Peter, Our Lady of Guadalupe); youth groups (St. Anne, St. Peter, All Hallows); youth sports leagues (Our Lady of Guadalupe); and other special events where large numbers of Cristo Rey demographics were expected (Our Lady of Lourdes, St. Peter, Our Lady of Guadalupe). In other parishes, our primary outreach was during and after Sunday Masses. In all parishes, we requested and received direct and emphatic endorsements by celebrants at all of the Masses at which we spoke. Focus

group sessions—large, medium, and small—followed at all venues. Rural/agricultural outreach was conducted separately, and has met with the same response. All outreach continues.

All parish schools who were asked to participate in our sample complied by completing surveys and allowing classroom presentations. (St. Philomene, Our Lady of Grace, St. Charles, St. Robert, Holy Cross, St. Anne, St. Patrick.<sup>32</sup>) Some of these led to further, more focused interviews with selected students, parents and teachers. Two schools—All Hallows and St. Peter—completed no surveys. St. Peter School closed effective June 2005, and was thereafter designated by the Diocese, the Committee and the sponsoring religious congregations as the site of the proposed Sacramento Cristo Rey. See Appendix B(15), *infra*. All Hallows School, into which St. Peter will be consolidated, also completed no surveys, again in deference to the sensitive circumstances surrounding the St. Peter School closure. St. Peter’s and All Hallows’ non-school ministries were fully participatory and enthusiastic. Additionally, there is now overwhelming and mounting support for replacement of the closed school with an opportunity as rare and exciting as a Cristo Rey high school. Rev. Rodolfo Llamas, pastor of All Hallows and St. Peter, is an outspoken, unambiguous champion of Cristo Rey, as are key leaders in both parishes. St. Peter Parish has particularly vibrant Spanish-speaking ministries.

The high school presidents were, ultimately, equally enthusiastic. In the early months, Christian Brothers High School, located in Sacramento’s inner-city Oak Park residential district (an area long associated with minority poverty) expressed concern that Cristo Rey would divert applicants and students from Christian Brothers. In response to Christian Brothers High School’s and the De La Salle Christian Brothers’ direct request, the Committee designed a special survey aimed at determining whether Cristo Rey would adversely affect admissions at Christian Brothers (or other Catholic high school’s). See Appendices B(3) (completed surveys), and C(4) (blank survey). By the time the survey was designed, the Committee had already heard from pastors, parents, and students that there were *overwhelming* numbers of poor and those of modest incomes who were not being served by the Catholic high schools, and which the Catholic high schools had no hope of serving because there were simply too many students in these population segments. The schools’ survey answers and direct dialogue with Christian Brothers corroborated the anecdotal reports. *Id.*

It had also become clear through outreach that the Spanish-speaking populations of this region exist largely outside of virtually all Church and other social structures—and that they for that reason have become almost entirely overlooked. They are present at Mass in huge numbers but are rarely served by any parish ministry other than Mass and elementary school religious education (“CCD”). There are exceptions, of course, but these are indeed exceptions. Except for Our Lady of Guadalupe, the prevailing structures of all parishes were English-speaking, particularly including the social clubs and the

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<sup>32</sup> Of the schools in this list, only St. Charles and St. Robert have full enrollment. Neither school participates in the Diocesan “SUCCEED” school program, designed for those parish schools that serve the prototypically urban, inner-city demographic (All Hallows, St. Anne, St. Patrick, Holy Cross, St. Joseph; now-closed Immaculate Conception and St. Peter were SUCCEED participants before closure).

parish school, even in parishes where it is clear that Spanish-speaking Mass attendees dramatically outnumber English-speaking attendees.

Further indications corroborated our finding that Sacramento's Catholic schools have almost entirely overlooked Spanish-speaking parishioners. The Shrine of Our Lady of Guadalupe, a ministry discussed throughout this report, has over 7000 Sunday Mass attendees. Just two of these attend Catholic high school. St. Peter Parish and All Hallows Parish confirmed over 200 eighth graders, enough to populate *eight* eighth grade classes—and this during the same school year that St. Peter Parish closed its school for lack of enrollment.

Quite unintentionally, the huge numbers of Spanish-speakers are almost entirely neglected by our school structures. No Sacramento Catholic school—elementary or high school—conducts regular outreach to Spanish-speaking congregations. No school has bilingual admissions materials. No school designates a representative for outreach. As a result, for many, the work of the Committee was eye-opening and dramatic, prompting new enthusiasm for outreach to these underserved people by all Catholic schools, elementary and secondary. The result is that not only do all of Sacramento's Catholic schools welcome Cristo Rey, the feasibility study process has dramatically enlightened those in church and school leadership. In our presentations to them, we particularly emphasize how desperate these parents are for Catholic education.

The two Catholic high schools nearest the proposed Cristo Rey site are supportive and seek collaboration in a variety of contexts, particularly in admissions. Christian Brothers and St. Francis have both advised that they welcome Cristo Rey's arrival "into the neighborhood" and look forward to thriving together. See Appendix B(3) for a complete summary of all Catholic high school interviews.

