

IMPROVING STUDENT LEARNING

A Self Study for:

E734 Cathedral of the Annunciation School

1110 N. Lincoln St.

Stockton, CA 95203

Continuous School Improvement Focused On High Achievement Of All Students

2016-2017

Preface

Cathedral of Annunciation School is committed to providing an exemplary Catholic education hallmarked by faith formation and academic excellence. We are committed to an improvement process in which we provide an opportunity for all students to become high achievers.

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School Personnel

Name	Position
Jennifer Tress	Kindergarten
Paula Ross	1st Grade
Linda Haley	2nd Grade
Bonnie Bloom	3rd Grade
Susie Rainwater	4th Grade, Choir, 5th grade Science
Kim Hanker	5th Grade
Kelly Umdenstock	5th Grade
Liz Farnsworth	K-4 Religion
Molly Hummel	K-5 PE, Study Hall Elective
Jason Jeffrey	K-5 Music
Jayne McHugh	6th Grade Homeroom, Math 7th & 8th Grades, Science 6th-8th Grades, PE Elective
Lucy Bettencourt	7th Grade Homeroom, Math 6th-8th Grades, Science 6th-8th Grades
Johnna Gherardi	8th Grade Homeroom, Language Arts 6th-8th Grades
Hilary Sanguinetti	K-8 Technology
Kathy Hume	Religion 6th-8th Grades
Ester Bruno	Jr. High Art Elective
Candice Ghio	Jr. High Spanish Elective
Emily Squires	Jr. High American Sign Language, 5th grade Instructional Aide
Nina Carruesco	6th and 8th Grade Teacher's Assistant
Beverly Fondacabe	Principal
Joanie Loewen	Office Manager
Alyssa Wolters	Receptionist
Jenna Mello	Bookkeeper
Lisa Sajor	Kindergarten Instructional Aide
Sheila Kozina	1st Grade Instructional Aide
Shelley Phillis	2nd & 3rd Grade Instructional Aide
Leticia Samson	Librarian & 4th Grade Instructional Assistant
Julie Lofy	Development/Special Events Coordinator
Tony Armenta	Custodian

Debbie Armenta	Custodian
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CHAPTER 1: INTRODUCTION

A. HOW THE SELF STUDY WAS CONDUCTED

In 2016, Cathedral of the Annunciation School began to prepare for its self study by asking faculty and staff members to participate on the self study Leadership Team. Russ Antracoli provided a training in-service for the faculty and offered to review a draft of the self study document. The team committed to sending chapters 1-3 and the appendices to Russ by June of 2017.

The self study Leadership Team set a timeline to complete the self study document and designated specific Wednesday afternoons to work on it. In the fall of 2016, we divided the staff into committees according to who would best be suited to address each component of the study, and we assigned members of the Leadership Team to lead the groups. The self study document was shared with committee members via Google Docs so they could collaborate throughout the year. Individual groups shared their sections with the entire group as they finished. In December of 2016, we foresaw the need for more work time, so we altered the school calendar to provide two half-days the following June for the faculty and staff to discuss, refine, and complete the necessary sections of the document.

Surveys were exported from the WCEA website to our website in the fall of 2016. Students, staff, parents, the Annunciation School Advisory Committee (ASAC), pastor, and Parent Teacher Organization (PTO) were invited and encouraged to complete the surveys. These surveys included a wide base of shareholders, as the Annunciation community includes generations of families who make up the ASAC, PTO, faculty, and staff. Students in grades K-3 completed paper surveys, while students in grades 4-8 completed electronic ones. The purpose of the surveys was to gather perspective and information that would be helpful in improving student learning. Seventy-four parents, or about 40% of our school families, responded to the surveys.

At the end of the 2016-17 school year, the faculty and staff discussed and completed the Catholic Identity survey, discussed standardized test results from previous years, and identified sections of the self study document that would be completed during the upcoming year (Action Plan and Professional Development Plan Summary). We sent the first draft of the self study document to Russ Antracoli in June and he responded with feedback and suggestions.

In September of 2017, the faculty and staff met to review Russ' suggestions. We realized that we'd need to make changes to the Leadership Team and realign some of the groups for each section due to changes in our administration and staffing. We also realized that stakeholders were not involved in the process up to this point. The Mission, Philosophy, and SLEs had not been reviewed. After reviewing them, we decided that all three documents needed minor

revisions. The staff and faculty agreed on the revisions, then asked for feedback—and eventually consensus—from the ASAC, PTO, and parish staff. The revised items were shared with the school community in our Wednesday Weekly newsletter along with a request for feedback.

The Leadership Team continued meeting with each group to revise the document. In October of 2017, the revised self study was shared and discussed with the ASAC, PTO, and parish staff. We invited all parents to review the document and offer feedback and suggestions. The Leadership Team met and finalized chapters 1-3 based on parent feedback.

In October 2017, the staff and faculty met to discuss the goals and accomplishments for each section. We shared them with the ASAC and the PTO. We decided on the critical goals that we would include in our Action Plan. The Leadership Team wrote the Action Plan and shared it with all shareholders in November of 2017.

B. INVOLVEMENT AND COLLABORATION OF SHAREHOLDERS IN COMPLETING THE SELF STUDY

The school involves all shareholders in data review, analysis and dialogue about perceived accomplishments in the area of student learning, and in developing, implementing and monitoring goals for improvements in student learning.

Self study groups met on Wednesday afternoons, so it was not feasible to expect a large base of shareholders to help write the document; however, nearly 36% of our staff members are school parents, so parent shareholders were involved in discussions. We also incorporated input gathered throughout the year from meetings and informal discussions with parents, faculty, and staff. The school administration included reports regarding the progress of the self study at the ASAC meetings, in the Wednesday Weekly, and at faculty and staff meetings. During the 2016-17 school year, stakeholders were not formally involved in the self study process as the school was undergoing changes in administration.

The Mission, Philosophy, and Schoolwide Learning Expectations (SLEs) underwent minor revisions in September of 2017. It has become evident that discussion about SLEs and vision needs to take place. We are committed to revising these important documents before the next school year.

Our SLEs are posted in every classroom and published in the school handbook. Teachers strive to infuse SLE language in classroom discussions. The principal explains our SLEs to prospective parents at the annual prospective parent meeting each winter. They are also reviewed by faculty, parents, and students before yearly parent-teacher conferences in the fall and during each trimester thereafter. Our SLE assessment culminates with an eighth-grade project that challenges graduates to show the value of the SLEs and how they have achieved them.

Upon completion, the self study will be made available for any shareholder who would like to read it. The three goals established in the 2011 Action Plan were completed, and the administration intends to complete the goals set in the 2017 self study. The administration will keep the ASAC apprised of the process, send annual progress reports to the Catholic Schools Office, and share the progress with the school community.

The ongoing systematic analysis of our school's effectiveness is essential. The method for discerning priorities for action is collaborative and student-centered. We will review and update our Action Plan as we work toward achieving our goals. We will share the Action Plan and timeline with the staff and all shareholders through meetings and the Wednesday Weekly.

Evidence:

- Surveys
- ASAC Minutes
- Staff meeting agendas
- Wednesday early dismissal meeting agendas
- Wednesday Weekly blurbs
- SLE end of trimester assessments
- 8th Grade SLE projects (electronic)
- SLE posters
- PowerPoint presentation for prospective parents

CHAPTER 2: CONTEXT OF THE SCHOOL

A. SCHOOL PROFILE

Cathedral of the Annunciation School, located in central Stockton, was established in September of 1956 in the building that once housed St. Mary's High School. The student body consisted of children in grades 1–8, and now includes a kindergarten as well. The Dominican Sisters of San Rafael staffed the school originally. Following their departure in the 1970s, this responsibility shifted to lay people (mostly women). For some families, the enrollment of their children in Annunciation School represents the third and sometimes fourth generation to attend school in this building; the roots of this community run very deep. Although many live outside of the parish geographical boundaries, 78% of the 187 families currently enrolled in the school are registered with the Cathedral of Annunciation Parish.

We typically enroll 32–34 students per class, although we experienced a decrease in kindergarten applications in the spring of 2016. Enrollment in grades K–8 varies from year to year; currently, the average class size is 30 students. Our ideal maximum is 32 students, but classes have been as large as 34 students. In 2016, the second grade class had an unusually high enrollment of 36 students. For the 2017–18 school year, enrollment holds steady at 269 students.

Although our enrollment is relatively stable, we have been receiving fewer applications recently, resulting in fewer wait lists for classes. With the expansion of a number of area charter schools, families now have more education options for their children. According to our parent surveys, the majority of parents pick Annunciation School due to academic excellence, Catholic faith formation, and Catholic values.

The parish does not track specific demographics, but it is assumed that most of our parishioners are from the surrounding neighborhoods and include a large number of Hispanic and Filipino families, as evidenced by Mass attendance and religious education class enrollment. By contrast, the school's population (as indicated on enrollment applications) is 15% Hispanic, 25% multiracial, 3% Asian and Pacific Islander, and 2% African-American. The majority of our students, 55%, are Caucasian.

In November of 2016, we surveyed school parents, staff, and students regarding their perceptions of our program. Following are brief summaries of those surveys. Refer to Appendix C for complete survey results.

Parents returned a total of 74 surveys, which represents about 40% of our families. The majority of responses were very positive regarding Catholic identity, curriculum, homework load, and the accessibility/relationship with teachers at the school.

