

## PROCESS

Immediately following the 2002 WASC visit, the three-part action plan was reviewed so that all members knew the task ahead for the next six years. Individuals and/or departments who would guide the strategies of the plan were identified. Faculty meetings, department meetings, and in-services were employed to align further and develop curriculum, instruction, assessment, and professional growth with the school-wide learning outcomes. The guidance department and athletic director took steps to investigate, propose, and implement expanded programs for college counseling and physical fitness. The president led the development office in planning and implementing changes that would promote our financial stability and begin to implement our master building plan.

Ramona has a tradition of using the philosophy and mission statement consistently to evaluate decisions and new policies. With the identification of school-wide learning outcomes it became even clearer how to evaluate current curriculum, new programs, and plans in all areas of school life. Each time we have evaluated the learning outcomes to see if they still express what identifies our program, we have found that they continue to influence and guide our programs.

In the spring of 2006 a meeting was held with faculty, students and parents to begin to examine our mission and identity. The results of this meeting were used to examine our marketing and recruitment materials and activities, also serving as a step in our continuing self study for the growth of our program.

The leadership committee and focus groups were identified in the fall of 2006 to include all segments of Ramona. The work of the self study was carried on through in-services, department meetings, and committee meetings during the school year of 2006-2007 and during the fall of 2007. Surveys of students, parents, and alumnae were conducted during the spring of 2007 and used by the focus committees in their work. As the work progressed, results of the self study were shared and discussed with all segments of Ramona. Late in the fall of 2007 the leadership team and a sub-committee of that group worked with the committee reports to draft an action plan. This plan was reviewed at faculty meetings and discussed with the Board of Trustees. The plan was also posted on the school web site for student and parents to review.

## FOCUS COMMITTEES FOR WASC

### Profile

**Sr. Margaret Spiller, Chair** (Technology, Science, alum)

Janine Bonn (Guidance Department Chair, parent)

Lindsey Durbin (06-07) (Science)

Brian Kays (06-07) (Science)

Carole Tremblay (Director of Development, parent)

Linda Wolffe (Administrative Assistant, parent)

### Organization to Support Student Learning # 1, 2, 3, 7

**Francois Laborie, Chair** (Theology, Campus Ministry)

Barbara Barrett (06-07) (Development)

Inga Klein (World Languages)

Margot Melieste (English Department Chair)

Joseph Paguio (Music Program Director)

Sr. Della Stanton (Tuition Clerk, alum)

Sr. Barbara Stark (Registrar, Arts)

Kristin Tappan (06-07)

Renee Dell'Aqua (12)

Angelica Duron (12)

Alda Caan (11) (06-07)

Christy Tavernelli (11)

Sausha Gruca (10)

Annelise Hagar (10)

Brianna Rodriguez (10)

Susan Garcia (parent)

Gloria Guerin (parent) (06-07)

Enrique Palmas (parent)

### Organization to Support Student Learning # 4, 5, 6

**Deb Drury, Chair** (Physical Education; Athletic Director, Coach)

Vivian de Soto (Arts)

Kristin Donahue (Development, parent)

Laura Dumas (Recruitment Director; Social Studies, alum)

Sr. Elise Hanrahan (English, alum)

Julie Huntley (Development, Public Relations, Alumnae Director, alum)

Maureen Linehan (English, Math, alum)

David Miller (Deacon; Theology)

Katherine Lam (06-07)

Teresa Alvarez (12)

Michelle Fernandez (12)

Claudia Garcia (12)

Karen Villanueva (12)

Deborah Bordador (parent)

### **Support for Student Growth**

**Annie Spohn, Chair** (Guidance)  
Alberto Chavarria (World Languages)  
Aniko Fekete (Librarian)  
Alma Garcia (Assistant, parent)  
Sylvia Garcia (Receptionist)  
Cecilia Guandique (Librarian's assistant)  
Rebecca Hopkins (English; alum)  
John Lane (Guidance)  
Robert Maxwell (Arts)  
Nancy Morris (06-07) (Assistant)  
Kathy Mullaly (Director of Student Activities; Social Studies)  
Carole Platz (Vice Principal of Student Affairs, Math, Social Studies)  
Bertha Sevilla (World Languages)  
Sally Trejo(06-07) (Receptionist)  
Leo Vanhoof (Theology)  
Ming Ying (Math)  
Lauren Del Rio (06-07)  
Deanna Gonzales (06-07)  
Alexis Kaneshiro (06-07)  
Eva Aguilar (12)  
Elizabeth Bartolini (12)  
Marina Dominguez (12)  
Bianca Falcon (11)  
Vanessa Grisco (06-07)  
Andrea Najerian (11)  
Kaitlin Mills (10)  
Judy Alvarez (parent)  
Elodia Chavez (parent) (06-07)  
Victoria Kendric (parent)  
Margarita Ramirez (parent)  
Leticia Valenzuela (alum, parent) (06-07)