#### **D. BUSINESS, CIVIC AND NON-PROFIT COMMUNITIES**

The business, civic and non-profit communities have responded to introduction of Cristo Rey in an impressively enthusiastic way. Committee representatives have made presentations to over 100 employers, meeting only the rare "No." The "No" responses were related to a structural limitation of the organization that prevented direct employment involvement. But even they still committed to some form of cooperation.

As explored in further detail below ("Corporate Work Study Program"), Sacramento employers responded quickly to Committee overtures. Because of this, the Committee achieved full employment, sufficient for an entering class, in just 60 days, with several employers promising "as many jobs as needed to open the school." Foremost among these were the State of California's Department of Education, Goodwill Industries, and Pacific Building Products. The Committee now substantially exceeds the threshold required for opening—a vote of confidence in Catholic education by Sacramento's business community.

Even the "No" responses were positive. The Sacramento Municipal Utility District (the region's largest electrical utility company) could not participate as a paying employer, but committed to allowing access to governmental relations personnel and building resources. Intel's commitment to public education foreclosed participation at this time, but its spokesman promised a continuing dialogue. (Intel's incoming Chief

Executive Officer has close ties to Catholic education.) Clear Channel Outdoor has promised us outdoor billboard space, free of charge.

Two local Chambers of Commerce—Sacramento’s (the region’s largest) and Folsom’s—have been integrally involved in our process, allowing access to a variety of forums where Committee representatives made presentations that obtained immediate results while also sowing the seeds for widespread future participation of the chambers and area employers. In fact, each Chamber has a Cristo Rey advocate in a leadership position. Furthermore, because the Sacramento region has four distinct geographic job sectors, we look forward to equally promising relationships with all area chambers of commerce, including those in the cities of West Sacramento (industrial, technical), Davis (bio- and high-technology), Elk Grove (technology fabricating; manufacturing), and the County of Placer (industrial, technical).<sup>33</sup>

Local political and civic leaders have also pledged their support as advocates of Cristo Rey in their various communities. The elected District Attorney for the County of Sacramento, Jan Scully, Esq., is a feasibility study committee member. Presidential appointee Antonio Amador, the United States Marshal for the eastern district of California, has pledged his considerable advocacy skills. It is he who spoke of Hispanics’ disproportionate presence in the state’s prison population. Federal judges Morrison England and James Damrell are advocates, and Judge Damrell has invited presiding judge David Levy to seek appropriate ways to become involved. Congressman Dan Lungren is an advocate and his office also seeks to become involved.

Fraternal and parish organizations are also advocates. The Knights of Columbus would like to create a scholarship program. Hispanic Corrections Officers’ President Rick Guerra, an All Hallows Parish parishioner, has pledged his support and influence. Social clubs from multiple parishes have expressed their extreme enthusiasm, and hope they can assist (while also calling upon us to creatively lend a hand to struggling parochial schools). And none of this includes those many community members who approached Committee members after Masses and other public forums to provide their business cards with an invitation to call when their skill or expertise was needed.

In short, Sacramento has presented itself as a community where the social fabric still functions well and healthfully, with an admirable level of cooperation between the public and private sectors and, in turn, between those sectors and the Catholic Church. This harmony is most fully evident in the sectors’ unabashed support for the grand tradition of Catholic education in this Diocese—all are committed to restoring wide access to Catholic schools.

As some have said, for the Church “Catholic schools are a brand that works.” Leaders in all sectors appear to grasp this, demonstrate it with their enthusiasm, and repeatedly advise that they are impressed and delighted that Church educational structures are newly being re-deployed in support of the poor and others of very modest means.

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<sup>33</sup> The Hewlett-Packard Company and Agilent Technologies (HP’s 2000 spin-off) are large area employees. Neither company at this time is in a strategic position to participate due to a variety of challenges facing both companies. Dialogue continues.



## V. RESOURCE AVAILABILITY

### A. CO-SPONSORSHIP:

- CALIFORNIA PROVINCE OF THE SOCIETY OF JESUS
- SISTERS OF NOTRE DAME DE NAMUR OF CALIFORNIA
- SISTERS OF MERCY OF THE AMERICAS, AUBURN REGIONAL COMMUNITY

The California Province of the Society of Jesus, the Sisters of Notre Dame de Namur of California, and the Sisters of Mercy of America (Auburn) have agreed to co-sponsor the school. The Diocese of Sacramento fully supports the congregations. A comprehensive process is underway to develop norms and protocols for the congregations' governance of the school.

As sponsor of this feasibility study report, the California Province of the Society of Jesus early elected to seek out co-sponsors for an eventual school. Feasibility study co-chairs William Muller, S.J., and Christopher J. Bakes, Esq., planned a focused outreach to all religious congregations with a history of ministry in Sacramento, including the Sisters of Notre Dame, the Sisters of Mercy (Auburn), the Sisters of Charity of the Blessed Virgin Mary, the Sisters of the Holy Names of Jesus and Mary, and the San Raphael and San Jose Dominican Sisters.

