




Loyola High School  
OF LOS ANGELES

# Step by Step, Ours Is a Holy Boldness



STRATEGIC PLAN 2022-2027



A group of young men are gathered in a circle, looking upwards towards the camera. The image is in a monochromatic blue-grey tone. The men are of various ethnicities and are smiling or looking with interest. The background is a tiled ceiling with a square pattern. In the center of the image, there is a quote in red text.

“We are constantly driven to discover, redefine, and reach out for the *magis*. For us, frontiers and boundaries are not obstacles or ends, but new challenges to be faced, new opportunities to be welcomed. Indeed, *ours is a holy boldness...typical of our way of proceeding.*”

General Congregation  
34, Decree 27



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Strategic Plan 2022-2027

# Welcome

**F**rom the earliest conversations about developing a new strategic plan for Loyola High School of Los Angeles, our community recognized that it would be essential that the process be inclusive, courageous, and intentionally responsive to the signs of the times. As the project unfolded, this became all the more true, as you will see in the goals of the plan. It was in the dailiness of God's providence in the midst of a pandemic that we came to understand the strategic priorities for the school community going forward.

More than 500 members of the community – students, parents, faculty, staff, administration, board members, and alumni – lent their voices, perspectives, and priorities to the plan. You will find a description of the process in the *prelection* that follows this greeting.

Though we encountered unanticipated delays, we stayed the course, and are excited to share *Step by Step, Ours Is a Holy Boldness*, Loyola's 2022-2027 strategic plan. It is in the commitment to moving forward together, step by step, that we find strength to work together as an Ignatian learning community to shape the future of Loyola High School.

Each of us plays an integral part in taking the next step in implementing the plan and making Loyola the best version of itself possible. *Step by Step, Ours Is a Holy Boldness*, will propel Loyola into the second quarter of the 21st century, practicing excellence with an ethic of care; staying true to our Jesuit heritage and Ignatian roots, while embracing opportunities for growth and development.

We are deeply grateful for the many hours of work that have gone into creating this plan and we look forward to working together as a community to bring the initiatives of the plan to fruition...*Step by step, with holy boldness.*

AMDG,



**Reverend Gregory M. Goethals, SJ '73**  
*President*  
 Loyola High School of Los Angeles



**Mr. Rick J. Caruso**  
*Chair, Board of Directors*  
 Loyola High School of Los Angeles







*“It was in the dailiness of God’s providence in the midst of a pandemic that we came to understand the strategic priorities for the school community going forward.”*





# Prelection

In the summer of 2019, Rev. Gregory M. Goethals, SJ '73, president of Loyola High School, acted on behalf of the chair and board of directors to commission a new strategic plan for the school. What follows here is a brief account of the process that has led to the resulting plan.

At its inception the steering committee chose to include discernment as an intentional aspect of the strategic planning mindset because it was considered a natural element of Loyola's Ignatian way of proceeding. Little did the team anticipate how prescient the choice would be, nor how critical the school community's trust in the guidance of the Holy Spirit would become as we navigated the time since.

The initial phase of the process included extensive community engagement and thoughtful work by the Strategic Discernment Team. The team researched and analyzed core strategic areas to reinforce Loyola's mission, vision, values, and guiding philosophy by creating surveys, analyzing data, and conducting focus groups and interviews with seven key groups (students, faculty/staff/administration, Jesuits, parents/guardians, alumni, and board of directors). With a long-term strategic and intentional focus, the team determined four intersectional domains

driven by the data collected from each constituency group: Identity, Health & Wellness, Sustainability, and Accountability.

The process proceeded according to plan and the team was poised to facilitate a two-day articulation retreat on March 13-14, 2020. However, instead of gathering, Loyola, along with the rest of the country, entered the uncharted territory of a global pandemic. The remainder of the spring semester 2020 was spent in immediate response mode. And then, on May 25, 2020 George Floyd was murdered. The strands of equity, inclusion, and justice that had previously been woven through the four domains would not suffice. Thus, the team added "Equity" as a domain to the strategic discernment process.