## **Curriculum and Instruction**

**David Gray, Chair** (Social Studies)  
Maggie Averill (Theology)  
Cori Blanton (Science)  
Michael Bradley (English)  
Ken Cheung (Math)  
Tracy Clavin (Arts; Physical Education)  
Aulikki Flagan (Science)  
Jeff Hammer (Science)  
Norma Jovel (World Languages)  
Henri Lee (Social Studies)  
Mark McGann (06-07) (Theology)  
Rachel Melogno (Science, Math)  
Elisa Perez (Social Studies)  
Sr. Vera Ruotolo (Theology)  
Danielle Ares (06-07)  
Alex Becerra (06-07)  
Emma Birur (06-07)  
Lauren Aghajanian (12)  
Mary Bartolini (12)  
Colleen Koestner (06-07)  
Christina Mills (12)  
Kassandra Palmas (11)  
Jamie Garcia (10)  
Jennifer Gargano (10)  
Amanda Salazar (10)  
Vickie Dominguez (parent, alum)  
Blanca Falcon (parent)  
Larry Torres (parent) (06-07)  
Henry Valenzuela (parent) (06-07)

### **Resource Management and Development**

**Christine Lagrimas, Chair** (English, alum)  
John Bonar (Theology, Campus Ministry)  
Sr. Kathleen Callaway (President)  
Liz Castro (Bookkeeper)  
Elia Diaz (Development, Special Events)  
Valerie Green (Social Studies, Physical Education)  
Bill Hoffman (Math)  
Cordette Kalaw (Financial Officer)  
Ron Nicolai (06-07 ) (Facilities Manager)  
Francine Rodriguez (President's Secretary)  
John Phan (Technology)  
Kevin Scanlon (Math)  
Sam Tan (Technology) (06-07)  
Oliver Truong (Facilities Manager)  
Marianne Lima (06-07)  
Jessica Ochoa (12)  
Jacqueline To (12)  
Caryn Salgado (11)  
Sandra Lattouf (10) (06-07)  
Cindy Courtier (parent)  
Arthur Dominguez (parent)

### **Leadership Team**

Kathleen Pillon, Principal  
Mary Anne Barnheiser, Dean of Studies  
Deb Drury  
David Gray  
Francois Laborie  
Christine Lagrimas  
Sr. Margaret Spiller  
Annie Spohn

## ***WASC PROFILE***

### ***2007-2008***

Founded in 1889 and sponsored by the Sisters of the Holy Names of Jesus and Mary, Ramona Convent Secondary School is a Catholic, college-preparatory school for young women in grades 7 through 12. Located on a 19-acre campus in Alhambra, a suburban residential community in the San Gabriel Valley, Ramona currently draws students from 121 feeder schools in 44 cities in Los Angeles County, with the majority living in the San Gabriel Valley.

## **Community Profile**

### ***Economic Influences***

From 2000 to 2006, the population of the San Gabriel Valley grew more than 17%. However, the population is aging, with the median age for the Valley as a whole at 31.6. While total employment in the area is up, well-paying non-technical or skilled labor jobs such as those in manufacturing are decreasing at a significant rate. In three cities from which Ramona draws the majority of its students, Alhambra, Monterey Park, and San Gabriel, the median household income of \$40,576 is significantly below the California average (\$64,563), while the cost of housing is high.

According to the LAEDC's 2006 Economic Overview & Forecast for the San Gabriel Valley:

- The average wage is \$38,414
- The median home price is over \$450,000
- There is a lack of affordable housing and almost no room for new development

Ramona's enrollment has decreased over the past five years, mirroring increased average age and decreased household size in the Alhambra/Monterey Park/San Gabriel/Montebello areas, from which Ramona draws the majority of our students. Enrollments at the Catholic elementary schools which feed Ramona have also been decreasing steadily over the past eight years, and indications are that trend is continuing. We believe that many of the families that Ramona Convent attracts have moved out of the San Gabriel Valley to areas where the cost of living is more affordable.