This outreach proved unnecessary, as through various contacts and introductions, the Committee learned that the Sisters of Notre Dame de Namur of California had been seeking just such an opportunity, and that the Sisters of Mercy of the Americas (Auburn Regional Community) were open to an additional involvement in education for the economically poor in Sacramento (a ministry they once dominated in this Diocese). Meetings ensued, culminating in a Memorandum of Understanding agreed to by the three congregations' leaders. See Appendix A(1). The final details of sponsorship and school governance are the subject of continuing meetings between the congregations' leadership teams/provincial. Each congregation has submitted a letter to this Report, re-affirming support. See Appendix A, (2), (3) and (4).

The congregations are in various stages of discernment regarding placing personnel at the school. It currently appears that the Sisters of Notre Dame are poised to make the most significant personnel commitment. As many as six Sisters may open the school. The Sisters of Mercy have a congregational meeting in September where they will refine their commitment. The Society of Jesus has not yet made a decision regarding onsite personnel.

It appears that *co-sponsorship* by three congregations, with direct responsibility for leadership and governance, is a first for the Network. The congregations have approved the timeline inserted elsewhere in this Report.

### B. BUDGET AND FUNDING, SHORT-TERM AND LONG-TERM

Appendix C contains a compendium of budget information:

- C(1): Five-year cash flow (MS Excel spreadsheet)
- C(2): Enrollment and staff (MS Excel spreadsheet)
- C(3): Salary scales (MS Excel spreadsheet)

The budget Appendices were prepared by Sister Kathryn Camacho, SNDdeN, drawing upon inputs from Notre Dame Cristo Rey High School (Lawrence), Verbum Dei High School (Los Angeles), and other relevant sources, including the educational professionals on and associated with the Feasibility Committee.

The core assumption is that Cristo Rey Sacramento will have an entering enrollment in Fall 2006 of 100 freshmen, with annual subsequent attrition of 5 net students per class-year, but with an increased freshman class size in the second year of operation and beyond (125), all of which will lead to an estimated eventual four-year enrollment of between 450 and 476. According to the Feasibility Study Committee's budget projections, a Cristo Rey High School in the Sacramento can *cover its operating expenses* with money earned from tuition, revenue from the work-study program and development efforts after five years of operation.

The projected budget also shows that the Corporate Work Study Program is a cost effective way to provide private, Catholic education to low-income families who are unable to afford the high cost of tuition at the Catholic high schools in the Sacramento Diocese.

- *Tuition: \$2,200 per year.*

The Committee projects an eventual enrollment of 476 students by the fourth year of enrollment at a projected annual tuition rate of \$2,200 per year, per student. At an actual cost-per-student in Sacramento of \$9,000 per year, the \$2,200 annual tuition leaves an approximate balance of \$6,800 to be paid by each student's salary (or salary equivalent) at his or her place of employment. Multiplying each student's \$6,800 salary figure times enrollment (476 times 6800) indicates that \$3.2 million annually must originate from the Corporate Work Study Program, by both direct salaries (for-profit employers) and grants-in-lieu-of salary (for non-profit and public agency employment).

- *Revenue source—Corporate Work Study Program.*

We further assume that the school will have 22 "FTE" *paid* jobs and 3 "FTE" *unpaid* jobs per each 100 students. The Committee recommends and projects that the school apply for grants and other fund-raising to, in effect, transform all *unpaid* jobs into *paid* jobs. The Committee recommends that the school adopt this as a separate and discrete fund-raising goal each year. (Grant writers from the sponsoring Sisters of Notre Dame and Sisters of Mercy are already investigating grants that may be available for this and other purposes.)

Because of the community response in Sacramento, including the very short time it took to reach "full employment" (approximately 60 days) for the opening enrollment of 100, the Committee expects that the school will succeed in sustaining full employment. The Committee can reasonably make this projection because, by the time of this report's consideration in August, the job count will substantially exceed full employment. The continuing responses of area employers are promising.

The Committee considers that it is acutely important to maintain the participation of four non-paying employers in particular: the State of California (participating through the Department of Education), the American Red Cross, the Diocese of Sacramento, and local National Public Radio affiliate Capital Public Radio.

- *Revenue source—fund-raising and grant-writing: operating deficits, initial upgrades, capital campaign, scholarship fund.*

The chief annual ongoing revenue source is, of course, the Corporate Work Study Program. Tuition and fund-raising follow. In turn, fund-raising must have three distinct goals: (1) compensate for unpaid FTEs; (2) compensate for each student unable to pay the remaining tuition balance after applying his or her salary to tuition; (3) compensate for all annual operating deficits; and (4) fund a capital campaign after adoption of a suitable plan.

Cristo Rey schools' budget projections suggest a typical \$3.6 million in operating deficits over the first five years. This includes monies needed to support unpaid FTEs and tuition assistance needs. This projected deficit is 83% of the amount Cristo Rey Chicago raised in its first five years (\$4.8 million). The annual operating budget projections employ assumptions regarding student enrollment, school tuition, sponsor contracts, and teacher salaries based on results of our comparisons with other Cristo Rey and local Catholic high schools.