The 2020-2021 school year saw the Loyola High School community, with all its constituents, responding to the unpredictability and volatility of the multiple challenges presented by the pandemic. In June of 2021 we stood at a new threshold, confident that the domains of strategic growth that had been identified as of March 2020 still held, with the addition of Equity, and that our discernment process has been and continues to be a response to the signs of the times.





Since August 2021, Loyola has maintained a full reopening for in-person teaching and learning. And, on October 23, 2021 over 70 representative members of the school's constituencies: alumni, board members, faculty/staff/administrators, Jesuits, parents/guardians, and students contributed to a one-day articulation retreat, which posed the question: What is it that we hope for that we are not yet?

The "Holy Boldness" the following plan alludes to is one that responds to the thematic domains and has been updated to integrate testimonies, revisions, reflections, and considerations into five titled sections:

1. **AN IGNATIAN CATHOLIC COMMUNITY**  
*Identity*
2. **A HEALTHY ENVIRONMENT FOR THE WHOLE PERSON**  
*Health & Wellness*
3. **A COMMUNITY OF BELONGING**  
*Diversity, Equity & Inclusion*
4. **A COMMUNITY STRIVING FOR THE GREATER GOOD**  
*Sustainability*
5. **A PLACE FOR HUMAN EXCELLENCE**  
*Accountability*

Each section identifies goals and strategies as a roadmap for implementation over the course of the next five years.

No strategic plan is perfect, and we have experienced a rapidity of change that indicates the wisdom of creating a living document that accommodates the need for fluidity. We are still emerging from the COVID-19 pandemic and as of this writing, the long-term effects of the pandemic are yet to be determined. We recognize that we will not know, nor can we predict the residual effects of the pandemic, and therefore, seek to respond with flexibility and resilience. Additionally, we acknowledge that a plan serves as an important resource that allows us to focus on our vision, guides decision making, creates space to revisit with integrity, and disciplines strategic priorities that help us fulfill Loyola's mission.

To this end, the current iteration of our articulation question has become: For what are we known and how does that align with who we say we want to be? This question weaves throughout this entire document, either explicitly, or as part of the discernment process. This plan is an intentional step toward realizing our full aspirations and commitment to forming "Men for and With Others."





# Domain Pathways



## AN IGNATIAN CATHOLIC COMMUNITY

### *Identity*

Described as that which makes Loyola recognizable as a college preparatory school community, steeped in its Jesuit heritage and Catholic identity. For what are we known and how does that align with who we say we want to be?



## A HEALTHY ENVIRONMENT FOR THE WHOLE PERSON

### *Health & Wellness*

Described as the unconditionally loving care for the whole person (*cura personalis*). Attention to building a culture of safeguarding that guarantees a healthy environment for all people, creating conditions that allow them to develop their full potential as human persons.



## A COMMUNITY OF BELONGING, LIBERATION, AND METANOIA

### *Diversity, Equity & Inclusion (DEI)*

Described as a faith that lives justice, DEI work is a core Ignatian worldview that presupposes the goodness in all people and recognizes that every person is charged with the Divine, created in the image and likeness of God. In this way, from admissions to alumni, the policies governing the Equity and Inclusion Domain will holistically consider the needs of the students and the adult community through a culturally responsive lens, as we transform into the people God dreams us to be.





## **A COMMUNITY STRIVING FOR THE GREATER GOOD**

### *Sustainability*

Described as acting in a manner that exhibits awareness of how all things are connected to ensure operational vitality and make strategically driven choices for the greater good of all.

## **A PLACE FOR HUMAN EXCELLENCE**

### *Accountability*

Described as an aspect of organizational effectiveness that holds Loyola responsible for the modes and methods by which we seek to achieve our goals.







## VOICES OF OUR COMPANIONS

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“Thus the sole objective of our schools, as Pope Francis reminded Jesuit school teachers, is to form “mature people who are simple, competent and honest, who know how to love with fidelity, who can live life as a response to God’s call, and their future profession as a service to society.”