While we were encouraged by the parents' positive comments and overall satisfaction, we took notice when three or more comments addressed a specific concern:

- Religion not being taught in the homeroom (4)
- Staff not practicing what they preach (4)
- Hiring staff from the inside the parent community (5)
- Hiring teachers without credentials (5)
- Improvements needed in the writing program (4)
- Eliminate common core curriculum, specifically in math (4)
- More tutoring for those who need it (3)
- Bathroom upgrades needed (4)
- There was a *notable* trend in comments regarding the need for music and foreign language to be offered during the school day (16)

Students in grades 3–8 were surveyed using two different instruments to allow for age-appropriate vocabulary. The surveys show that the students in grades K–3 are happy with the teachers, curriculum, and their peers. There were no notable comments. In grades 4–8, the surveys show an overall satisfaction with the school. Between two and three percent of the students had the following comments:

- Longer lunch and recess time
- More class time needed to work on school work and projects
- Less homework
- Should be able to wear shoes with patterns and neon
- Should be able to wear logos on socks
- Math should be different

The ASAC, PTO, and pastor were invited and encouraged to complete the survey. Collectively, their participation in the survey was low, but the feedback was very positive with no notable comments. The faculty and staff survey results were also positive with very few comments.

Our goal for standardized test results is one year's growth between annual testing cycles. Our students continue to perform very well on standardized achievement tests, and most students meet the one-year growth goal. Over the past five years, in every discipline and at every grade level, our students have scored above the national average on standardized tests. In alignment with common core standards, the school is in its third year of administering TerraNova tests (and InView tests in grades 3, 5, and 7). We currently have two years' worth of data, but we expect that, despite regular fluctuations from grade-to-grade and year-to-year, our scores on the

TerraNova and InView tests will continue to exceed national and diocesan averages as they did with the ITBS tests.

In addition, nearly 100% of Annunciation graduates who take the eighth-grade placement exams at St. Mary's High School score high enough to be placed in college prep and honors classes. The exceptions to this usually involve students who were previously identified with special needs and/or specific learning disabilities.

Other assessments include:

- Teacher-made tests
- Group and individual projects
- Teacher observations
- Writing portfolios for each student that follow them from year to year
- End-of-unit/year mastery tests projects and tests

All Annunciation students who apply to St. Mary's High School are accepted, and the vast majority of our graduates enroll in the school. As of fall 2017, 95% of our eighth graders plan on attending St. Mary's. Of the families that move on to St. Mary's, a few transfer to other schools for a variety of reasons. The cost of St. Mary's is nearly double the tuition at Annunciation, and some of our graduates enroll in public schools because they are interested in classes or programs that St. Mary's doesn't offer. Information sent from St. Mary's, such as freshman report cards, honor roll lists, names of award and scholarship recipients, and anecdotal information from teachers and students, indicates that our graduates perform very well in high school and engage in many extracurricular activities such as sports, clubs, student government, performing arts, community service, and Campus Ministry.

The school staff is currently comprised of 27 females and two males. Ninety-six percent of the staff members are Catholic and the majority are registered members of the Cathedral of Annunciation Parish. Fifty percent of the faculty and staff members have served the school for at least five years. Of those members, 64% have been here over ten years. Four members of the faculty have served for over twenty years, and of those members, two have served Annunciation for nearly 40 years. All faculty members either have a California teaching credential or are currently pursuing a credential. Faculty members are expected to fulfill 80 hours of professional growth and 40 hours of catechist formation every four years.

The cost of tuition may prohibit some families from pursuing a Catholic education for their children. To address this need, two members of the PTO co-chair an annual campaign (in February) that solicits scholarship dollars to provide assistance for families seeking a Catholic education. Other than tuition increases (we are prepared to offer assistance) and the increase in the number of charter schools, we do not anticipate any other dramatic changes in the near future that will impact our student enrollment or family demographics.

Evidence:

- Enrollment sheet
- Census report showing demographics
- Surveys
- St. Mary's data
- ITBS/TerraNova score spreadsheet
- ITBS scores
- Curriculum tracking sheets
- TerraNova scores
- Personnel tracking sheets (professional growth and faith formation)
- Have-a-Heart letters and receipts

B. USE OF PRIOR ACCREDITATION FINDINGS TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The school has used the prior accreditation findings, both those discovered by the school and those identified by the Visiting Committee, and other pertinent data to ensure high achievement of all students and to drive school improvement.

The 2011 accreditation visit at Cathedral of the Annunciation School resulted in three action items:

- Improve student and school family participation in weekend Masses
- Develop a formal technology plan
- Improve math computation (as measured by ITBS scores) with the intention of surpassing ITBS national norms at each grade level

In the fall of 2012, we implemented a monthly 5:30 PM Saturday family Mass to improve student and school participation in weekend Masses. Our school choir attended, and our students filled many roles:

- Cantors
- Ushers
- Lectors
- Greeters
- Eucharistic Ministers
- Gift bearers
- Altar servers

While these Masses were designed to be a collaborative effort between the parish and school liturgical teams, the school planned and successfully carried out the plan alone due to turnover within the parish staff. As planned, we advertised the family Masses in our Wednesday Weekly, from the pulpit, and in our class announcements. The monthly family Masses were in place for two years, and attendance at these Masses was higher than usual as evidenced by an increase in envelopes and student feedback on Monday mornings. Our intent was to have student-centered Masses, but the readings and the homilies were not adapted to be child-friendly. We found it increasingly difficult to fill all of the ministries with students (intent forms from parents were not always returned on time). During the second year, student participants cancelled on the day of the Mass, which left us scrambling on Saturdays to find replacements.

In 2014, we implemented weekly all-school Masses on Wednesday mornings instead of the monthly Saturday evening family Masses, which proved to be much more conducive to having the students practice and fill the ministries. Parents and community members are always welcome, and the homilies are always child-centered. Our student choir still sings once a month

at the 5:30 PM Saturday Mass, which brings more families to Mass. Although it's not called a family Mass, it seems to be a good fit for the school and parish.

We met our original goal of increasing student and school participation in Mass, although our original plan evolved from monthly family Masses to weekly school Masses over the course of five years. We realize and enjoy increased attendance at both the weekly Wednesday morning Masses and the monthly Saturday Masses when the choir sings. However, consistent participation in weekend Masses remains an area of concern for us. While it is difficult to quantitatively assess, we believe that achieving this goal has led to increased involvement of all grade levels at Mass, frequent reception of the sacraments, and a greater knowledge of the basic Church teachings and scriptures.

The second item on our Action Plan was to develop a formal technology plan. Our strategy was to research best practices and recommend the most fitting technology solution for our school. We developed a site technology committee, made up of administration, parent volunteers, and faculty members, that was tasked with researching technology options for our school. Some committee members visited other schools and observed their technology implementation. We also invited a consultant from Stockton Unified School District (SUSD) to share their best practices. Even though the committee found it difficult to meet regularly due to varying schedules, they managed to successfully develop and implement a formal technology plan for our school. We surpassed our initial technology implementation goal in the first year and have far exceeded our original goal in the years since.

In 2012, we began our technology overhaul by increasing the bandwidth throughout the entire school. Then we mounted projectors in all classrooms to provide a wireless connection for document cameras and laptops, and we purchased new screens for all of the classrooms. We upgraded our computer lab by purchasing 36 large-screen desktop Macs and two class sets of iPads that can be checked out by any class. Our research ultimately steered us toward Chromebooks for price and practicality, and in 2014, we purchased a class set of Chromebooks to pilot a one-to-one system in fifth grade. We also purchased a set of five Chromebooks for each of the other classrooms. In 2015, we purchased three more class sets of Chromebooks to provide one-to-one use in grades 5–8.

In 2015, we purchased Lego Robotics kits so we could offer a coding/programming elective course to junior high students, and in 2016, we purchased Lego Robotics II kits to offer them an advanced coding course. In 2016, we purchased another class set of Chromebooks for use in grades K–4. A recent donation allowed us to purchase an additional class set of Chromebooks for fourth grade in the fall of 2017. This brings our total to 6 class sets of Chromebooks and 2 class sets of iPads. Our school administration and the IT specialist worked together to offer professional development for teachers and parent information nights for parents, including Tech. Thursdays, a speaker from SUSD, and attendance at CUE and ETC! conferences.

The ASAC has been very supportive in this endeavor, recognizing the need for Annunciation School to remain progressive and competitive in their technology implementation so that our students are well-prepared for high school and beyond. The action plan item was to simply develop a technology plan; we were fortunate to have several years of incredibly successful

fundraisers and the surplus allowed us to not only create an ambitious plan, but execute it as well.

All teachers at Annunciation School use their laptops and document cameras to enrich their teaching. The addition of iPads and Chromebooks has allowed students to research, write, access educational games and communicate with fellow classmates and teachers. Students in grades 5–8 are adept at using the iPads, Chromebooks, and the desktop Macs in the computer lab. Students in grades K–4 often use one-to-one Chromebooks in the classroom. In addition, we have purchased The Teachers Curriculum Institute (TCI) curriculum for history in grades 5–8 and TCI curriculum for science for grades 2–8. The TCI curriculum includes e-books and has a heavy tech component. Implementing the original technology plan evolved into progressive technology updates, which have allowed our students to use the latest technology in all aspects of their learning environment.

The third item on our Action Plan was to improve math computation with the intent of surpassing ITBS national norms at each grade level. Teachers in grades K–5 attended five hours of professional development, specifically for Kim Sutton’s 2010 Ten Block program. The workshop wasn’t available for grades 6–8, but the teachers in grades K–5 fulfilled the goal by attending the Kim Sutton workshop, researching best practices for raising math computation skills, and implementing new strategies in the classroom. After completing the program, grades 2–5 (not available for K–1) all surpassed national norms on standardized test.

The teachers in grades K–5 eventually adopted these standards. In 2014, we piloted Engage New York math in fourth and fifth grades, and in 2015, we fully adopted Engage New York math in grades K–5 and the diocese adopted the Common Core State Standards (CCSS). Teachers in all grades now put a greater emphasis on computation fluency and use many strategies to solve math problems instead of rote memorization. We also started using TerraNova tests instead of ITBS tests. Changes in both curriculum and testing make it difficult to measure the success of our improvements.