Additionally, the facility in which Cristo Rey Sacramento will operate is a 10-classroom parish school that has just closed (St. Peter School). It has been well-maintained. A member of the Feasibility Study Committee, Mr. Terence J. Street, is the Chief Executive Officer of Roebelen Construction, the region's largest Catholic school builder and renovator. Mr. Street is a civil engineer. His initial inspections, including reviews of original school blueprints, indicate that the school buildings require only cosmetic upgrades to initially prepare for use as a high school. Working in collaboration with Sister Kathryn Camacho, Mr. Street's and Sister Kathryn's recommended upgrades include painting, landscaping, enhanced security, adding gym showers, remodeling student restrooms, and various electrical upgrades in order to fully equip the school for computer use (with a strong preference for wireless networking). Additionally, a science lab will have to be equipped by the school's *second* year of operation (Fall 2007) in order to comply with California's public college and university entrance requirements. These initial upgrades are not included in the five-year annual operating budget, but will instead be the subject of immediate fund-raising commencing upon the administrative opening of the school in Fall 2005.

The capital campaign will likewise have to be designed at an early point so that the correct construction needs and, derivatively, the correct fund-raising goals can be established, with a suitable campaign thereafter designed. As critically, the Committee recommends that school leadership establish a scholarship fund; the Committee notes that there already have been inquiries about the school's willingness to accept substantial memorial contributions. The Committee hopes to transform these inquiries into opportunities to fund an active and activist scholarship fund.

Finally, the school will benefit from the combined histories, reputations, and commitments of its three sponsoring congregations, which will have a considerable impact on fund-raising. Each of the sponsoring congregations has development directors who can provide appropriate guidance and other support. The Committee, after having heard from the congregations, from their advocates, and from their own knowledge and

impressions of the various Sacramento communities, is confident that the school will be a financial, fund-raising success.

- *The Board of Trustees*

In anticipation of both immediate and long-term fund-raising—strategic and operational—the sponsoring religious congregations have extended provisional invitations to several prominent members of the community, some of whom also serve on this Committee. The explicit criterion for Board of Trustees membership is that the Cristo Rey high school must be the candidate’s sole or chief fund-raising obligation. Each board member must grasp and accept that a school start-up is its own acute type of challenge, requiring energy, dedication and tireless commitment to the school’s early and long-term success. Cristo Rey Sacramento must develop funding sources that will not result in declines in contributions to other Catholic institutions, particularly including the Catholic high schools.

The Feasibility Study Committee’s Governance sub-committee, in consultation with the congregational sponsors, is currently drafting formal school governance structures sufficient to establish the school as an operating legal entity. Invitations to prospective Board members have already been provisionally extended on behalf of the sponsoring congregations, all in consultation with and between each co-sponsoring congregation. This will enable the Board of Trustees to be fully constituted almost immediately after Network approval. The Board, once officially constituted (immediately post-approval), will meet, consider candidates for school President, and will then appoint the President. The President will then hire the staff necessary to administratively open the school in September 2005 (staff only; no students). Personnel to be hired immediately, after due consideration, will be the Principal, Corporate Work Study Director, Director of Admissions, and Director of Development. (There has been no shortage of area professionals inquiring about these opportunities.)

All will have specific mandates consistent with their respective positions. The President and Director of Development will design, for immediate implementation, the fund-raising structures and strategies needed to serve and support the school, including in the short term. Provisional invitees to the Board of Trustees have been fully briefed on the need for prompt implementation of an early action plan.

The school will, of course, look to the Cristo Rey Network for its start-up funding, and this has been incorporated into our proposed budget. However, all who are and will be associated with the new school recognize that further and significant fund-raising and job cultivation are critical to its immediate and long-term success. Participants have a realistic sense of what is expected of them, and they, in turn, have been invited due to their profound commitment to the success of the school. The sponsoring congregations are also aware that their active involvement is key.

### **C. SITE: THE FORMER ST. PETER PARISH SCHOOL**

The Committee set site selection as an early priority. The Committee concluded that this would provide a level of specificity attractive to parents, prospective students and employers.

## **1. ST. PETER SITE: CENTRALLY LOCATED; DEMONSTRATED COMMUNITY NEED; SUPPORTIVE NEIGHBORHOOD ASSOCIATION**

The decision to close St. Peter Parish School was made in April 2005 by a joint committee made up of All Hallows Parish School and St. Peter Parish School representatives convened as a single committee. The Diocese approved this parish-based committee's subsequent decision to close St. Peter and consolidate its student body with that of All Hallows Parish School, located 2 miles away to the north.