**Jesuit Schools: A Living Tradition for the 21st Century—An Ongoing Exercise of Discernment, p. 60**

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“A changing landscape is inevitable, and Loyola should continue to do what it always has for the last 150 years – adapt as necessary while maintaining its core values.”

**Parent of a Senior Student  
Strategic Discernment Parent/  
Guardian Survey**

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## IDENTITY

# An Ignatian Catholic Community

Described as that which makes Loyola recognizable as a college preparatory school community, steeped in its Jesuit heritage and Catholic identity. For what are we known and how does that align with who we say we want to be?

## Goal

We will form, preserve, and deepen the understanding and practice of Loyola's Catholic faith and the mission that is grounded in the unique charism of the Jesuits and engages the needs of a global, digital, and diverse world. Loyola will...

- Implement student and adult formation processes that support the mission of Loyola<sup>1</sup>
- Hire, train, and retain for mission – at all levels of personnel and leadership
- Visibly embody the aspirations of Loyola's Purpose and Outcome Statements
- Prepare “students to understand, interact, and embrace the religious diversity of our world”<sup>2</sup>
- Help students and adults “deepen their empathy and their lasting bonds of friendship”<sup>3</sup>

## Strategies

- Standardize the existing student formation opportunities and develop a plan to deepen that formation, including the development and relevancy of the Cub Year (CY) Programming

- Audit the existing adult formation programs/ processes and expand opportunities for new, mid-career, and veteran administrators, faculty, and non-teaching personnel
- Create a plan to hire for mission; seek out persons with a vocation for becoming Ignatian educators; develop methods for creating robust applicant pools, effective interview processes, and evaluation strategies
- Set expectation, create time and space, and commit resources for all personnel and leadership (administrators, board members, and other school leaders) to participate in ongoing formation programs in Jesuit education and Ignatian spirituality
- Collaborate with Jesuits West Province in discernment of charism-embodied leadership and the preservation of Jesuit leadership and community
- Update and implement Loyola's Purpose and Outcome Statements (Mission, Vision, Values, Graduate at Graduation)
- Support the expansion of global initiatives and programs<sup>4</sup>
- Highlight the inclusive values of the Catholic faith using the Dialogue Model from *A Living Tradition*<sup>5</sup>
- Set aside time and space for community for community's sake

<sup>1</sup> *Our Way of Proceeding, Domain 3 | Standards 7 & 8*

<sup>2</sup> *Jesuit Schools: A Living Tradition in the 21st Century, paragraph 171*

<sup>3</sup> *Jesuit Schools: A Living Tradition in the 21st Century, paragraph 258*

<sup>4</sup> *Our Way of Proceeding, Domain 4 | Standard 9.8*

<sup>5</sup> *Jesuit Schools: A Living Tradition in the 21st Century, paragraphs 167-171*





## HEALTH AND WELLNESS

# A Healthy Environment for the Whole Person

Described as the unconditionally loving care for the whole person (*Cura Personalis*); attention to building a culture of safeguarding that guarantees a healthy environment for all people, creating conditions that allow them to develop their full potential as human persons.

### Goal

We will cultivate a culture of health and wellness for the whole person that is rooted in the Jesuit ideal of *Cura Personalis* and encompasses the mental, emotional, physical, spiritual, social, and environmental aspects of health for the school community. Loyola will...

- Create a healthy environment and community that is physically safe, environmentally conscious, culturally responsive, and developmentally appropriate<sup>9</sup>
- Deliver innovative programs and services in support of the mental, emotional, and social wellbeing at the individual and community level<sup>10</sup>
- Integrate wellness into curricular education, advising, and campus life<sup>11</sup>
- Continue to build and maintain collaborative relationships on campus as well as with community partners and our student body to increase opportunities for health and wellness
- Educate the community about the elements of spiritual well-being and spiritual health
- Deepen our understanding of the intersectionality of identity (BIPOC, LGBTQ+, etc.) and its effects on health and wellness