These trends indicate the need for continued analysis and increased efforts to attract families and students who will most benefit from the quality college-preparatory program offered in grades 7-12.

| <b>Primary Feeder School Neighborhoods</b> | <b>Alhambra (91803)</b> | <b>San Gabriel (91776)</b> | <b>Monterey Park (91754)</b> | <b>Montebello (90640)</b> | <b>(CA) State Average</b> |
|--|-------------------------|----------------------------|------------------------------|---------------------------|---------------------------|
| <i>Population (Approx)</i>                 | <b>30,629</b>           | <b>38,032</b>              | <b>33,263</b>                | <b>62,416</b>             | <b>33,864,644</b>         |
| <i>% (age 25+) w/College Degree</i>        | <b>32%</b>              | <b>28%</b>                 | <b>35%</b>                   | <b>20%</b>                | <b>32%</b>                |
| <i>Population Average Age</i>              | <b>36</b>               | <b>34</b>                  | <b>39</b>                    | <b>31</b>                 | <b>33</b>                 |
| <i>Average Household Size</i>              | <b>3.1</b>              | <b>3.2</b>                 | <b>3.0</b>                   | <b>3.3</b>                | <b>2.8</b>                |
| <i>Median Household Income</i>             | <b>\$41,303</b>         | <b>\$38,085</b>            | <b>\$40,267</b>              | <b>\$38,773</b>           | <b>\$50,869</b>           |
| <i>Avg. # of Rooms in Household</i>        | <b>4 rooms</b>          | <b>3.8</b>                 | <b>4.5</b>                   | <b>4.1</b>                | <b>4.7</b>                |

Source: [http://www.privateschoolreview.com/county\\_private\\_schools/stateid/CA/county/6037](http://www.privateschoolreview.com/county_private_schools/stateid/CA/county/6037) (July 2007)

## **Student Profile**

### ***Enrollment***

While retention of students has been steady, the enrollment in both the high school and junior high has decreased over the past five years, with 2006-07 junior high enrollment only about 1/3 of that in 2002-03. We believe there may be reluctance on the part of parents to transfer students entering 7<sup>th</sup> grade to a new school where tuition costs are higher than at the school they are currently attending and can remain at until 9<sup>th</sup> grade.

There was a significant decrease in 9th and 10th graders in 2006-07, accounting for the large decrease in enrollment that year, with the decrease in 10<sup>th</sup> graders larger than would be expected from past trends.

| <b>Enrollment</b> |                |                |                |                |                |                |
|-------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| <b>Grade</b>      | <b>2007-08</b> | <b>2006-07</b> | <b>2005-06</b> | <b>2004-05</b> | <b>2003-04</b> | <b>2002-03</b> |
| 7                 | 22             | 13             | 12             | 20             | 38             | 38             |
| 8                 | 15             | 15             | 22             | 35             | 44             | 39             |
| 9                 | 115            | 106            | 120            | 136            | 127            | 118            |
| 10                | 105            | 107            | 125            | 118            | 115            | 118            |
| 11                | 93             | 116            | 117            | 104            | 108            | 121            |
| 12                | 115            | 117            | 100            | 105            | 119            | 115            |
| <b>Total</b>      | <b>465</b>     | <b>474</b>     | <b>496</b>     | <b>518</b>     | <b>551</b>     | <b>549</b>     |