Once the St. Peter closure decision was made, the Feasibility Study Committee determined that St. Peter/All Hallows pastor Rev. Rodolfo Llamas, VDC, unambiguously supported locating a Cristo Rey high school at the St. Peter campus. His support obtained, the Committee next requested that the Society of Jesus write a letter of intent to the Diocese of Sacramento indicating that the St. Peter campus presented an ideal location for placement of a Cristo Rey High School. The Diocese agreed, the site was designated, and preliminary lease discussions have already occurred. *See Appendix B(15).*

In designating this site, the Committee makes the following findings:

- *Physical plant.* The St. Peter site is in very good physical condition, with 10 full-sized classrooms, a gymnasium (with large kitchen), modest administrative offices, and an onsite church. St. Peter continues to function as a parish, and the lease will have to reflect how parish vs. school use conflicts will be resolved. But its very function as a parish creates significant additional opportunities for Cristo Rey students to contribute to the community.
- *Ample room for expansion.* The school campus is large, with expansive lawns, and ample room for considerable expansion. It features expansive lawns, a baseball field and 200 off-street parking places.
- *Geographically central.* St. Peter is located at the geographic center of the region's major job centers: Downtown/West Sacramento/Davis/Natomas; Roseville/Placer County; Rancho Cordova/Folsom; and Elk Grove/Laguna. Freeways to each of these areas are easily accessible. US 50 (east-west) and California 99 (north-south) freeway access is 4 minutes away; the 65<sup>th</sup> Street Expressway is 3 blocks away. All but one of the job centers (Roseville/Placer) are within a 30-minute drive; Roseville/Placer is within a 45-minute drive. Public transportation is not a viable option. Rail is reliable and frequent, but it is inter-city, between Sacramento and San Jose, and "main-line" inter-urban.
- *School-sponsored transportation.* The St. Peter location is ideal for the transit model the school will likely adopt. Cristo Rey Sacramento will considerably reduce its transportation costs in comparison to other Cristo Rey Schools by contracting with Paratransit, Inc. (a Regional Transit vendor, and Cristo Rey Sacramento employer).
- *Parish-sponsored transportation.* St. Peter's location in south Sacramento has ignited the enthusiasm of several parishes who are seriously considering parish-financed transportation of their parishioner students to the St. Peter Cristo Rey site.

- *Demographically central.* St. Peter is located in the geographic center of the vast areas of Sacramento City and Sacramento and Yolo counties where the metropolitan area's lowest income populations reside. There are also a number of large *public middle schools* in the area, providing excellent recruitment opportunities (Fern Bacon, Will C. Wood, Charles M. Goethe, Sam Brannan, and Albert Einstein).
- *Central to inner-city parish feeder schools.* St. Peter is also located in the geographic center of multiple working-class *parochial feeder schools* which will almost certainly be energized by the presence of a Cristo Rey High School dedicated to the demographics of their communities (South Sacramento's All Hallows, St. Patrick, and St. Anne, and, slightly more distant, North Sacramento's St. Joseph, West Sacramento's Holy Cross, North Highlands' St. Lawrence, and Arden-Arcade's St. Philomene).
- *Thriving Spanish-language ministries.* St. Peter is home to large and thriving Spanish-speaking ministries, including a full schedule of Sunday Masses and a number of Spanish-language programs geared to families and children. A core group of activist St. Peter parishioners, all in leadership positions, has assisted in advocating for Cristo Rey parish-, community- and city-wide. Locating the school in a parish facility will broaden opportunities for community service by Cristo Rey students.
- *Neighborhood association support.* The St. Peter neighborhood, called "Fruitridge Manor," has experienced significant socio-economic decline over the past generation. There is substantial gang activity, as is the case with adjacent residential districts in all directions, particularly to the west and south. Primarily composed of single-family dwellings built in the 1940s and 1950s, Fruitridge Manor a generation ago was middle-class and prosperous. Today, home ownership is down and there are significant numbers of residential rental units and abandoned homes. On July 21, 2005, Committee representatives attended a neighborhood association meeting to describe and present Cristo Rey, and found community members desperately concerned about blight, neighborhood gunplay, public intoxication, vicious dogs, prostitution and drug trafficking. *At the July 21 meeting, the neighborhood association offered Cristo Rey Sacramento its formal endorsement, and offered to assist the school in any way possible. This support will in turn simplify the City of Sacramento's use-permit application process (to convert St. Peter from a K through 8 into a 9 through 12 school).*
- *Onsite Missionaries of Charity convent.* Responding to the needs of the community, the Missionaries of Charity (the congregation founded by Mother Teresa) has opened a convent on the St. Peter site in the parish's former rectory in service to the poor of the area, creating yet another opportunity for volunteerism by Cristo Rey students.
- *Sponsoring congregation and diocesan support.* Each of Cristo Rey Sacramento's sponsoring congregations supports selection of the St. Peter site. The Diocese of Sacramento is particularly supportive of the selection.