In these initial years of transitioning to new curriculum and new tests, there was very little opportunity for professional development with regard to implementing the CCSS and there was no opportunity for professional development for teaching Engage New York. We look forward to seeing the results of this year’s TerraNova test because we can compare them to the results of previous years. We are encouraged that the County Office of Education recognizes Engage New York as a worthy curriculum, and we will continue to use it. Our junior high math program uses the pre- Common Core CA standards to keep in line with St. Mary’s math curriculum. In 2016, four of our eighth-grade students attended St. Mary’s honors math class after attending a zero-period algebra class here during seventh grade, and two eighth grade students studied Algebra 1 instead of pre-algebra. Additionally, two faculty members are currently taking PRIME, a two-year math course, to study math curriculum, research best practices, and set goals for the math program at Annunciation.

Evidence for Action Plan #1:

- Wednesday Weekly notices

- Ministry sign-up sheets
- Staff meeting agendas
- ASAC meeting minutes
- Pictures?
- Choir emails (Susie)
- Banner with symbols

Evidence for Action Plan #2

- Tech plan (Hilary)
- Tech committee folder with meeting notes (Hilary)
- Computer lab
- Chromebooks, iPads
- ASAC minutes
- Staff meeting agenda
- Emails to Wayne Stagnaro (Hilary)
- Wednesday Weekly notices for parent info. nights
- CUE receipts other PD receipts? (Hilary/Jenna)
- ETC! Conference receipts
- TCI curriculum
- Tech. Thursday notes
- Communication with Wayne Stagnaro (emails)

Evidence for Action Plan #3:

- Kim Sutton program
- Receipts from PD
- Evidence of researching best practices
- ENY curriculum
- TerraNova test scores from 2017
- PRIME paperwork

CHAPTER 3: QUALITY OF THE SCHOOL'S PROGRAM

A. ASSESSMENT OF THE SCHOOL'S CATHOLIC IDENTITY

The school is Catholic, approved by the Local Ordinary (Canon 803), provides authentic Catholic teaching, opportunities for community worship and participation in the sacraments, and promotes evangelization and service to the community.

Cathedral of the Annunciation School's Mission statement and Philosophy reflect the importance of our Catholic faith to all aspects of school life. After six decades, we remain fully committed to providing authentic Catholic teaching, opportunities for community worship, and participation in the sacraments. We continue to promote evangelization and service to the community.

The entire school community participates in a variety of prayer experiences and the sacraments throughout the year. Each day begins with a school-wide prayer led by our Student Council officers. Cafeteria supervisors lead the students in a blessing before lunch, and students and teachers in individual classrooms offer prayers of petition and special intentions each day. On Holy Days and Wednesdays throughout the school year, we celebrate school community Masses or prayer services, where students play key ministerial roles. Students in eighth grade who have been confirmed are invited to become Eucharistic Ministers. The Sacrament of Reconciliation is offered during Advent and Lent to grades 3–8. Second graders receive their First Reconciliation and First Holy Communion, and seventh graders receive the Sacrament of Confirmation. Students are encouraged to attend Rosary Club in the Cathedral each Friday after school, and to participate in parish celebrations during Lent, including Stations of the Cross. We continue to invite our families to actively participate in the celebration of the Sunday liturgy, but would like to see continued growth in this area.

All homeroom and religion teachers are either certified or are in the process of obtaining initial certification and cyclically renewing their certification, in line with diocesan requirements. The faculty, as a faith community, participates in prayer services and faculty retreats. The school's faith formation is consistent and unified in its message, and the school's religion curriculum and instruction meet the requirements set forth by the diocese. Students in grades K–5 use the RCL Benziger *Blest Are We* textbooks, and junior high uses the Sadlier *We Believe/We Live our Faith* textbooks. In addition to these textbooks, grades K–8 use the Circle of Grace curriculum and RCL Benziger Family Life curriculum. Grades 3–5 use Steps to Respect, an anti-bullying program.

As stated in our Mission and Philosophy, parents are their children's first teachers. We value our partnership with the parents, as it is fundamental to the success of our students and our school. To honor that partnership, the administration maintains an open-door policy to address parental concerns, and teachers are expected to return phone calls and emails within twenty-four hours of receiving them. It is important that all students and parents feel that they have a voice and that no one is marginalized. Beyond their supportive roles at home, parents are invited to become more involved in our school and parish life.

The PTO has led the way in our attempts to more fully engage school families with the parish by supporting parish celebrations and events:

- Taste of the Parish
- Fiesta
- Mardi Gras celebration
- CYO coaching
- Liturgical celebrations
- Parish hospitality
- Parish Assessment and Renewal program (PAR)

PAR was adopted by our parish in 2016 to assess the strengths and weaknesses of our parish and to develop a plan that would move people into action. In addition to these efforts by the parish and the PTO, the school faculty shares resources and opportunities for parents to deepen their faith.

To support their social justice development, Annunciation students at all grade levels participate in community service. Most of the service in the younger grades is less formalized and benefits local agencies, including hospitals and rest homes, by entertaining them or making cards, placemats, or decorations. Students in junior high perform acts of service to the school, parish, and our greater local and world communities. They act as funeral servers, support the parish Sharing our Daily Bread ministry, read to local youth, and make rosaries for needy communities. Sixth graders provide service to the school and parish, such as setting up for the annual Taste of the Parish event. Seventh graders are required to perform four specific corporal acts of mercy during their Confirmation preparation year. Eighth graders raise money for a charity of their choice. During Catholic Schools Week, all grades can take part in a school-wide community service project, such as making blankets. All school Mass offertory collections and Student Council fundraisers are designated for local and global charities. Students give over \$5,000 annually to a variety of charitable causes chosen by the Student Council officers and representatives.

Physical representations of the Catholic faith are visible throughout the school building. Our classrooms and common areas hold crucifixes, crosses, liturgical calendars, and statues of the Blessed Mother. Bulletin boards throughout the hallways and in classrooms often reflect a Christian message. Sixth grade students create a banner each year and add a symbol on each Mass day that reflects the Gospel reading or the Mass theme for that week. The banner is carried into the cathedral during the Gathering Rite. When not used for Mass, the banner is displayed in the school entryway. Observances of the liturgical year include:

- Advent wreaths
- Advent program
- Mardi Gras

- Ash Wednesday
- Palm Sunday procession
- Passion Play
- Stations of the Cross
- Class recitation of rosary decades
- May Crowning
- Blessing of the animals

We expose the students to the value of participating in a wide variety of Catholic traditions and practices.

The faculty and staff strive to bring the Good News of Jesus into the whole educational experience. Teachers take every opportunity to connect learning to the value and expectations of our faith by integrating the Gospel message into the curriculum. Religion teachers discuss the Mass readings and message each week to help students understand how it relates to their lives. Parents are invited and expected to take active roles in the faith formation of their children. The fruits of our evangelization efforts are realized when, nearly every year, we celebrate school Masses where one or more of our students are baptized into the faith or receive First Eucharist. We are also especially pleased when non-Catholic parents become active in the Rite of Christian Initiation for Adults (RCIA).

Jesus is our school's foundation from which teaching flows. Living the gospel through community service is our task. We are grateful for the consistent support of and partnership with the pastoral team to create a parish/school community that activates our mission to learn and serve.

Accomplishments:

- Students as Mass ministers at weekly Masses:
 - K–2 Offertory gifts
 - 3, 4 Petitioners
 - 6, 7 Ushers
 - 8 Eucharistic Ministers
 - 5–8 Altar Servers
 - 3–8 School choir, cantors
 - 6 Banner symbol
- Departmentalized religion teachers in K–4 and 6–8
- Successful weekly Mass envelope collection for Student Council choice of charities each month
- Faculty and parish partnership with the Parish Assessment and Renewal (PAR) program

Goals:

- Increase opportunities for faculty members and parents to deepen their faith formation.

Evidence:

- Ministry role sheets for Wednesday Masses
- Baskets for once a month food collections
- Banner
- Wednesday Weekly bulletins
- Parish bulletin
- Advent program
- Several religious artifacts throughout the building
- PTO blurbs in Wednesday weekly and PTO minutes
- PAR minutes
- Sacramental roster and parish records
- Photos from community service projects
- Results of weekly Mass envelopes to charity of the month
- RCIA roster

B. DEFINING THE SCHOOL'S PURPOSE

The school's purpose is defined through the school's mission statement, philosophy, measurable Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.

THE MISSION OF ANNUNCIATION SCHOOL

Inspired by the message and teachings of Jesus Christ, Cathedral of the Annunciation School educates the whole child within the Catholic Christian tradition. While maintaining a high standard of academic excellence, we strive to create a safe environment that fosters a lifelong commitment to learning, serving, and achieving.

PHILOSOPHY

Cathedral of the Annunciation School strives to give expression to the educational mission of the Church entrusted to it by Jesus Christ. The mission is defined in *To Teach As Jesus Did*, a pastoral of American bishops. We concentrate on the effective integration of the sacred and the secular in our children. Enrolling a child in Annunciation School implies a willingness on the part of the parents to support, with their help and presence, any school activities that are undertaken toward these goals. Annunciation School is a ministry of the Cathedral parish. As a Catholic Christian community, we have a personal commitment to Jesus Christ, and we make an earnest attempt to live out His teachings. Our school community can best celebrate its relationship with Christ and each other at the divine Eucharistic Sacrifice. "The liturgy is thus the outstanding means by which the faithful can express in their lives, and manifest to others, the mystery of Christ and the real nature of the true Church." The Sunday liturgy is "the summit toward which the activity of the church is directed" and is "at the same time the fountain from which all power flows." Therefore, it is expected that every Catholic parent and student will take seriously the obligation to worship the Lord on Sundays in fellowship as a community in our parish church. The diverse talents of parents, teachers, clergy, and students are coordinated in such ways that the school becomes an extension of the family and the parish and is integrated into the larger community. Mindful of the fact that parents are the primary educators of their children, our focus is centered on challenging all students to develop spiritually, intellectually, socially, physically and emotionally. We also endeavor to instill in our students an appreciation of the aesthetic nature of the world our Lord created and to be responsible stewards of that world.