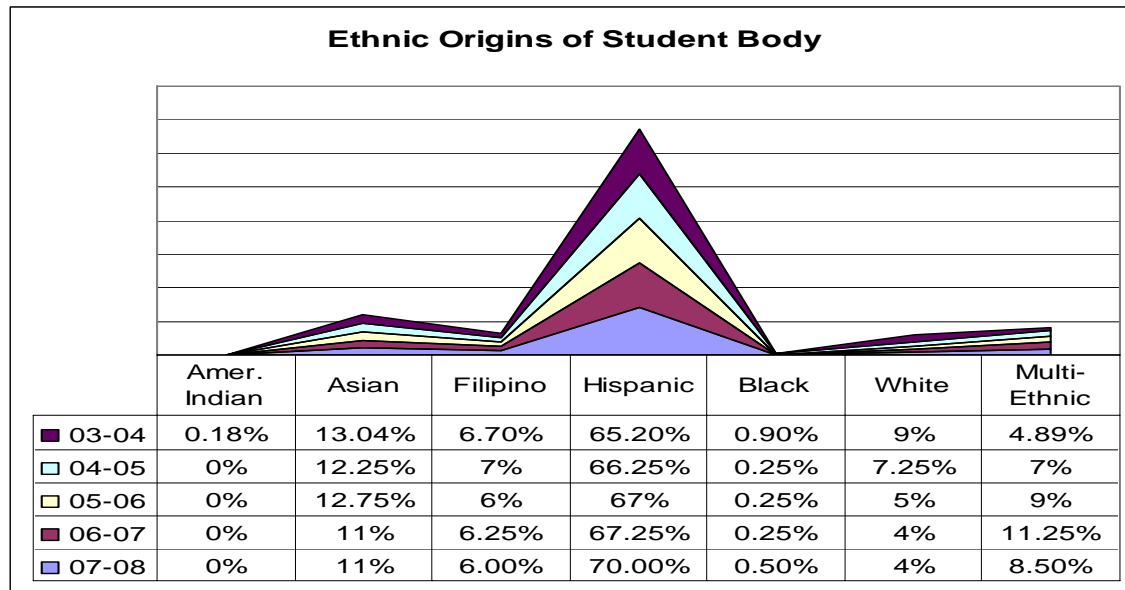
## Mobility of Students

While the percentage of students who leave the school has remained relatively constant over the past five years at about 4%, roughly a quarter of those who leave report that they do so for financial reasons. These students often have not applied for financial aid or do not ask to have their aid amount reconsidered, although this option is presented to them. The percentage of students who leave for reasons other than financial varies considerably from year to year.

| Mobility of Students |                 |                     |                  |                  |                 |              |                              |
|----------------------|-----------------|---------------------|------------------|------------------|-----------------|--------------|------------------------------|
| <i>Year/Reason</i>   | <i>Academic</i> | <i>Disciplinary</i> | <i>Relocated</i> | <i>Financial</i> | <i>Personal</i> | <b>Total</b> | <b>% of Total Enrollment</b> |
| <b>2007</b>          | 10              | 1                   | 1                | 3                | 2               | 17           | 3.59%                        |
| <b>2006</b>          | 2               | 3                   | 5                | 8                | 7               | 25           | 5.27%                        |
| <b>2005</b>          | 8               | 0                   | 2                | 2                | 6               | 18           | 3.63%                        |
| <b>2004</b>          | 6               | 2                   | 6                | 6                | 4               | 24           | 4.63%                        |
| <b>2003</b>          | 5               | 0                   | 2                | 6                | 5               | 18           | 3.27%                        |
| <b>2002</b>          | 4               | 2                   | 7                | 7                | 4               | 24           | 4.37%                        |

## Ethnicity

The ethnic makeup of Ramona's student body has varied little over the past five years; the exception is the multi-ethnic category, first introduced in archdiocesan statistics in 2003-04, which has more than doubled. The student questionnaire also indicates that nearly one-third of all students (31%) speak another language at home.



## Religious Affiliation

The religious affiliation of the student body remains relatively constant from year-to-year.

| Religion     | 07-08 | 06-07 | 05-06 | 04-05 | 03-04 | 02-03 |
|--------------|-------|-------|-------|-------|-------|-------|
| Catholic     | 87%   | 87%   | 86%   | 81%   | 85%   | 85%   |
| Non-Catholic | 13%   | 13%   | 14%   | 19%   | 15%   | 15%   |

## Financial Profile for 2007 Families

There is a wide range of incomes among Ramona families, with 38% having incomes below \$60,000 and nearly 30% with household incomes above \$60,000.

| Financial Information for 2007 Student Body                          |                                |
|--|--------------------------------|
| <i>(Survey administered 8/2007 with responses from 354 families)</i> |                                |
| 6%   | below \$20,000                 |
| 17%  | between \$20,000 and \$40,000  |
| 15%  | between \$40,000 and \$60,000  |
| 17%  | between \$60,000 and \$80,000  |
| 16%  | between \$80,000 and \$100,000 |
| 29%  | over \$100,000                 |

## Financial Aid

Ramona's philosophy and the tradition of the Sisters of the Holy Names are to keep tuition at a level that allows students from a variety of economic levels to attend. Ramona strives to increase the financial aid that is available to students. The average family income for families awarded Financial Aid in 2007-08 was \$48,330; this average is \$10,000 less than in 2006-07.

| Financial Aid and Scholarship from 2002-2007 |                  |               |                   |
|--|------------------|---------------|-------------------|
|  | Total Award      | # of Students | % of Student Body |
| <b>2007-2008</b>                             | <b>\$300,000</b> | <b>109</b>    | <b>23%</b>        |
| <b>2006-2007</b>                             | <b>\$269,400</b> | <b>110</b>    | <b>23%</b>        |
| <b>2005-2006</b>                             | <b>\$236,610</b> | <b>114</b>    | <b>23%</b>        |
| <b>2004-2005</b>                             | <b>\$224,210</b> | <b>108</b>    | <b>21%</b>        |
| <b>2003-2004</b>                             | <b>\$179,450</b> | <b>117</b>    | <b>21%</b>        |
| <b>2002-2003</b>                             | <b>\$164,750</b> | <b>100</b>    | <b>18%</b>        |

Donors include the Ralph M. Parsons, Carrie Estelle Doheny, Weingart, Hayden, Rose Hills, and Thomas and Dorothy Leavy foundations, faculty, alumnae, friends, and the Sisters of the Holy Names. Additional sources of grants are currently being explored.