<sup>9</sup> Our Way of Proceeding, Domain 4 | Standard 12

<sup>10</sup> Our Way of Proceeding, Domain 4 | Standard 12.2

<sup>11</sup> Our Way of Proceeding, Domain 4 | Standard 12.2 & 12.3





## VOICES OF OUR COMPANIONS

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“Young people experience the tension between the drive toward cultural homogeneity and the emergence of an intercultural human society that respects and is enriched by diversity. The logic of the market economy leads to homogeneity, but young people aspire instead to diversity that corresponds to the exercise of true freedom and opens up creative spaces that contribute to the emergence of a humane, intercultural society. With that as a base, they can commit themselves to building a culture of safeguarding that guarantees a healthy environment for children and young people, creating conditions that allow all to develop their full potential as human beings.”

**Journeying With Youth UAP**

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“Strive for excellence while understanding the vulnerability of many of the boys’ emotional capacity. Teach balance.”

**Parent of a Senior Student  
Strategic Discernment Parent/Guardian Survey**

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## Strategies

- Identify and enhance proactive layers of support in all areas of health
- Develop a health and wellness needs assessment tool
- Assess efficacy and accessibility of current on-campus nutritional options for students and colleagues
- Expand opportunities for physical fitness and exercise beyond the athletic program
- Educate about and destigmatize health/wellness needs including, but not limited to: trauma-informed pedagogy/care, learning differences, culturally responsive pedagogy/care, sexual identity, body image, relationships, sex and consent, art therapy, etc.
- Establish a scheduling/calendaring/curricular process (rigor, standards, and themes) that considers what is optimal for the health and wellness of our students and commuter population
- Provide intentional opportunities for rest, retreat, prayer, and mindfulness for students and adult community



## DIVERSITY, EQUITY & INCLUSION (DEI)

# A Community of Belonging, Liberation and Metanoia

Described as a faith that lives justice, DEI work is a core Ignatian worldview that presupposes the goodness in all people and recognizes that every person is charged with the Divine, created in the image and likeness of God.<sup>6</sup> In this way, from admissions to alumni, the policies governing the Equity and Inclusion Domain will holistically consider the needs of the students and the adult community through a culturally responsive lens, as we transform into the people God dreams us to be.

## Goal

Loyola will be experienced and recognized as a community of kinship where all are welcomed and accepted. We will actively resist any erasure and suppression of excluded communities so that students and adults of all identities and intersectionalities can thrive and celebrate with a profound sense of belonging. Loyola will...

- Become a more culturally responsive community
- Implement intentional and cohesive adult programming, professional development, and support services in this area, including administration, human resources, and board of directors<sup>7</sup>

- Develop and measure any/all culturally responsive curricula across all disciplines and student activities
- Promote and strengthen the programs and processes that support equitable access for students during admissions, their tenure, and as alumni
- Exercise continuous participation and collaboration in DEI initiatives with the Jesuits West Province and the Jesuit Schools Network

## Strategies

- Employ culturally responsive practices as it pertains to student admissions, activities and programming, curricular demonstrations, and curricular offerings
- Create and support the development of culturally responsive formation opportunities for our adult community
- Commit to a comprehensive evaluation and implementation of Loyola's culture, curriculum, and community that not only acknowledges our barriers and biases, but also celebrates the ways we have evolved and have elevated voices and experiences
- Develop and share an audit of the current ongoing hiring practices: recruitment, selection, adult onboarding, continuous formation, promotion, and data collection in this area<sup>8</sup>
- Remain conscious of the truth of persons' lived experiences, especially those marginalized or harmed in light of our Jesuit/Catholic heritage and history
- Ensure all physical and digital spaces are safe and brave for all members of the community—especially for BIPOC, LGBTQ+ students and adults

<sup>6</sup> *Our Way of Proceeding: Standards and Benchmarks for Jesuit Schools for the 21st Century, Domain 5 | Standard 13*

<sup>7</sup> *Our Way of Proceeding, Domain 5 | Standard 13.2*

<sup>8</sup> *Our Way of Proceeding, Domain 2 | Standard 6.1; Domain 5 | Standard 13.6*





## VOICES OF OUR COMPANIONS

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“We cannot tolerate waiting any longer for what will be enough. It is time now for our society to make real change. It is time that we here at Loyola show the courage and the fortitude to be a part of that real change.”