SCHOOLWIDE LEARNING EXPECTATIONS

Throughout a student's journey at Cathedral of the Annunciation School, our students develop the skills and knowledge to be:

Active Christians who: • know the basic teachings of the Catholic Church. • try to live like Jesus, be and give their best. • participate actively in Masses and prayer services and receive the sacraments regularly. • care for themselves, others and their surroundings.

Quality Academic Producers who: • have a strong foundation in the basics of all subjects. • use good study and organizational skills to meet goals. • know how to research and think critically. • effectively use computer and technology skills.

Effective Communicators who: • write clearly and understand the written word. • speak clearly and listen well. • work through problems, anger, and hurt. • understand nonverbal signals.

Problem Solvers who: • self-advocate and work well with others to come to agreement. • use/share their talents and interests to find solutions. • accept responsibility and learn from their mistakes. • appreciate their talents, skills and differences, and those of others.

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In its Mission and Philosophy, Cathedral of the Annunciation School has established a clear purpose: *To Teach as Jesus Did* as defined in a pastoral of the American Bishops. As a direct outgrowth of these stated beliefs and principles, the administration, staff, parents, students, and alumni worked together to develop the Schoolwide Learning Expectations (SLEs). Upon review of the SLEs by the faculty and staff, we revised the introduction of the SLEs to include all students, not just graduates. By integrating the Roman Catholic faith into all aspects of school life, Annunciation fosters an enduring understanding of personal and Catholic responsibilities within our students to learn, serve, and achieve.

Our SLEs are posted in each classroom and in common areas of the school. Teachers reference them in their lessons and assessments across the curriculum. To a high extent, they determine the relevance and implementation of appropriate instruction in the core curriculum and co- and extra-curricular activities, which best address the diverse needs of our student population.

As evidenced in the more student-friendly and age-appropriate language, the current SLEs clarify for all students and parents what students should know, understand, and be able to do throughout their education and as graduates of Annunciation School. We clearly explain to each family that both the parents and students are entering into a partnership with the school when they enroll. Further, all school parents sign a contract that affirms their commitment to support our philosophy and mission. This is evident in the parent survey, in which eighty-nine percent of respondents agreed that the school has a Mission statement and Philosophy which indicate the integration of the Roman Catholic Faith into all aspects of school life.

The SLEs provide guidelines to help students become more well-rounded individuals who are active Christians, academic achievers, problem solvers, and effective communicators. The administration and staff are steadfast in formulating student spiritual and academic growth around these guidelines, which play a key role in assessing the outcomes of our students from year to year and as graduates. Parents, students, and teachers evaluate students' progress toward mastery of the SLEs throughout the year with grade-appropriate assessments. Eighth grade students complete a cumulative project reflecting on how they have mastered the SLEs throughout their years at Annunciation School.

We recognize that we did not engage in a thorough and thoughtful review of our Mission statement, Philosophy, and SLEs during the self study process. We fully intend to begin a review process in 2018 and will strive to involve all shareholders in our process. In addition, we plan to create a school vision statement to help provide a clear path for our school.

While our Mission, Philosophy, and SLEs maintain high standards of academic excellence and challenge our students to know and live out their faith, our administration and staff recognized the need to address incidents related to bullying since our last accreditation visit. After evaluating various programs, we added Steps to Respect to our religion curriculum in grades 3–5. We have noted growth in our students' abilities to problem solve, resolve conflicts, and self-advocate since implementing this program. Further, students who piloted the Steps to Respect program have carried with them—into their junior high years—those very principles, which now form a key component of their social justice development.

An inherent function of our philosophy and beliefs is the understanding that Annunciation School functions as a ministry of Annunciation Parish. Our parish priests, especially Father Bill Kraft and now Father Cesar, have been present to our students and staff. The parish has a new pastoral associate, Deacon Greg Yeager, and a new priest, Father John Ngo, whom we hope will enhance communication and collaboration between the school and the parish. Communication and collaboration between the parish and school is an area that we strive to improve.

The administration and staff are committed to providing opportunities for our students to serve the community at large. At all grade levels, students are involved in the creation, development, and execution of projects to serve the needs of school, parish, civic, and global outreach programs.

As indicated in our Mission and Philosophy, the sacred and the secular are well integrated—a reality which allows the school to provide its students a challenging, comprehensive, and relevant program that is deeply rooted in our Catholic identity. All students do progress toward these clearly defined goals and measurable expectations, and we feel a strength of our school is its high academic achievement and the sense of service fostered in each of our students. Many of our graduates have taken these values with them into high school and college and have made them a cornerstone of their lives. Key to all shareholders is this unique partnership between students, parents, and school to challenge our students to develop a genuine well-rounded self-concept: spiritually, intellectually, socially, physically, and emotionally.

Parents partner with staff in a serious contract when they enroll their children at Annunciation School. Through their actions and presence, parents affirm their willingness to support all school activities and goals. Our end goal, though, is for parents to more fully embrace worshipping as a community at Mass on Sundays, which is central to our faith. To help with this, the school scheduled a family Mass once a month at 5:30 on Saturday evenings. The students were involved in all aspects of the liturgy. Unfortunately, this did not improve regular Mass attendance on the weekends, and has since been discontinued. The school choir does sing once a month at a Saturday Mass, and the entire school now attends Mass together every Wednesday. Students in grades K–8 take turns participating.

As part of our governing authority, the pastor, assisting clergy, and the Annunciation School Advisory Committee (ASAC) are responsive and supportive of the administration and staff in our commitment to realize Annunciation's Mission, Philosophy, and SLEs in our school life. All actions of our governing authority focus on providing a safe learning environment with updated technology, texts, and learning materials. Leadership and staff are given latitude to choose the most effective teaching strategies and to integrate our faith across the curriculum. Annunciation staff is encouraged and empowered by the commitment, participation, and shared accountability of all shareholders to achieve student learning and self-realization.

In order to be transparent and reach out to all shareholders, the school leadership publishes a proposed budget when tuition rates are established in March for the following year. The school operates within the parameters of three published handbooks: *The Catholic School Office Administrative Handbook*, the *Faculty Handbook*, and the *Parent-Student Handbook*. In the

event that specific expectations in the *Parent-Student Handbook* need clarification or additional emphasis, the relevant information is published in the Wednesday Weekly, on social media websites such as Shutterfly and Facebook, and on the school's website.

Accomplishments:

- Implementation of Circle of Grace program
- Continued use of Steps to Respect program for grades 3–5
- Introduction of the Power of One Anti-Bullying program

Goal:

- Foster regular and consistent communication between the school and the parish.
- Review and update, as necessary, our Mission statement, Philosophy, and School-wide Learning Expectations.
- Create a school vision statement.

Evidence:

- School displays of Mission and Philosophy statements and SLEs
- Tool for assessments that measure student achievement of SLEs
- Curriculum standards and standards-based achievements.
- Observation of teacher instruction that references SLEs
- Student work that demonstrates integration of SLEs across the curriculum
- Handbook publications
- Wednesday Weekly publications
- Published budget
- Admission information and policies
- Social Media Website
- School website

C. ORGANIZATION FOR STUDENT LEARNING TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The organizational structures of the school focus on high achievement of all students and communicate student progress to all shareholders.

The organizational structure of Cathedral of the Annunciation School focuses on high achievement for all students. The Annunciation School Advisory Committee (ASAC) assists the pastor, who regularly attends its meetings, in overseeing the ministry of the parish school in accord with the Code of Canon Law, diocesan policy, and the laws and regulations of the State of California. With the pastor, the ASAC supports and approves the budget process, monitors the monthly financial records, and guides fundraising, lending legitimacy to the fiscal well-being of the school. Through the budgeting process, financial resources are provided for qualified faculty and staff, school plant and capital needs, all instructional programs, technology upkeep and upgrades, relevant instructional materials, professional development, and long-range planning. With the advice of the ASAC, the administration allocates funds to areas that support all students, provides teachers with the resources required to reach all types of learners.

The Parent Teacher Organization (PTO) supports the Catholic Identity of our students by welcoming new families and showing support through the welcome back coffee event and buddy family program. They run the hot lunch program, host the Christmas Store, facilitate the art and science docent programs, and provide events that strengthen the school and family partnership. The PTO also manages the annual Have-a-Heart drive, which increases our tuition assistance revenue. Our PTO supports the school throughout the entire year by providing hospitality for a wide variety of events:

- Meet and Greet
- Back to School Night
- Fun food days
- Safe Trick-or-Treating
- Baccalaureate Mass

Their daily presence on campus helps create a supportive environment on campus for the students, teachers, staff, and administration.

The principal is accountable to the pastor as the spiritual, educational, and organizational leader of the school, and works closely with the pastor, staff, and the ASAC. The principal and vice principal guide the school according to diocesan policies, leading the instructional staff in professional growth and curriculum development and overseeing resource management. The principal is responsible for the overall operation of the school, conducts staff meetings, and hires and evaluates staff. The principal and vice principal maintain close contact with the pastor, parish staff, teachers, parents, and students. The principal and vice principal communicate with parents through phone calls, emails, and meetings. Both the principal and vice principal maintain an open door policy for all members of the school community. The school communicates news to the school community through the weekly newsletter, which is delivered via email. The school

posts newsletters, forms, policies, links to volunteer opportunities, and announcements on the school website. The parish includes school announcements in the Sunday bulletin.

Annunciation School exists to serve students, and we do that in a safe environment. We strive to provide both a safe physical environment and a safe emotional environment. The Steps to Respect program in grades 3–5 brings awareness to students and empowers them to deal with bullying situations. Last spring, the students in grades K–7 attended a Power of One assembly, during which they were encouraged to stand up to bullying.