## Academic Profile of Entering Students

In general, students admitted to Ramona are average to above-average as indicated by their grades, standardized test scores, and performance on the High School Placement Test. Based on national percentiles, incoming Ramona students score in the 50<sup>th</sup> percentile or higher in reading, language, math, and composite components, with cognitive scores of 100 or greater. Students are expected to have achieved a “B” average in the previous two grades. In addition, the Admissions Committee looks for evidence of average or above-average writing skills in the essay required during the entrance examination.

### *English Proficiency*

All students accepted to Ramona are proficient in English as measured by their entrance examination scores, application essays, and admission interviews. Students whose English language skills are weak are required to attend summer school before entrance to Ramona.

### *Attendance Patterns*

The average daily attendance over the past five years is 97-99%. This consistently high attendance pattern helps our students achieve success.

## Instructional and Support Programs Provided by School

### *Graduation Requirements*

Ramona provides a comprehensive college preparatory program. Overall, the school’s graduation requirements meet or exceed California state requirements. In addition to completing their required course work, a significant number of students take honors and AP courses. An extensive after-school sports program supplements the Physical Education Department offerings. Passing performance on a mathematics department-authored arithmetic proficiency test (RAPT) is also required for graduation.

| Graduation Requirements (in academic years) |                    |                     |
|---|--------------------|---------------------|
| Subject                                     | State Requirements | School Requirements |
| English                                     | 3                  | 4                   |
| Mathematics                                 | 2                  | 3                   |
| Science                                     | 2                  | 2.5                 |
| Social Studies                              | 3                  | 4                   |
| Foreign Language                            | Arts or FL *1      | 2                   |
| Arts  | *1                 | 2                   |
| Physical Education                          | 2                  | 1                   |
| Computer Education                          |                    | 0.5                 |
| Theology                                    |                    | 4                   |
| Other: Speech                               | 0.5                | 0.5                 |
| Health                                      | 0                  | 0.2                 |

## ***Academic Services***

Supportive academic services are provided outside the regular classroom program. These include academic and personal counseling, peer tutoring through the CSF tutoring program, a ten-week study skills class (required for those on academic probation), and individual tutoring by appointment. A student-run Conflict Resolution program assists students in interpersonal conflicts which can distract from academic focus.

Students may also participate in academic competitions such as the L.A. County Fair, Science Olympiad, and speech and writing contests. Ramona's Robotics team is one of the few all-girl teams to compete in NASA's FIRST Robotics Competition. A summer session includes AP, remedial, and enrichment courses. Theater arts, choir, orchestra, and hand chime classes are offered during the school year. Educational programs and educational travel include study trips abroad during spring or Christmas break and over the summer, and the Harvard Model Congress in Boston.

## **Facilities**

The 19-acre campus includes thirty classrooms and laboratories in five separate buildings, chapel, library, kitchen and snack bar, multi-purpose gymnasium, pool, outdoor basketball courts, athletic field, tennis courts, and offices for administration, faculty, and counselors. A central computer lab and smaller labs in the library, science building, and digital arts (yearbook/ photography) classrooms and in the faculty room, as well as at least one computer in each classroom make technology available for students and teachers.

A new science building is under construction and will be completed before school opens in 2008-09.

## **Data on Student Performance**

### ***Standardized Tests***

Standardized tests are administered annually at several grade levels:

- ITBS – 7<sup>th</sup> & 8<sup>th</sup>
- COPS (Career Orientation Placement Survey) – 9<sup>th</sup>
- PSAT – 10<sup>th</sup> & 11<sup>th</sup>
- Virtually all seniors take either the SAT, ACT or both; COPES (Career Orientation Placement and Evaluation Survey)

Test results are examined carefully and used to improve the overall program as well as to plan new courses and devise suitable supplementary activities. (The Ramona Arithmetic Proficiency Test was originally instituted as a result of analysis of PSAT scores, and has become a tool for determining basic arithmetic competence and for arranging remediation when necessary.) School-wide in-services have been offered to faculty to improve their ability to assist students in reading comprehension, vocabulary and concept development, grammar, and writing. Reading development and SAT prep programs have helped improve student test scores.