**Greg Goethals, SJ '73 from his letter to the LHS community regarding the Murder of George Floyd**

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“It is imperative that we advocate for, demand, and promote the right to a quality education for all people. I encourage you to continue to proclaim that quality is not possible without inclusive, safe schools; schools which welcome and integrate, schools which cater for diversity, which are innovative, contextualized, and relevant.”

**Arturo Sosa, SJ from his International Address**

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“What is it like to be YOU, in this space?”

**Brendan Busse, SJ from his 2022 CY4: Senior Project Address**

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- Demonstrate our commitment to this area as it pertains to BIPOC, LGBTQ+ and their families, guardians, and caregivers
- Continually assess that commitment to this area so that it remains effective and accessible to a wide range of “students and adults of all identities and intersectionalities” as well as their families, guardians, and caregivers





## VOICES OF OUR COMPANIONS

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“In a Jesuit school the leadership team works in collaboration with the governing board to ensure the operational vitality of the school including human resources, finances, marketing/communications, advancement, enrollment management, facilities, and technology.”

**Our Way of Proceeding:  
Standards and Benchmarks for  
Jesuit Schools in the 21st Century  
Domain 2: Governance and  
Leadership Standard 6**

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“We hope students see themselves as part of the city and neighborhood, in kinship with all people.”

**Parent of a Senior and  
Sophomore Student  
Strategic Discernment Parent/  
Guardian Survey**

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## SUSTAINABILITY

# A Community Striving for the Greater Good

Described as acting in a manner that exhibits awareness of how all things are connected to ensure operational vitality and make strategically driven choices for the greater good of all.

### *Goal #1:* OUR LOYOLA COMMUNITY

We will deepen our mission through an effective and resilient governance platform, a financial and technological infrastructure, competitive and just salaries and benefits that are commensurate with experience and cost of living for faculty and staff as well as physical environment with more than sufficient resources to preserve the affordability and accessibility of the school while sustaining its Jesuit identity. Loyola will...

- Ensure the health of the institution through responsible stewardship and transition planning at all levels of leadership
- Develop and incorporate financial plans and budgets in accordance with best practices in all areas of the school<sup>12</sup>
- Develop and enhance the size and capacity of the facilities, equipment, and technology plan to support the needs of the school's mission<sup>13</sup>
- Remain financially accessible for a diverse group of students





## Strategies

- Institutionalize the process of succession planning for institutional growth
- Conduct a holistic review of Loyola’s salary and benefits scale with respect to other institutions, cost of living, and economic landscape<sup>14</sup>
- Continue to grow the endowment to maintain affordability and ensure the sustainability of the school long into the future
- Upgrade and incorporate technology that promotes a financially viable, efficient, and secure learning environment for all students, faculty, and staff
- Implement the 2021 Master Plan for campus enhancement

## Goal #2: OUR NEIGHBORHOOD

Loyola will become a civic partner in environmental sustainability, communal responsibility, and ecological stewardship.

Loyola will...

- Increase and model ecological stewardship and solidarity on our campus, in the local community and in the greater Los Angeles area
- Develop strong partnerships with local community agencies and neighborhood leadership through community engagement opportunities
- Adopt sustainability measures to increase awareness and transparency on care for our common home

## Strategies

- Establish an ecological baseline to accurately measure current practices
- Commit to future findings to inform processes for ecological responsibility across all areas of daily operations
- Create a community-based stakeholder group to ensure the school’s commitment to ecological stewardship and solidarity with the community

<sup>12</sup> Our Way of Proceeding, Domain 2 | Standards 6.4 & 6.5

<sup>13</sup> Our Way of Proceeding, Domain 2 | Standard 6.7

<sup>14</sup> Our Way of Proceeding, Domain 5 | Standard 15.5



## ACCOUNTABILITY

# A Place for Human Excellence

Described as an aspect of organizational effectiveness that holds Loyola responsible for the modes and methods by which we seek to achieve our goals.