Our school selects and participates in staff development opportunities to support high achievement of all students. Whether identifying curricular areas to strengthen as a staff or targeting personal areas of growth for individual faculty members, the administration encourages and supplies resources to provide ongoing education to improve teaching. Since the previous self study, members of the faculty have read and discussed two professional books: *Mindset: the New Psychology of Success* and *Focus: Elevating the Essentials*. In the 2016–17 school year, we invited guest speakers, including Dr. Lee, Pat Dimond, and Matt Huber, to share information on topics including dyslexia, vision and reading research, and Common Core Math. Over the past two years, the diocesan teachers and administrators have participated in professional learning communities (PLCs)—small grade-level groups—to discuss how to improve our students’ education.

With the intent of reaching the many kinds of learners, the administration and teachers meet with the parents of students who are in need of creating or revisiting a Student Support Team (SST) document. These meetings allow teachers and parents to identify a student’s strengths and weaknesses and design a plan to make accommodations that will help the student succeed. Two members of the current faculty are trained to deliver the Barton Reading and Spelling program, an alternate phonetic system for children who have been diagnosed with dyslexia. If/when teachers and parents agree that testing may be necessary to identify the cause for weaknesses, the administration and teachers are proactive in supporting parents. The administration and teachers have observed an increase in the number of students who have been diagnosed with ADHD, dyslexia, and other learning disabilities. We work with the families to design a list of accommodations for each student. One of our faculty members is certified to test for dyslexia and provides the testing onsite. This has been an enormous benefit to some families because the testing can be costly outside of school. Since we started this practice, we have seen an increase in the number of students tested for and diagnosed with the dyslexia at our school.

With the addition of Chromebooks, iPads, and thirty-five large screen desktop computers in the computer lab, the faculty has been able to use technology to improve student learning. The Teachers Curriculum Institute (TCI) science curriculum in grades 2–8 and the TCI social studies curriculum in grades 5–8 has enriched student learning and experience with a wide variety of hands-on exercises designed to increase rigor, engage students, and aide teachers. TCI is bringing dynamic lessons to the classroom. Aside from formal testing, it is difficult to gauge the progress in terms of success, but anecdotal evidence suggests that our students’ enthusiasm for science and social studies has increased.

Additionally, depending upon the grade level, teachers provide ample opportunities for their students to attend a wide variety of field trips, which enhance student learning with hands-on experiences. The majority of these field trips are a shared experience with parent volunteers.

Student assessments are shared routinely with parents. In the lower grades, weekly work is sent home to parents via folders. In the middle and upper grades, tests are frequently sent home for parent signatures. In grades 3–8, parents now have access to Educate, our student information system, so they can regularly track their student’s progress. We share individual standardized testing scores with parents, and we share a general school-wide report with the ASAC. St. Mary’s High School sends us progress reports of the freshman class, and that information is shared in the Wednesday Weekly. We also share news of success, special projects, and exciting field trips in several social media venues as well as the parish bulletin each weekend.

Accomplishments:

- Provided resources for professional development
- Implemented Educate to publish grades for parents
- Provided resources for a wide variety of field trips (most often without extra cost to parents)
- Purchased updated curriculum and technology devices
- Increased SST meeting facilitation to meet students’ needs

Goals:

- Continue to allocate funds to enhance the overall curriculum (technology included)

Evidence:

- ASAC and staff meeting notes
- Annual budgets and financial reports
- Professional development records
- Receipts for technology purchases and curriculum purchases
- Student work
- Educate
- Field trip list
- SST samples (w/o names)
- Website, cathedral bulletin, Facebook, etc.

D. DATA ANALYSIS AND ACTION TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The school uses educationally sound assessment processes to collect data. The school disaggregates and analyzes student performance data and uses the analysis as a basis for instructional/curricular improvement.

Cathedral of the Annunciation School disaggregates and analyzes standardized test scores and various forms of assessments that direct instruction. Standardized tests (ITBS) were administered to students in grades 2–8 each fall for the academic years 2011–2014. ITBS results provided teachers with longitudinal data for both individual students and class growth in relation to national averages in core curricular subjects. As of spring 2015, Annunciation administers TerraNova standardized tests to analyze student performance. The TerraNova tests were piloted by 4th and 7th grades for the two years prior to 2015. The profile narratives and report card for each individual student are mailed to families with the third trimester report cards. TerraNova test results from the 2016–17 school year didn't arrive until September 2017. Therefore, the results were not available to send home with the third trimester report cards.

Teachers collaborate to review TerraNova, summative, and formative assessment results for their current students and for the students they will teach the following year. They modify instruction based on this information. Kindergarten, first grade, and second grade teachers use multiple forms of evaluation, including Slosson, Kindergarten Readiness Assessment, and San Diego Quick. Additional assessments used at various grade levels include STAR Reading tests from Renaissance and publisher- and teacher-generated exams in all curricular areas. Teachers assess learning in multiple ways. They evaluate students in a variety of ways (tests, quizzes, presentations, projects, and discussions) at the end of units, chapters, and modules. In addition to these benchmarks, teachers track standardized test scores to determine whether a change is needed in the curriculum or in the instruction.

Ongoing trends show that our students' math computation scores, while higher than the national average, are lower than other subject areas tested. Teachers have continued to research and implement various programs, ideas from staff development, and a variety of new techniques to better meet student needs. Despite our concern with ITBS math computation, these scores do improve as students rise through the grades. Anecdotal evidence from Saint Mary's High School students, along with grades, class placements, and test results, indicate that our students are prepared for higher-level learning when they graduate from our school.

Mindful of the fact, that the TerraNova test is a one-time test, the school is investigating the use of benchmark tests to measure growth over a school year. This will allow an opportunity for ongoing analysis of student performance.

Enrollment at Annunciation School remains relatively steady despite dwindling enrollment in Catholic schools throughout the nation due to the current economic difficulties and the growth of the charter school movement. We are noticing a decline in availability of parents during the school day to support school programs, which may be linked to the current economy. In addition, while the cost for operation continues to increase, so does the need for financial assistance. Although these trends are evident throughout both local and national school systems, it appears

that there has been no negative effect on our student learning. We continue to offer high-level, standards-based instruction to our students. Student success is evidenced by the result of formative and summative assessments.

In addition to high-level, standards-based instruction, we continue to implement new technology into the classroom to enrich student learning. Teachers regularly use laptops, document cameras, and projectors to enhance instruction. They use laptops daily to help deliver their curriculum, enter grades, model programs online, and aid student learning in various other ways. We must establish ongoing on-site professional development dedicated to the use of technology and tailored to our teachers' needs.

Faculty and staff also use their laptops to analyze data. Teachers look at grades or assignments in Educate online and recognize areas of strength or weakness within the class. They administer Google Forms quizzes and tests, then use their computers to analyze results. The software generates a chart for each question that indicates whether or not a skill has been mastered.

With the help from a donor, we purchased thirty-five iPads in 2011, followed by an additional thirty-five iPads in 2012—all for student use. In 2012, we updated the computer lab with thirty-five iMacs and we hired a full-time IT specialist. Annunciation also became a Google Apps for Education (GAFE) School, which allows the students to each have a personal GAFE account. The students can store documents in the cloud, communicate with each other and their teachers via email, and make use of other technological tools offered in the Google Apps suite. In 2015, we piloted a one-to-one Chromebook program in fifth grade. The program was a success, so we purchased four more class set of Chromebooks: one each for grades 6–8 and one to share among grades K–4. In May of 2017, we received another generous donation, which we used to purchase another seventeen Chromebooks. This donation allowed us to continue with our technology plan and enabled us to implement one-to-one Chromebooks in fourth grade as well.

We continue to use updated Internet and wireless connections, Educate (a web-based student information system), e-mail, and a school website for electronic communication. Teachers (and students) use document cameras daily to project student work as well as textbook pages. They also project Internet content to supplement and enrich their curriculum and share student work. Teachers also provide students with specific academic websites that expand and augment the curriculum. Our new online science and history curriculum, Teach TCI, used in grades 2–8, allows students to access the textbook and curriculum online, fill out the interactive notebook, complete worksheets, and watch specific videos related to the lesson. Using technology in the classroom stimulates student motivation, interest, and focus.

Opportunities for faith formation using technology are varied. Students use Google Apps for written and creative projects and scripture study in preparation for school assignments and weekly Mass. They use YouTube to access Christian music and to stream the Papal inaugurations and the canonization of saints. Students also research saints using their Chromebooks. Teachers and students make use of the United States Conference of Catholic Bishops web site (uscgb.org) to examine daily readings, gain understanding of the Bible, and deepen their faith formation. The study of our faith permeates many academic areas, including history, where technology is used daily. In addition to the students using technology, the faculty

and staff also use technology daily. Our student information system (SIS), called Educate, holds data about each family with students enrolled at Annunciation School. We run various reports on that data. Specifically, we run reports to see how many students and parents are Catholic vs. Non-Catholic, baptized vs. non-baptized, what sacraments students have received, ethnicity, etc.

This data is used to fill out reports for the diocese, E-rate, etc. Our teachers use the SIS to access other information:

- Class lists
- Birthday lists
- Primary child (for handing out flyers to the oldest child)
- Attendance
- Parent contact information
- Grades (3–8)

Teachers address the needs of students performing in the lower and upper quartiles. Additional support is offered to all students, especially those who fall in the bottom quartile. Support includes:

- Study sessions
- One-on-one assistance outside of the regular class session
- Peer editing
- Heterogeneous and homogeneous groupings
- Small group direct instruction
- Barton Reading and Spelling
- Accelerated Reading
- Learning Ally (audiobooks)
- TenMarks
- Khan Academy
- Instructional aides and parent volunteers providing small group assistance
- SpellingCity.com
- Teachers Curriculum Institute (TCI) for 5th–8th social studies 2nd–8th science
- Re-teaching/intervention as needed

We also provide opportunities for personal and academic growth for all students, including those in the upper quartile:

- San Joaquin County sponsored programs
 - Catholic Math League in grades 3–6
 - Science Olympiad
 - Spelling Bee
- Accelerated Reading
- Extra credit assignments
- Projects
- Expert guest speakers

- Field trips
 - Science camp
 - Cosumnes River Preserve
 - Fog Willow Farms
 - Theater productions
 - Symphony concerts
 - Coloma
 - Washington D.C.
- Art and science docent programs
- Experiential learning activities
 - Mission Days
 - Valley Days
 - Walk Through California
 - Walk Through the Revolutionary War
 - Activities provided by TCI)

We strive to challenge all of our students with differentiated instruction and expectations as appropriate.