## ***SAT Scores***

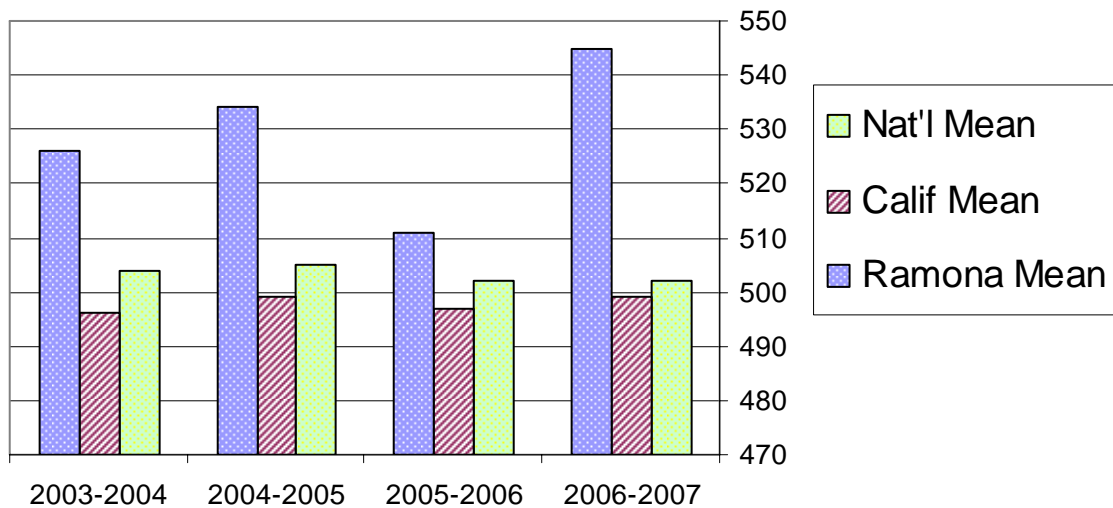
Ramona students consistently score higher than both the National and California female means in SAT critical reading and writing exams. The weakest area of performance, relative to California and National means, has consistently been mathematics. However, mathematics scores show steady improvement for all students over the time they are at Ramona, as seen in the chart on page 18.

The SAT scores for the class of 2006 show a decline from the previous two years, with the math scores particularly disappointing. However, this decline was reversed with the class of 2007.

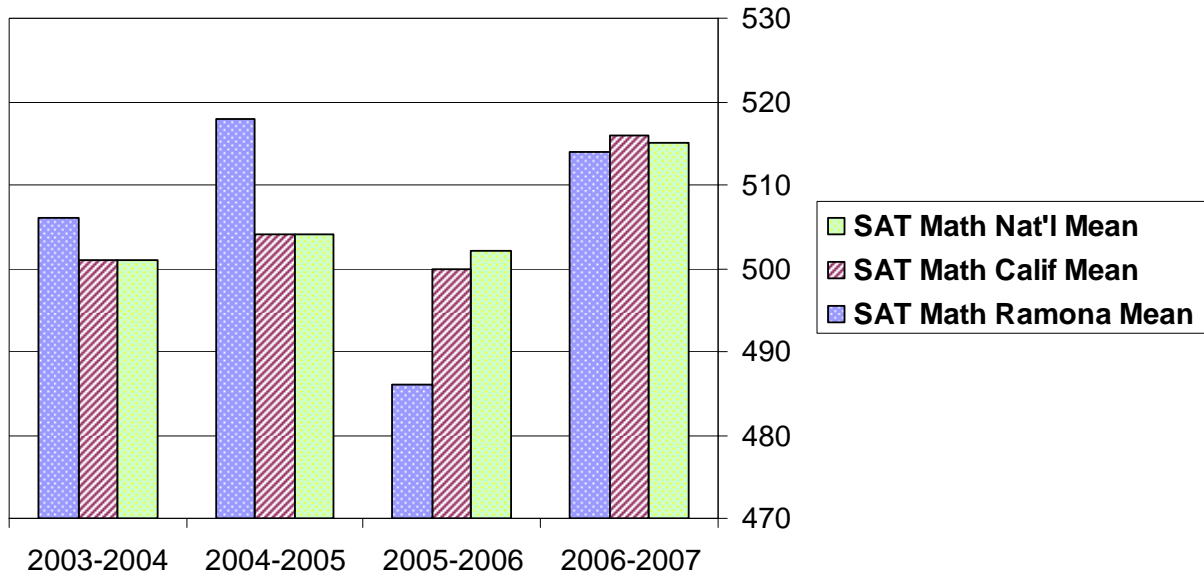
Ramona's mean scores on the critical reading and writing exams has consistently been above national means for all students. This is especially noteworthy because virtually the entire senior class takes the SAT exam each year. However, the Reading scores for a cohort group on the SAT do not show improvement over the students' years at Ramona, as can be seen by the chart on page 21.