## Goal

In the spirit of Ignatian discernment and the Examen, Loyola will ensure institutional accountability to the school's vision, mission, and core values with our community of stakeholders. Loyola will...

- Be an exceptional community of Ignatian educators, leaders, and personnel committed to a culture of continuous improvement<sup>15</sup>
- Exercise transparency to all stakeholders with regard to decision-making processes
- Communicate effectively with faculty, students, and other stakeholders<sup>16</sup>
- Implement an up-to-date curriculum aligned to the goals of the strategic plan
- Optimize the use of our time, facilities, and fiscal resources
- Animate our story through a dynamic digital presence to convey our identity, mission, and core values<sup>17</sup>

<sup>15</sup> *Our Way of Proceeding, Domain 2 | Standard 5.8*

<sup>16</sup> *Our Way of Proceeding, Domain 2 | Standard 5.10*

<sup>17</sup> *Our Way of Proceeding, Domain 2 | Standard 5.3*



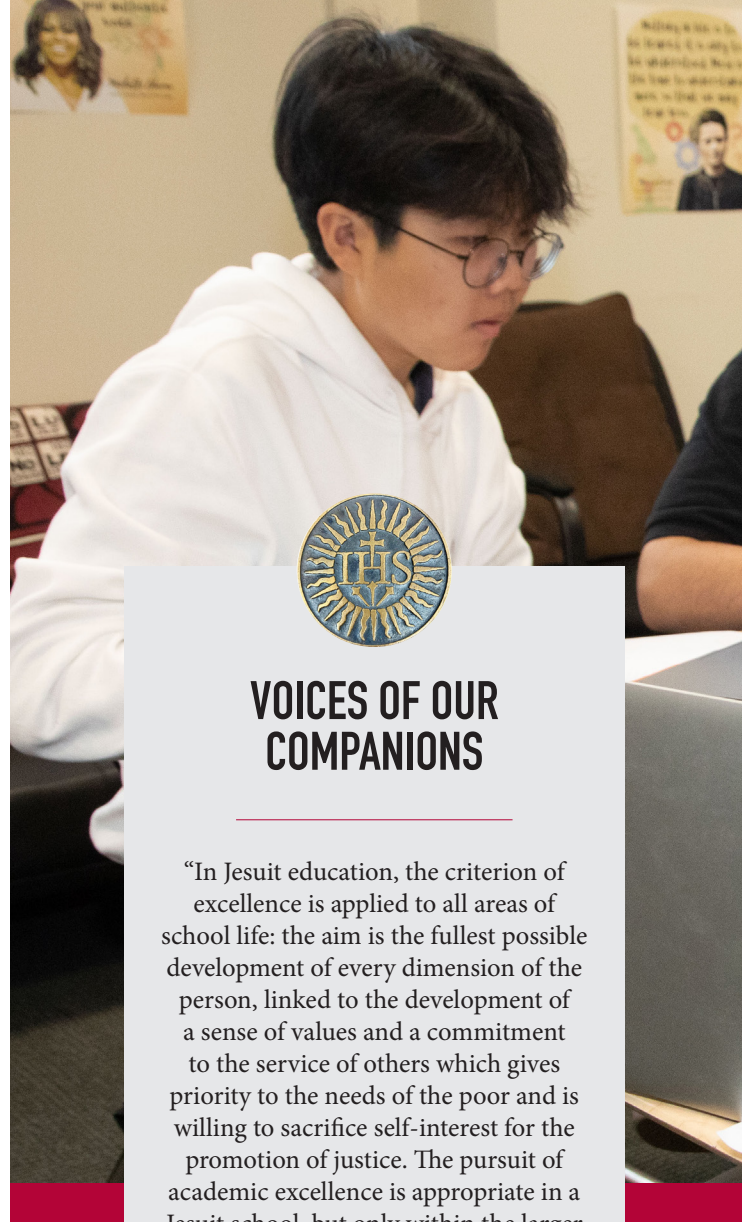
## VOICES OF OUR COMPANIONS

“In Jesuit education, the criterion of excellence is applied to all areas of school life: the aim is the fullest possible development of every dimension of the person, linked to the development of a sense of values and a commitment to the service of others which gives priority to the needs of the poor and is willing to sacrifice self-interest for the promotion of justice. The pursuit of academic excellence is appropriate in a Jesuit school, but only within the larger context of human excellence.”

**International Commission  
on the Apostolate of Jesuit  
Education (ICAJE)  
Characteristics of Jesuit  
Education, n. 107**

“Please think about how to instill ‘continuous improvement’ in many facets of school life and operations, resisting the temptation to rest on Loyola’s laurels.”

**Parent of a Sophomore Student  
Strategic Discernment Parent/  
Guardian Survey**







## *Strategies*

- Hire, form, grow, and retain exceptional Ignatian educators, leaders, and personnel
- Ensure hiring and admissions processes support all goals of the strategic plan
- Develop a data collection, analysis, and follow-through process to be utilized in institutional decision making<sup>18</sup>
- Create and conduct a robust system of performance appraisal for all levels of personnel—Administration, Faculty, and Staff<sup>19</sup>
- Perform and report curriculum reviews/ audits in relation to the goals of the strategic plan
- Align content and format of internal and external communications (interpersonal, print, and digital) to foster an ethic of care and relationship