After analyzing assessment data, teachers have sought opportunities to help teach learners who are performing below grade level:

- PRIME
- JoBoaler- Cognitive Guided Institute
- Operations and Algebraic Thinking
- Silicon Valley Math Institute
- Diocesan Professional Learning Communities (PLC)
- Computer Using Educators (CUE)
- Kim Sutton Math
- Rich Math Tasks
- Bureau of Education and Research (BER)

We've also purchased and adopted instructional materials for math, science, and language arts based on assessment data. We purchased grammar books for grades 2–8, Engage New York for grades K–5, TCI science for grades 2–5, and added an Algebra 1 class. We've also partnered with St. Mary's High School so that our students can take a freshman math class if they do well on the St. Mary's math placement test. We continue to reorganize classroom instructors and aides, and we change instruction materials, curriculum, and teaching methods as a result of assessment data.

Annunciation staff uses school-wide, grade-level, and departmental meetings to further enrich curriculum across all grades. They discuss student learning and assessment, they share work, and they analyze data. Through the Diocese of Stockton, our faculty participates in Professional Learning Communities (PLC) once each trimester. These grade-level specific meetings are led by a teacher from a diocesan school, and they focus on student learning. Topics covered during these meetings are driven by diocesan office and each school attends at a different site each trimester. Teachers bring data and discuss what they do in their classrooms on the assigned topic. While we find these collaborative efforts valuable, we would like the diocese to provide more development opportunities that allow all faculty members from each school to meet together.

Accomplishments:

- Cumulative effect of consistent development of study skills and content knowledge shown by high 7th and 8th grade ITBS/TerraNova scores
- Positive impact of technology on student learning with the use of:
 - Google Apps for Education
 - Data analysis
 - Innovative teaching
 - Addition of home access to Educate by TADS
- Addition of an Algebra class on campus and St. Mary's High School placement of our students in college prep and/or honors classes without need for remediation, as evidenced by tracking of freshman grades
- 1:1 Chromebooks (grades 4–8), two class sets of iPads, computer lab update including wireless access and full time IT Specialist

Goal:

- Establish ongoing professional development dedicated to the use of technology.
- Develop and /or purchase benchmark assessments for reading, math, writing to be administered and results analyzed throughout the school year.

Evidence:

- AR Log, Journals, TOPS Report, STAR test, and diagnostic reports
- Notebooks for math, social studies, science, language arts, etc. (grade-level dependent)
- Writing portfolios to demonstrate the writing process
- Student authored books
- Progress reports (grade level dependent)
- Educate grade access for home to school connection
- ITBS/TerraNova longitudinal results
- Rocket math folders
- Curriculum mapping for writing, literature, and math
- Visual aids and bulletin boards in classrooms
- Regular use of technology for instructional delivery

E. SLES AND STANDARDS-BASED CURRICULUM TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The school provides a challenging, comprehensive and relevant curriculum for each student that results in achievement of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations. All students make acceptable progress toward clearly defined and measurable Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.

Cathedral of the Annunciation School uses curriculum that is aligned with the Diocese of Stockton Enduring Standards, the California Common Core State Standards, the State of California Curriculum Standards in Social Studies, and the Next Generation Science Standards, to create a continuum of learning for all students. Our shareholders expect our teachers to instruct students according to Schoolwide Learning Expectations (SLEs), Common Core State Standards, Diocesan standards, and the mission and philosophy of the school. Survey results reflect an agreement that Annunciation School is either effective or highly effective in core academic subjects. Over 91% of parents agree that religion instruction is either effective or highly effective, 86% agree that reading instruction is effective or highly effective, 88% agree that English language arts instruction is effective or highly effective and 71% agree that math instruction is effective or highly effective. Ninety-four percent of students in grades 4–8 report that their teachers have high expectations of them and 95 % of K–3 students report that they like school.

Catholic Identity is an integral part of daily school life. Our school day begins and ends in prayer, as do parent and staff meetings. We attend mass together as a school weekly and many classes return to the classroom and reflect on the mass either orally or in writing. Students learn about their faith in daily religion classes and throughout the curriculum. For instance, students learn about being created in God's image and likeness when they learn about the body systems, Jr. High social studies involves learning about other religions, art projects center on Catholic symbols, students write reports about Saints, and many recess discussions revolve around kindness, fairness, and being a good friend. Students also learn about being healthy and taking care of themselves.

Various assessments measure student progress toward SLEs, curriculum standards, and administrative expectations:

- Teacher and publisher-made formative tests
- Teacher and publisher-made summative tests
- Cumulative reports
- Projects
- Demonstrations
- Standardized testing

Teachers monitor student learning by checking progress during assigned practice, noting nonverbal cues elicited to determine understanding, reading journals, and administering student or group self-assessments. Through these means, teachers redirect their delivery of concepts or re-teach as needed. We have devised a tool to assess SLEs. Using a grade-appropriate assessment, the students, along with teacher's direction, self-assess their progress in their achievement of the SLEs. Parents and teachers also assess the students using the same assessment throughout the year. Eighth graders complete a cumulative project reflecting on their accomplishments of the SLEs throughout their K–8 educational experience. These projects help the school celebrate the success of our students and their growth while also providing data for the faculty and staff to use to guide change if needed.

By monitoring daily work, dialogue among teachers, and multiple means of assessment, we've found that a small percentage of students are not making acceptable progress. In the majority of those cases, the students also place in the lower quartile on the Iowa Test of Basic Skills (ITBS), and since 2015, TerraNova testing. Even though students are identified in the lower quartile, we define acceptable progress as making one year's growth for each year of school as measured by the aforementioned testing. Students who are not making acceptable progress are diverse in needs, strengths, developmental growth/maturation, learning styles, and social and processing skills. We continue to address their needs.

To assist in students' growth and progress, the staff analyzes data and processes needs for each individual student. Initially, we draw on the *Pre-Referral Intervention Manual* (PRIM) for direction. If still struggling, students are referred for evaluation through the public school system to provide insight into their learning style, strengths, and weaknesses. Some have been identified with a specific learning disability. When children have been identified with a learning disability, their parents usually choose to remain in our setting. For the students who do not qualify for services because the discrepancy between their ability and achievement is not wide enough, we nevertheless provide interventions as suggested in the Student Study Teams (SST). We employ several intervention strategies:

- Parent-teacher conferences
- SSTs
- Accommodated learning environments
- Differentiated instruction
- Assignment modifications
- Heterogeneous classroom groupings
- Study groups
- Extra help and tutoring by peers or teachers
- Barton Reading and Language programs
- SpellingCity.com
- Accelerated Reader
- Ten Marks
- Learning Ally

During this process, evaluation is frequent and ongoing, formal and informal. These interventions help many students achieve acceptable yearly progress and/or exit the lower quartile in subsequent grades. Student in the Accelerated Reader Program—including those in the lower quartile—show measurable improvement in reading. Interventions are fluid and flexible, to be modified according to the needs of the student. All students are expected to make acceptable yearly progress toward achieving the curriculum standards. The programs we've elected to use for our student population are highly effective in ensuring that all of our students are successful in making growth toward the achievement of SLEs and curriculum standards. School-wide community service projects, the junior high drama production, and the annual seventh grade Passion liturgy continue to support multiple SLEs. To enhance our standards-based curriculum, students participate in a K–2 computer education program. We include parents and community members to expand classroom learning, such as:

- Science Olympiad coaches
- Academic Pentathlon
- Science and art docents
- Adopt-a-Pilot
- Junior Achievement
- Guest speakers
- Field trips

Beyond the programs we employ, our greatest strength is our faculty's unwavering commitment to reach each learner and expect their best effort.

Accomplishments:

- Invested in curriculum that provides differentiated instruction for struggling and high achieving students:
 - Barton Reading and Language
 - 8th grade Math tutoring (Tuesday and Wednesday)
 - Study hall
 - Elective program
- Implementation of SLE assessment
- Teacher commitment and availability to provide needed support for struggling students
- A systematic decrease in the number of students testing into the lower quartile as they progress through the grades
- Participation in the Accelerated Reader Program (grades 2–8), resulting in enhanced and demonstrated measurable improvement in reading level and comprehension

Goals:

- Continue to methodically transition the Common Core State Standards for the currently held California State Standards and the Next Generation Science Standards in order to promote more critical thinking and depth of knowledge.

Evidence:

- Daily assignment sheets
- Assignment notebooks
- Wednesday Weekly/school website/Facebook page (social media)
- Work folders
- 8th grade SLE projects
- Conferences—first trimester and then as requested by either school or parent
- Written communication with families (classroom-specific)
- Email communication between parent and teacher
- Report cards
- Progress reports
- Before and/or after school study sessions and tutoring
- Graded assessments sent home to be signed by parents
- Junior high meeting weekly

F. INSTRUCTIONAL METHODOLOGY TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The staff applies research-based knowledge about teaching and learning in the instructional process. Assessment is frequent and varied, integrated into the teaching/learning process, and informs curriculum planning.

The faculty and staff of Cathedral of the Annunciation School applies research-based knowledge about teaching and learning to enhance the instructional process. In most grades, instruction is based on the Common Core State Standards (CCSS); science classes are following the Next Generation Science Standards (NGSS); and religion classes follow the Best Practices for Teaching Religion as developed by The California Catholic School Superintendents Curriculum Committee (CCSSCC). We have seen a need to complete the transition CCSS across all grade levels, especially in Math, based on teacher, student and parent input and students' success. An in-depth study in Math and Curriculum Maps need to be completed to make sound and appropriate decisions regarding the purchase of curriculum resources.