## 2. ST. PETER SITE: DEMOGRAPHIC ANALYSIS

The Committee extensively studied the demographics of the St. Peter-Fruitridge Manor residential district as well as adjacent residential districts. In conducting this evaluation, the Committee used United States Census Bureau “census tract” data and prepared a detailed comparative table. The table, Appendix D(15), summarizes St. Peter’s residential district, and compares it to (1) all Cristo Rey sites, (2) other locations in Sacramento, and (3) other Jesuit education ministries in California. The comparative demographic observations are as follows:

- The St. Peter site is located in a residential district whose average household income is **\$31,653**, placing the St. Peter residential district in the *bottom* of the *middle-tier* of all Cristo Rey sites:
  - Cambridge (**\$60,393**), Denver (**\$44,926**), Portland (**\$43,235**) and Waukegan (**\$40,305**) are located in residential districts having the highest annual household incomes.
  - St. Peter residential district household income is comparable to Tucson (**\$29,718**) and Chicago (**\$30,469**) but significantly lower than Austin (**\$36,369**).
  - Verbum Dei, Los Angeles, is located immediately next to a public housing project, and its residential district has the lowest annual household income (**\$11,144**), joined in this lowest bracket by Cleveland (**\$14,375**). New York (**\$22,950**) and Lawrence (**\$22,031**) are also in the lowest tier, but with higher incomes.
- The St. Peter residential district immediately abuts residential districts with even lower annual household incomes, such as the western residential districts of All Hallows Parish (**\$23,893**) and all St. Rose Parish residential districts (**\$23,030**), to name just two.<sup>34</sup>

### D. THE CRISTO REY NETWORK

The success of a Cristo Rey high school depends on the ability of the school to annually generate the requisite number of jobs that enables student tuition to be severely lowered, allowing far wider access by the lowest income groups to Catholic college preparatory education, currently almost entirely shut out of Catholic schools. This is an acute incongruity. We often forget that the United States has the largest independent Catholic school system on Earth almost entirely because of the desire of 19<sup>th</sup> century church leadership to serve the dispossessed—in particular, the Catholic immigrant dispossessed.

During the great migrations of the 19<sup>th</sup> century, American public and private schools were inhospitable to immigrants. Overwhelmingly Catholic, they came to this country only to find that they were unwelcome by most of the social and governing structures of the day. Excluded from society and relegated to the most menial jobs, these Irish, Italians, Polish, Slovenians, Hungarians, Czechs and Slovaks worked for the lowest wages. Enter the Catholic Church. Emboldened by their new numbers, Church leaders

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<sup>34</sup> See Appendix D(15) (tabular site comparison) and D(16) (U. S. Census Bureau source data).

became militant in demanding more on behalf of these new, poor Americans. As to education, if the public schools were going to continue to be hostile to their cultural and religious values, then the answer would be for the Church itself to open its own schools as refuges from the popular culture and springboards to mainstream prosperity.<sup>35</sup>

This is precisely the situation with which we are faced today. An immigrant society is largely excluded from mainstream social and economic life, relegated to undesirable jobs, and failing in public schools that are hostile to their cultural and religious values. In the 19<sup>th</sup> century, Catholic schools could be operated for the poor with little incoming revenue for a variety of reasons. Costs today, however, have skyrocketed, with the result that the poor are now largely excluded from the very schools originally founded to educate them.

The Cristo Rey model is a step toward eliminating this incongruity, enabling a restoration of Catholic schools to their previous roles as educators and guides of the poor, and in particular the immigrant poor. From a financial standpoint, the critical contemporary financial ingredient in this process is the Corporate Work Study Program.

#### **E. THE CORPORATE WORK STUDY PROGRAM**

As reported in Sacramento's January application for feasibility study grant:

"The Sacramento region's total workforce is just below 1 million. In this region, there are 1,322 employers with 100 or more employees. The largest private sector employers are in the technology fabricating sector, technology research and development, and insurance and financial services. Federal, state and local governments are 20% of the workforce. (Though Sacramento is the capital, state offices are dispersed throughout the state's population centers, particularly in San Francisco and Los Angeles.)"

The Committee achieved "full employment" within just 60 days, consistent with our Feasibility Study Grant Request's prediction that the Sacramento community would respond extremely well to an innovative education program sponsored by the Catholic Church. Based on an expected entering class of 100, Cristo Rey Sacramento needed and obtained 25 full-time equivalent ("FTE") positions.

The Committee has actually confirmed 33 FTEs, 22 paid and 11 unpaid. Employers include the State of California's Department of Education (5); Pacific Coast Building Supplies (3); Vision Service Plan (HQ); Waste Connection (HQ); Lyon Real Estate (HQ); Catholic Healthcare West (HQ); Placer Title Co.; Harbison-Mahony-Higgins Builders Inc.; Roebellen Construction (HQ); Geremia Pools; Panattoni Law Firm; CB Richard Ellis; Davison Iron Works; Goodwill Industries (2, increasing to 9 as needed); Big Hairy Dog Software (HQ); River City Bank; Paratransit, Inc.; American Red Cross; Diocese of Sacramento; Walsh Construction; and Frontier Dental Plan.<sup>36</sup> We expect the following employers to also commit in the very near-term: Comerica Bank; Wells Fargo Bank; Wells Fargo Investments; KUVS Univision (channel 19); Hearst

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<sup>35</sup> See, e.g., Joseph P. Viteritti, *Choosing Equality: School Choice, the Constitution, and Civil Society* (Washington: Brookings Institution, 1999), pp. 145-68, and "Blaine's Wake: School Choice, the First Amendment, and State Constitutional Law," *Harvard Journal of Law & Public Policy*, Vol. 21 (1998): p. 657.

<sup>36</sup> "HQ" denotes that the employing office is the company's regional or national headquarters.