<sup>18</sup> *Our Way of Proceeding, Domain 4 | Standard 11*

<sup>19</sup> *Our Way of Proceeding, Domain 2 | Standard 5.6*







# Index of Supporting Documents

- Address of Pope Francis to the Students of the Jesuit Schools of Italy and Albania, Pope Francis, 2013
- The Characteristics of Jesuit Education, International Commission on the Apostolate of Jesuit Education, 1986
- The Call to Discernment in Troubled Times; New Perspectives on the Transformative Wisdom of Ignatius of Loyola, Dean Brackley, SJ, 2004
- General Congregation 34, Society of Jesus, 1995
- Jesuit Schools: A Living Tradition in the 21st Century, International Commission on the Apostolate of Jesuit Education, 2019
- Laudato Si, Pope Francis, 2015
- A Message on George Floyd†, Race and Jesuit Education by Fr. Goethals, SJ '73, May 2021
- Our Way of Proceeding: Standards and Benchmarks for Jesuit Schools in the 21st Century, Jesuit Schools Network, 2015
- Our Way of Proceeding, Domain 5: Faith That Lives Justice, Jesuit Schools Network, 2021
- Universal Apostolic Preferences (UAPs), Society of Jesus, 2019



## Vision

To be a premier Jesuit Catholic learning community for the 21st century, preparing our students to create a world of justice, peace, truth, and love.

## Mission

To inspire students to lives of faith, scholarship, service, and leadership.

## Jesuit Catholic Education

Loyola's core values include belief in and intentional effort toward imbuing:

### Faith

Loyola exists to give students of all faiths a profound, life-changing experience of God's unconditional love and a deeper understanding of themselves as persons of faith.

### Ignatian Spirituality

Rooted in the Catholic faith, the Spiritual Exercises of St. Ignatius comprise the core of the Jesuit/Ignatian charism that focuses on loving service to one's God and neighbor, in and through the discovery of one's gifts and talents to be shared with the world.

### Formation of the Whole Person

*Cura Personalis* is a Latin phrase meaning "care for the person" that thoughtfully and intentionally integrates the fullness of human experience through the spiritual, intellectual, emotional, social, and physical development of our students during their four years at Loyola and beyond.

### A World-Affirming Perspective

Jesuit education includes a spiritual dimension, which sees creation as good, and promotes dialogue between faith and culture, fostering the capacity for critical and original thinking while appreciating the gifts of life.