All teachers are encouraged and given the opportunity to take advantage of a wide variety of professional development, including local and national workshops. Valuable curriculum planning and implementation strategies are discussed through both formal and informal faculty, grade level, and subject area meetings. These take place within the school and through diocesan professional learning communities (PLCs). Ongoing meetings include discussions about long-range planning, differentiated instruction, curriculum mapping, and sharing successful teaching strategies.

Teachers use a variety of instructional methodologies in all grade levels and subject areas. By using document cameras and LCD projectors, teachers enhance instruction and highlight specific areas of textbooks/source materials, student work, and assignments. Teachers also use high-interest books, periodicals, videos, DVDs, and websites to pique students' interest and motivate them to participate in the learning process. They integrate technology into reading, math, science, history, and social studies with online programs such as Accelerated Reader, Scholastic News online support, and the Teachers' Curriculum Institute (TCI). Students also use a variety of computer programs and applications:

- Quizlet
- Typing Club
- Kahoot
- iMovie
- Google Apps
- Spelling City
- Splash Math
- Monster Math
- R-Fiddle

In addition to technology, we still use classroom white boards and personal white boards to help engage, motivate, and increase student involvement.

Teachers use many activities to differentiate instruction. They strive to meet the needs of the varied abilities of all students using:

- Technology
- Assignment modification
- Group work
- Partner work
- Experiential learning activities
- Peer tutoring/studying
- Manipulatives.

One-on-one and small group tutoring sessions take place before and after school, during lunch, or at recess for students seeking additional support. Students with identified learning differences or student study team recommendations benefit from modified assignments and assessment methods.

Teachers continue to actively seek programs and training to better meet the needs of all students, whether they struggle or excel. With the addition of Chromebooks, iPads, and thirty-five large screen desktop computers in the computer lab, the faculty has used technology to improve student learning. Our students who excel are given enrichment activities, such as:

- First grade student experts
- Book clubs according to reading levels
- Higher expectations for students who excel
- Additional critical thinking opportunities

Students from various grade and ability levels participate in county-wide competitions that require time and study that go beyond the regular school day. They include:

- Science Olympiad
- Math Olympiad
- Pentathlon
- Spelling bee

Such high-level programs are directed by staff, supported by parent involvement, and celebrated by the entire school community.

A student-centered classroom environment is crucial to student success. We pay attention to physical needs, such as seating arrangements, lighting, temperature, and proximity to the instructor, as well as emotional factors. As current research illustrates, the effects of bullying in a school system is detrimental to the entire community. We as a staff have implemented the Steps to Respect program to help students deal with situations that may otherwise hinder a child's ability to concentrate on schoolwork. As stated in our handbook, "Discipline in the Catholic School shall be considered an aspect of moral guidance and not simply a form of punishment.

Discipline should promote the concepts of self-discipline and self-motivation for learning.” These concepts help guide our interactions with students and develop a cooperative atmosphere with parents.

Assessment is varied, and data from both formative and summative assessments helps to direct curriculum and is instrumental in determining mastery of skill sets. Teachers research and use various testing strategies to address different learning modalities while sometimes encouraging cooperative learning. In addition, teacher evaluation, self-evaluation, and peer input are sometimes used to assess the needs of students. Instructors and classroom aides are often able to informally assess student progress through one-on-one oral evaluation, individual reading, demonstrating with manipulatives, and questioning techniques.

Formal religion classes are held at every grade level and Catholic values are pervasive throughout the campus and throughout the day. Each morning begins with a prayer led by Student Council. Classroom teachers pray with their class throughout the day and end the day with prayer. Prayer is an essential component of our day. Teachers model Catholic values through the gospel, readings, and scripture by giving examples of how to live like Jesus. They provide apostolic and ministerial ways for students to problem solve by following our School Wide Learning Expectations (SLEs). Mass celebrations are community times of prayer; classes take turns helping plan the liturgy. Students can participate as:

- Choir members
- Eucharistic Ministers
- Altar servers
- Lectors
- Ushers
- Gospel reflections

Special intentions and thoughts of gratitude and celebration occur spontaneously throughout the day. In addition to textbook and teacher-designed assessments across the grades, we administer the diocesan end-of-year cumulative exam in grades 4–8.

Annunciation School faculty are committed to the active and ongoing use of best teaching practices. Administrators consistently review professional research materials regarding education and curriculum and forward specific topics of interest to teachers. All faculty members have a subscription to an online educational clearinghouse, *The Marshall Memo*, as well as the *Association for Supervision and Curriculum Development (ASCD) Journal* newsletter. These publications help our teachers drive instruction using the latest pedagogy. Since our last accreditation, the staff has participated in various forms of professional development. As a professional learning community, we have read and discussed books and articles, watched programs, and listened to speakers who encourage innovative teaching methodologies. During each trimester, we attend grade-level meetings with other teachers in our diocese. The administration is open to using new techniques and instructional materials, offering to pay for new textbooks and materials as well as professional development workshops. With financial support, we explore all avenues for training all teachers in new textbooks that are aligned with CCSS. Funding is actively sought by the administration and sometimes underwritten by the

parent community. In addition to finding complementary materials, teachers personally purchase items to use in the classroom. In most faculty meetings, time is devoted to professional development, shared experiences in workshops, best practices, or teaching innovations.

Accomplishments:

- Prayer opportunities throughout the day and students' active participation in school Masses
- Extended learning opportunities through field trips, Spelling Bee, Math and Science Olympiad
- Ongoing professional development and shared professional research
- Increased use of technology in all grades such as iPads, iMacs, and 1:1 Chromebooks to students in grades 4–8
- Movement to Common Core State Standards and Next Generation Science Standards

Goals:

- Continued incorporation of Common Core State Standards at all grade levels.
- Acquire additional textbooks that are aligned with the Common Core State Standards and look for professional development opportunities in using the new textbooks.

Evidence:

- Posted SLEs in every classroom
- Student made bulletin boards/work displayed
- Photos of student participation in various county programs
- Widespread use of school website
- Use of social media sites such as Facebook
- Agendas from staff and grade-level meetings
- Professional growth records for individual teachers
- Catechetical certification
- Copies of tests in individual subjects
- Copies of:
 - Accelerated Reader
 - Scholastic News
 - Teacher's' Curriculum Institute (TCI) for science and social studies
 - Quizlet
 - Typing Club
 - Kahoot
 - iMovie
 - Google Apps
 - Spelling City
 - Khan Academy
 - TenMarks
 - Splash Math
 - Monster Math

- o R-Fiddle

G. SUPPORT FOR STUDENT SPIRITUAL, PERSONAL, AND ACADEMIC GROWTH

Within the school's community of faith, students have opportunities to participate in support services and activities to assist them in accessing the curricular and co-curricular programs to achieve the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.

Students who attend Cathedral of the Annunciation School are well-supported by parents, the parish, and the greater community as they work to achieve standards and the Schoolwide Learning Expectations (SLEs). Through parent volunteers and dedicated staff, our school is able to offer extra-curricular activities that support further opportunities to enhance spiritual growth. Most activities begin or end with prayer and emphasize sportsmanship, cooperation, collaboration, and team spirit.

Cathedral of the Annunciation community provides many opportunities for students and parents to enrich their faith lives. These activities include daily prayer, Friday Rosary Club, weekly school mass, Advent program, the Passion Play, and a Living Rosary. The school community actively participates in service projects recognizing our role and responsibility to social justice. Each month, the Student Council selects an organization to receive our school mass monetary collection and students meet in Buddy classes to complete a service project as a benefit to others. Students have made blankets, have made rosaries, and make cards and letters to share with others. Our 6th, 7th, and 8th graders complete individual service hours based on the Works of Mercy.

A variety of experiential learning activities and field trips—made possible by parent volunteers and community programs—greatly enhance student learning. Many activities are available to students through the generosity of staff members who offer their time because of their belief in the value of these programs, which include:

- Choir
- Drama productions
- Rosary club
- Yearbook
- Spelling Bee
- Science Olympiad
- Student Council

The school and parish facilities are available to parishioners and community members who offer a variety after school activities including Spanish class, chess, and scouting. Informational flyers

are available in the school office for off-campus programs. Annunciation parish provides athletic activities that are available to both boys and girls. CYO basketball and girls volleyball are available to students in grades 3–8, while, CYO cross country is available to students in grades 2–8. Parents and parishioners voluntarily serve as coaches to support these athletic opportunities. These opportunities allow students to learn how to play and learn as Catholics, in a competitive and Christian manner.

Title I funds have been used through Stockton Unified School District (SUSD). SST math was made available to students who reside in the Stockton Unified School District after school. An SUSD teacher came to Annunciation and provided after school math tutoring to our students in the computer lab. Also, Miracle Milestones, a private tutoring business for dyslexic students, provided one-on-one tutoring for a student that resided in Stockton Unified School District. Another portion of our Title I funds were used to purchase copy paper and Imagine Reading Games for all students who need help in reading. Title IIA funds provide teachers with opportunities for professional development through various workshops and conferences, which enable them to better support the high achievement of our students. Workshops include:

- Science in the River City
- Coloma Outdoor Discovery School (CODs)
- Critical Math Content
- Math Coaching Institute
- Prime
- What's New in Children's Literature
- Barton Reading and Spelling
- Writing to Learn
- Step Up to Writing
- Other workshops offered through Bureau of Education & Research (BER)

Annunciation School provides resources for the well-being and mental health of our students. In an attempt to support positive mental health, our school has incorporated Steps to Respect and Circle of Grace. These programs are introduced in kindergarten and built upon each subsequent year. The basis of such programs provides students with the skills and strategies needed to cope with bullying and personal safety. For several years, in the event that a student needs mental health counseling, the school provided assistance. If students need services, there is an opportunity for shared costs between the school and the family.