Corporation (NBC, ch. 3 and WB, ch. 58); Sleeptrain Inc. (HQ); KXTV (ABC, ch. 10); Bank of the West; Sheraton Grand Hotel; Merrill Lynch; and Runyon & Associates.

Meetings are also scheduled with the California State Fair and Exposition; the offices of Congressman Dan Lungren; A. Teichert & Sons; Diepenbrock Harrison; Granite Construction; Hanson Pipe Company; Lindleman Trucking; Murphy, Austin, Adams & Schoenfeld; Paramount Oil Company; Remy Thomas and Moore; RMC-Cemex; Costco; Home Depot Regional Center; Macias, Gini & Company, LLP; United Services Automobile Association (USAA); Raleys Supermarkets; SBC; Los Rios Community College District; PRIDE Industries; Video Products Distributors; Radisson Hotel; Wachovia Securities; and AdMail West.

The Committee recognizes the value of inter-school cooperation and has worked collaboratively with other Network Corporate Work Study Offices, obtaining introductions to employers from De La Salle North and Verbum Dei (Goodwill and Bank of the West); and introducing a significant employer to Verbum Dei (Catholic Healthcare West).

Several employers responded with the specific goal of introducing Cristo Rey students to the employer's industry sector. Paratransit, Inc., Cristo Rey Sacramento's likely transit service, joined as employer in order to introduce students to the transportation sector. Catholic Healthcare West (CHW) seeks students with an aptitude for the medical profession and, as a direct result of Cristo Rey Sacramento's introduction, CHW and Verbum Dei are now working on a prototype program for possible implementation at all Network schools in regions served by CHW hospitals.

There are multiple examples of employer generosity. Pacific Coast Builders provided three jobs, but indicated it would accept as many students as needed positions. Goodwill Industries, in addition to committing to expand its participation as the school grows, has also agreed to fund a full-time Corporate Work Study staff position.

#### **F. CURRICULUM**

The curriculum program of Cristo Rey High School, Sacramento, will be developed and adapted to fit the needs of its students. Two standards—one objective, one subjective—will govern curriculum choices.

First, the curriculum must prepare school students for four-year colleges. It will, at a minimum, meet relevant California state standards and California's primary college preparatory standard—the requirements set for entrance into the University of California and the California State University systems.

Second, the school must *immediately* prepare its students for the workplace during their Cristo Rey school years, and for the life the school hopes and trusts will follow their college preparatory educations. Chief among the skills the schools must impart are positive interactive skills: eye contact; extending a hand in greeting; interactive conversation appropriate to the workplace; posture and positive body language. The school must prepare them not just to survive, but to *achieve* and, to do this, the school must ceaselessly remind each student, in every setting where it is logical to do so, that he or she is *ready* to achieve. The school must also create for them the learning environment and experiences that will create genuine self-confidence, enabling each

student to be personally at ease in college, in employment interviews, and in their [we expect and hope] full and rich lives beyond. The ultimate goal is to prepare each student to *confidently* enter the collegiate and professional worlds, endowed with values-driven confidence, cultivated in a school committed to the Gospel—preached and lived.

The following curriculum reflects each of these standards:

<b>Table 7: Required and Elective Curriculum, by class year</b>	
<b>Freshman Year</b>	<b>Sophomore Year</b>
<ul style="list-style-type: none"> <li>• Theology</li> <li>• English</li> <li>• Algebra I</li> <li>• Science</li> <li>• Foreign Language</li> <li>• Elective choice of Physical Education, Technology, Music or Visual/Performing Arts. Public Speaking and Oral Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Theology</li> <li>• English</li> <li>• Geometry</li> <li>• Foreign Language</li> <li>• World History</li> <li>• Science (Biology)</li> <li>• Elective choice of Physical Education, Technology, Music or Visual/Performing Arts. Public Speaking and Oral Presentation</li> </ul>
<b>Junior Year</b>	<b>Senior Year</b>
<ul style="list-style-type: none"> <li>• Theology</li> <li>• English</li> <li>• Algebra II</li> <li>• United States History</li> <li>• Science (Chemistry or Physics)</li> <li>• Elective choice of Foreign Language*, Physical Education, Technology, Music, Visual/Performing Arts, or Public Speaking and Oral Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Theology</li> <li>• English</li> <li>• Government/Economics</li> <li>• Elective choice of Advanced Mathematics or Science, Foreign Language*, Physical Education, Technology, Music, Visual/Performing Arts or Public Speaking and Oral Presentation</li> </ul>
*Considered an elective after two years	

The Committee at the present time is not proposing a dual language program. Further consideration needs to be given to this option based on the needs of the student population. The principal and faculty of the school will determine further curriculum development.