### Diversity

Loyola seeks to create and sustain a vibrant, inclusive community that reflects the expansive demographics and rich mixture of persons who live in Southern California.

### Scholarship

Loyola builds a culture of lifelong learning and inquiry through a rigorous and innovative college preparatory curriculum.

### Service

Informed by a faith that does justice, Loyola challenges our students to be "for and with others;" to serve as Jesus did, by being in companionship with, and learning from, persons who are disenfranchised, marginalized and the most in need.

### Leadership

Loyola develops students who are intellectually distinguished, morally courageous, and compassionate in the service of becoming impactful "agents of change" for the world.





# Glossary of Terms

## BIPOC

Stands for Black, Indigenous, and people of color. Pronounced “bye-pock,” this is a term specific to the United States, intended to center the experiences of Black and Indigenous groups and demonstrate solidarity between communities of color.

## *Cura Personalis*

Latin phrase meaning “care for the person,” *Cura Personalis* is having concern and care for the personal development of the whole person. This implies a dedication to promoting human dignity and care for the mind, body, and spirit of the person.

## DEI

Diversity, Equity & Inclusion – a conceptual framework that promotes the fair treatment and full participation of all people, especially in the workplace, including populations who have historically been underrepresented or subject to discrimination because of their background, identity, disability, etc.

## *Examen*

The Daily *Examen* is a technique of prayerful reflection on the events of the day in order to detect God’s presence and discern his direction for us. The *Examen* is an ancient practice in the Church that can help us see God’s hand at work in our whole experience.

## General Congregation

“General Congregations are the supreme legislative body of the Society of Jesus consisting of major (“provincial”) superiors and locally elected representatives. It is called to elect a new superior general when the previous one dies or resigns and/or to address major issues confronting Jesuit works and Jesuit life.” –from Xavier University

## Graduate at Graduation

A list of characteristics that Loyola High School expects its graduates will embody. These include Committed to Justice, Developing as a Leader, Intellectually Distinguished, Loving, Open to Growth, and Religious.



## Ignatian Discernment

Pondering and noticing interior movements of attraction and heaviness are at the heart of Ignatian discernment. Discernment involves prayer and weighing facts and feelings about the several good choices which ultimately leads to what is the best fit for an individual.

## Kinship

A mutual need and desire for belonging.

## LGBTQ+

LGBTQ+ is an acronym for lesbian, gay, bisexual, transgender, and queer or questioning. These terms are used to describe a person’s sexual orientation or gender identity.

## *Magis*

The Latin adverb for “more,” but now often used as a noun: “the *Magis*.” Although many different definitions of the term are in current usage, Barton Geger has shown that the best and most helpful is “the more universal good.”

## Master Plan

A dynamic long-term planning document that provides a conceptual layout to guide future growth and development. Master planning is about making the connection between buildings, social settings, and their surrounding environments.

## Metanoia

A change of heart; a change in one’s way of life resulting from penitence or spiritual conversion. Metanoia lies at the core of an Ignatian worldview and ways of proceeding.

## Signs of the Times

Something that shows the kinds of things that are happening, popular, important, etc., in a culture at a

## LOYOLA HIGH SCHOOL OF LOS ANGELES BOARD OF DIRECTORS, 2021-2022

*Mr. Rick Caruso, Chair*  
*Mr. Dan Medina '75, Secretary*  
*Rev. Gregory M. Goethals, SJ '73, President*

*Mrs. Mollie Baumer*  
*Mr. Kevin Bender '91*  
*Mr. Andy Camacho '58*  
*Rev. Chris Cartwright, SJ*  
*Rev. Jack Dennis, SJ*  
*Mr. David DeVito '80*  
*Mrs. Kathleen Duncan*  
*Ms. Cara Esposito*  
*Mr. Tim Flynn '90*  
*Mr. Robert Foster*  
*Rev. Ted Gabrielli, SJ*

*Mr. Victor Hawley '77*  
*Ms. Jacqueline Landry*  
*Ms. Ellen K. Laughlin*  
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