The safety and physical health of our students are likewise very important. To ensure student and faculty safety, every classroom contains:

- Emergency Preparedness Procedure booklet

- Emergency backpack
- Printed fire escape route
- Lighted “exit” sign to exterior doors
- Caution and safety tape on stairs

In addition, emergency food and water bins are located on each floor of the school.

Annunciation School also conducts informal and scheduled fire drills with the Stockton Fire Department. After a recent review of our school safety plan, it became apparent that we need to update our school safety plan and participate in safety training exercises.

Annunciation School offers health screenings, health education, and exercise programs. We offer vision and hearing screenings in grades K–8 in alternate years. Scoliosis screening is provided yearly to students in grades 7–8. Many health education programs are offered to students in grades K–8. These include:

- Healthy Me
- Jump Rope for Life
- Festival Fun-Run
- Heart Lab
- Red Ribbon Week
- Relay for Life
- Fitness Thursday
- Family Life

In addition to these programs, our students engage in a physical education program as a regular part of our curriculum.

Parents at Annunciation School play a key role as resources to support and enhance our academic mission to teach the whole child. This partnership in education encourages students to excel. Annunciation parents serve our school in a variety of ways:

- Chairpersons for all school events
- Room parents
- Art and science docents
- Hot lunch program coordinators
- Field trip drivers and chaperones
- Athletic coaches
- Semi-annual yard clean-up crew

- Science Olympiad coaches
- Classroom assistants
- PTO/ASAC Board members

In addition, some Annunciation parents and parishioners voluntarily provide their professional services for health screening and health education programs.

Annunciation has integrated technology into the curriculum to ensure high achievement of all students through our computer lab, the use of document cameras and LCD projectors in the classroom, and one-to-one Chromebooks in grades 4–8. In addition, students participate in the Accelerated Reader program and use the computer lab for project research. Annunciation School is a Google Apps for Education School. All students in the school have a Google account. Students are allowed to create documents, slide presentations, etc. and save them in the cloud. These documents are accessible at school on Chromebooks, in the computer lab, or on any device at home.

Many services and programs are available to support high achievement of all students. There are a wide variety of extracurricular activities for students with different interests. Although CYO sports are limited, the school office provides information for additional outside opportunities. We have found that through Steps to Respect, students in grades 3–5 have shown growth in problem solving, conflict resolution, and self-advocacy. We believe it would be beneficial to expand anti-bullying awareness within our parent community. With limited financial resources, we continue to make technological advances whenever possible. Overall, there is an abundance of positive activities and resources that support the high achievement of all students.

Accomplishments:

- Variety of service learning opportunities
- Implementation of Google Apps for Education (GAFE)
- 1:1 devices in grades 4–8 grade
- Extra set of Chromebooks for mobile use in grades K–3
- Wide variety of experiential learning activities and field trips

Goal

- Expand parent involvement in our anti-bullying program, Steps to Respect, and research a companion parent education component
- Review and update School Emergency Preparedness Plan

Evidence:

- CYO sports now includes cross country (grades 2–8) and girls volleyball for grades 3 & 4
- Non-sport activities include Spanish classes, yearbook, choir, Science Olympiad, Student Council, chess, and off-campus resources are available in the office
- *Steps to Respect* and *Circle of Grace*
- Health screenings, P.E., Jump Rope for Heart, Family Life Program, and Red Ribbon Week activities
- PTO/ASAC Board, docents, coaches, chairpersons for all events, and room parents

H. RESOURCE MANAGEMENT AND DEVELOPMENT TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The pastor, principal, and school advisory committee develop, implement, and monitor resources and plans to ensure and support high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.

Cathedral of the Annunciation School recognizes the importance of our Catholic Identity, and all decisions regarding resource management are made in line with our mission and philosophy. There are two dedicated religion teachers on staff: one teaches religion to students in grades K–4 and the other teaches religion to students in grades 6–8. Curriculum resources are purchased as needed to supplement and aid in teaching religion classes. The school has paid for teachers to attend classes that allow them to receive Catechist certification. We must allocate additional resources to help the staff develop and strengthen their faith. This will aid all staff in sharing their faith with students and the school community.

With advice from the ASAC and the pastor, the school administration develops, implements, and monitors resources to consistently ensure and support high achievement of all students. The school has a strong financial base. During the budgeting process, the administration focuses financial resources on increasing student achievement. Based on the current budget and projected needs, the administration and bookkeeper create a budget for the upcoming year and present it to the ASAC in February or March. The ASAC and administration determine how best to meet the expense side of the budget while keeping tuition increases within one and five percent. A completed budget is passed on for approval to the Parish Finance Council and then published with tuition rates for parents in April. The preliminary approved budget is sent to the Catholic Schools Office in the spring and a final budget is sent in September.

The bookkeeper and a member of the Parish Finance Council prepare a report of the school's working budget each month. Throughout the fiscal year, monthly financial reports are printed for the administration and a representative on the ASAC. The ASAC and the Parish Finance Council receive a summary report at each of their monthly meetings.

Offering a parish discount for school tuition has been a topic of discussion for many years. Due to the increased difficulty of accurately tracking parishioner participation, administrators, the pastor, and The ASAC decided to reduce the amount of the parish discount in increments of \$125 per year for four years. In the fall of 2017, active parishioners were offered a parish discount of \$125, and in the fall of 2018, no parish discount will be offered.

The school's advisory commission includes a variety of professionals, including a certified public accountant, who helps monitor our financial well-being. The school, in conjunction with the parish, undergoes an audit mandated by the diocese triennially. The audit is scheduled to take place in the 2017–18 school year. The administration and the bookkeeper implement the audit suggestions as required. Finances are well-managed, with decisions centered on student achievement, and a healthy reserve is maintained.

To further ensure that resources are sufficient to sustain the school program and its mission, administration remains mindful of all funding sources. Nearly eighty-five percent of revenue is derived from tuition, with the remaining supplied by mandated fundraising that is built into the budget, donations, and a \$5,000 allocation from the parish.

Each year, we advertise our school at parishes without schools, at local preschools, in newspapers and magazines, and through our website during the application process to ensure full enrollment. Establishing a strong relationship with Annunciation Preschool remains a high priority to secure Annunciation School as their feeder school.

Annunciation School, with support from the diocesan SEEDS program, has been able to offer about \$40,000 annually in tuition assistance. For the past eleven years, the PTO has promoted the Have-a-Heart campaign each February, raising in excess of \$20,000 each year. We offer assistance of up to fifty percent of a family's annual tuition expense to qualifying families (as determined by FACTS and other information), which allows us to support those who have a need and still maintain a reserve. The school also receives donations in recognition of special events and in memory of deceased relatives, which add to our tuition assistance fund.

The director of development has historically worked closely with the special events liaison for marketing and fundraising. In 2017, these positions were combined into one position and now includes updating and maintaining six decades of alumni contact information. The school celebrated its 60th anniversary this year, and one goal of the celebration was to reconnect with a wide base of alumni. The school will continue to expand its alumni database and reach out to our alumni to share school news and ask for support.

Our school budget includes reserve funds in case the budget is not met; in fact, the school has realized a surplus in each of the last six years. Its healthy financial status allows the school to make minimal increases in tuition. In 2015, changes in labor laws raised the minimum salary level for exempt employees, which unexpectedly impacted our beginning teacher salary. In an effort to be competitive with the SUSD salary scale and to recruit and retain well-qualified teachers, the administration, ASAC, and pastor continue to discuss how to increase salaries without a sharp increase in tuition.

Annunciation School has used Title I and II funds to support and support high student achievement. Title I funds have been used to provide tutoring and purchase materials for the Barton System for Reading and Spelling. Title I Funds were also used to purchase devices and provide an instructor for an after school ST Math Program. Title II Funds have been used to pay for staff development workshops and conferences, such as the CUE Conference, Best Apps for iPad, and Core 6 Training.

Over the past few years, the school has had very successful fundraising programs—exceeding the budgeted income from the Fall Festival—resulting in a generous surplus at the end of each year. The administration, ASAC, and pastor discuss the needs of the school and how the funds could be spent to improve student learning. The surplus has been put toward the improving the school, including:

- Curriculum upgrades
- Technology upgrades
- Capital improvements
- Salary increases
- Endowment deposits

For example, surplus funds were used to purchase upgraded technology devices, upgrade science and language arts curriculum resources, and in 2017 were used to purchase new laptops for the faculty. The financial resources of our school are well planned and tended.

The school has a long-range plan (five to seven years), which includes goals with objectives, specifically with regards to enrollment staffing, finance, facilities/capital improvements, and development/marketing. The most recent plan was updated by administration in 2015. The administration, ASAC, and pastor have found that the monthly ASAC meetings do not allow time to adequately discuss the long-range plan, and we have discussed the possibility of creating an ad hoc committee to help the administration follow through with the long-range plan.

Accomplishments:

- Continued healthy financial reserve due to fiscal responsibility
- Surplus funds used to purchase technology devices for students, TCI curriculum, and laptops for teachers
- Development
 - Alumni list updated, marketing base broadened (social media)
 - 60th anniversary celebration
 - Brochures made for distribution

Goals:

- Expand use of technology, including website and social media to gather and involve alumni and families of alumni in fundraising efforts.
- Review, update, and implement long-range plan, including the recruitment and retention of teachers and improvements to our facility.
- Develop a plan to secure enrollment, which includes developing relationship with Annunciation Preschool as a feeder school.

Evidence:

- Budget
- Have-a-Heart letter and receipts
- ASAC meetings minutes
- Monthly financial summaries
- Parish Finance Council meetings minutes
- Long Range Plan
- End of the Year Budget to Actual summary
- Donation List
- Alum list
- Chromebooks, computer lab, iPads, teacher laptops, TCI curriculum