**G. TIMELINE**

Feasibility Study Co-chairs Rev. William Muller, SJ, and Christopher Bakes, and Feasibility Study Committee member Sister Kathryn Camacho, SNDdeN, recommended to the Committee, and the Committee accepted as workable and appropriate, the following timeline for opening of the school on the St. Peter campus in the Fall of 2006; it has also been approved for implementation by the sponsoring congregations:

- Ongoing:
  - Drafting and submission of Articles of Incorporation, by-laws, tax-exempt certificate
  - Grant-writing
  - Preparation of admissions materials
- End-dates, completion dates, deadlines:
  - *June 30, 2005:*
    - Sponsoring congregations’ memorandum of understanding (complete; see Appendix A(1))

- St. Peter property review, including needed upgrades and zoning issues (ongoing)
- *July 2005:*
  - Identification of Board of Trustees: 9 or more board members, including one each from sponsoring congregations; the school president; 5 to 7 from current feasibility study committee; additional others as appropriate, with emphasis on prospective donors or those with a track record of fund-raising success (completed; formalization contingent on Network approval and implementation of governance structures).
- *August 2005:*
  - Cristo Rey Network action on Cristo Rey Sacramento application
- *August 31, 2005:*
  - Sponsoring congregations' agreement; agreement between sponsoring congregations and Board of Trustees; formalize all relevant governance structures
  - Commence dialogue on school's name. Initial suggestions: Cristo Rey High School; Our Lady of Guadalupe High School; Juan Diego High School; St. Toribio High School (Toribio was martyred as a priest during a period of Church persecution by the government of Mexico; he is the patron of immigrants).
- *September 1, 2005:*
  - Written agreement with Diocese for terms of use of and lease of the former St. Peter School
  - Board of Trustees hires President
- *September 30, 2005:*
  - Principal, Admissions Director, Corporate Work Study Director and Development Director onsite
    - All activity associated with these positions commences
- *May 1, 2006:*
  - School physical needs improvements completed
- *July 2006:*
  - Summer school and job training
- *August 28 to September 1, 2006:*
  - Dedication
  - Faculty-staff-student orientations
- *September 5, 2006:*
  - Opening of school

## VI. CONCLUSION AND RECOMMENDATIONS

The Feasibility Study Committee, with the support, confidence and help of the proposed school's sponsoring religious congregations, finds ample community, parent, student, business, Diocesan and financial support in the greater Sacramento region for the opening of a Cristo Rey High School in south Sacramento, for the 2006-2007 school year:

- The School will serve the urban and rural agricultural regions of Sacramento, Yolo, Solano, Colusa, Sutter, Yuba, Butte and Amador counties, having a population of over 2.6 million;
- The School should open on the site of the former St. Peter School campus;
- The Committee asks that all of the recommendations contained in this Report be relayed to the school's Board of Trustees for action as appropriate.

The Committee embarked on this endeavor in January 2005 on the "hunch" that the Sacramento region would enthusiastically respond in all possible ways to the Cristo Rey idea.

*We are delighted that our "hunch" proved correct.*

**CHRISTOPHER J. BAKES, ESQ.**, Panattoni Law Firm, Study Co-Chair

**WILLIAM MULLER, SJ**, Provincial's Assistant for Secondary Education, California Province of the Society of Jesus, Study Co-chair

**MS. MAUREEN CORR**, Feasibility Study Coordinator

**MR. KELLY BROTHERS**, Smith Barney, and KFBK morning "drive-time" anchor (Clear Channel Communications), Corporate Work Study sub-committee

**MR. TIM CASLIN**, Faculty, Jesuit High School, Curriculum sub-committee

**MS. CAROL CHAMBERLAIN**, Editor, Prosper Magazine, Corporate Work Study sub-committee

**SISTER KATHRYN CAMACHO, SNDDeN**, Curriculum sub-committee

**MS. MARSHA EMMETT**, Chief Executive Officer, Placer Title Company

**MS. MARYANN MCALEA GLUECKERT**, Folsom Chamber of Commerce, Corporate Work Study sub-committee

**MS. LORETTA KITCH**, Faculty, Loretto High School, Rural Agricultural Outreach, Curriculum sub-committee

**MR. DAVID LEATHERBY, JR.**, Colliers International, Site sub-committee

**JOHN LEMMON, ESQ.**, Knox, Lemmon & Anapolsky, Governance sub-committee

**CHRISTY LAYTON, ESQ.**, Miller Owen & Trost, Corporate Work Study sub-committee

**MR. BRUCE MAZZEI**, Granite Construction, Corporate Work Study sub-committee

**MR. DOMENIC PUGLISI**, Superintendent of Diocesan Schools

**MS. DEBORAH PACYNA**, Fleishman Hillard, Communications sub-committee

**MR. MARK READ**, Read & Sons Construction, Site sub-committee

**JAN SCULLY, ESQ.**, civic official, Corporate Work Study sub-committee

**MR. TERENCE J. STREET**, Chief Executive Officer, Roebbelen Construction, Site sub-committee

**OBSERVERS:** **MRS. MARION BISHOP**, President, St. Francis High School; **MR. LORCAN BARNES**, President, Christian Brothers High School; **SISTER HELEN TIMOTHY, IBVM**, President, Loretto High School; **SISTER EILEEN ENRIGHT, RSM**, Vicar of Pastoral Ministry, Diocese of Sacramento; **SISTER SHEILA BROWNE, RSM**, President of the Sisters of Mercy (Auburn).