Writing exam comparison is for two years only since SAT National and California means are only available for two years. Ramona students score significantly higher than those means.

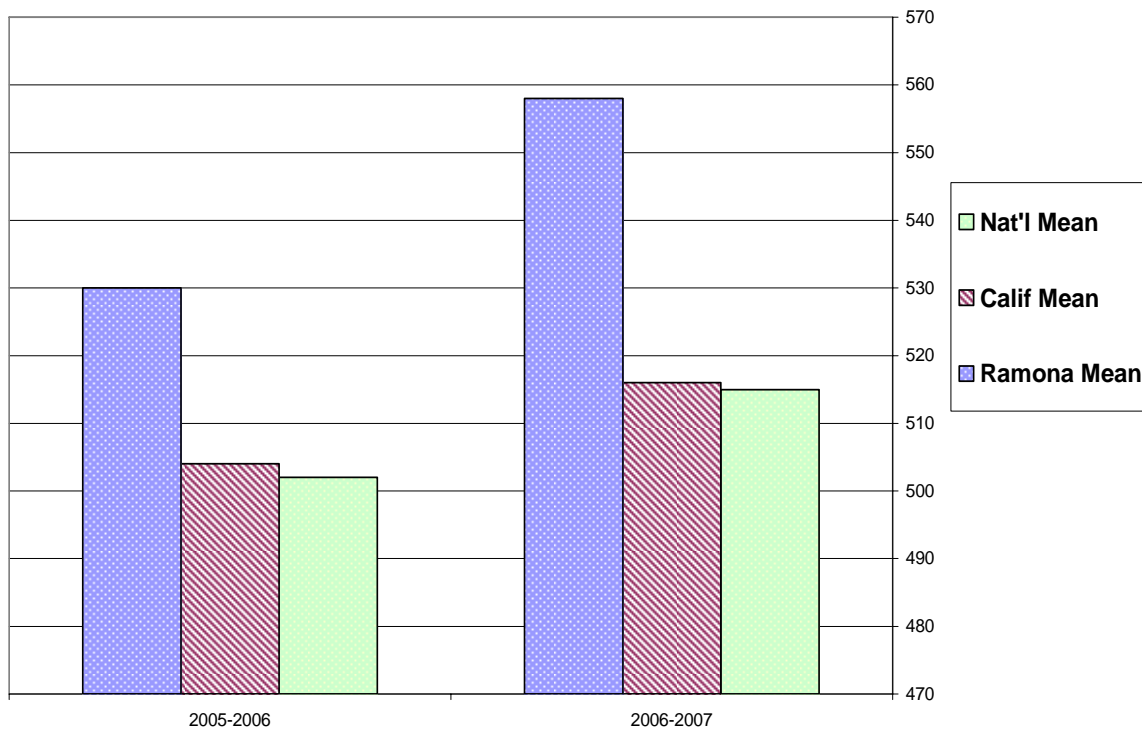
**SAT Critical Reading Comparison**



### SAT Math Comparison



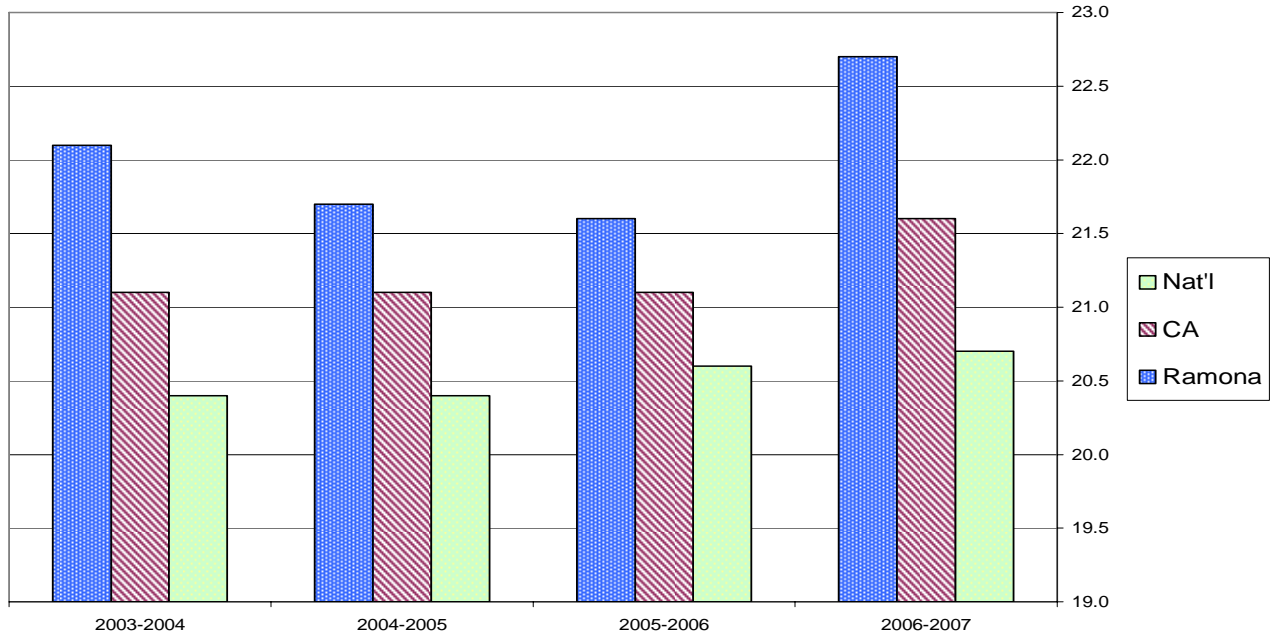
### SAT Writing Comparison



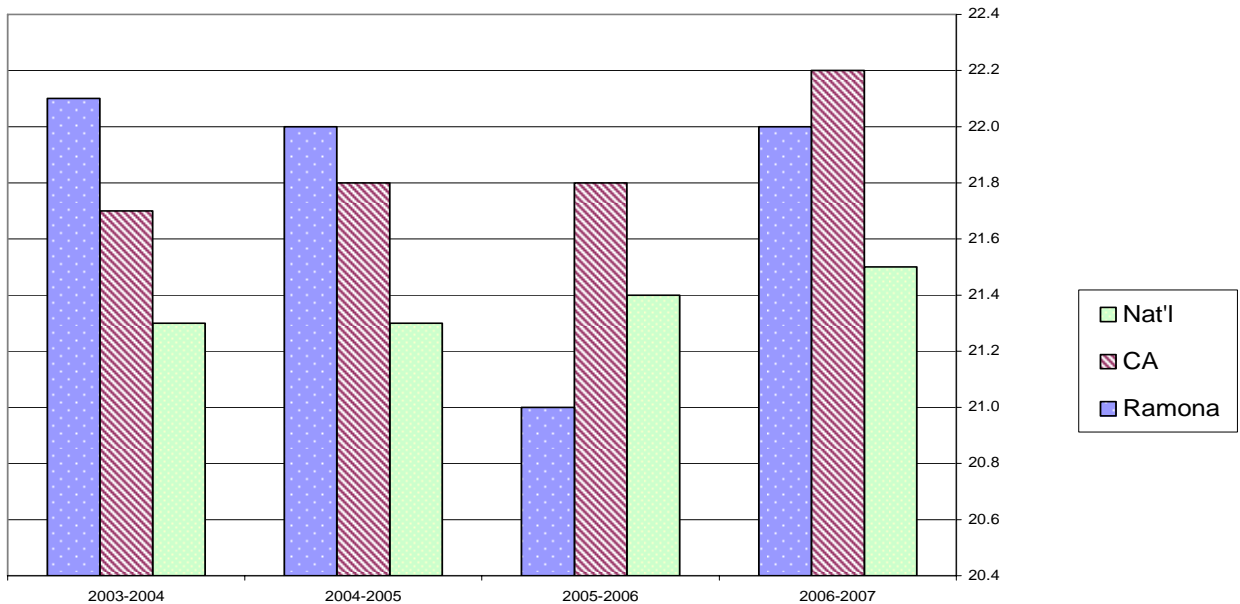
### ACT Scores

Larger numbers of students have been taking the ACT in recent years, either instead of or in addition to the SAT. Scores, compared to California and National Means, indicate that Ramona students have done well in the measures of this test. The weakest area for Ramona students, relative to California and National means **as measured on the ACT**, is Reading.

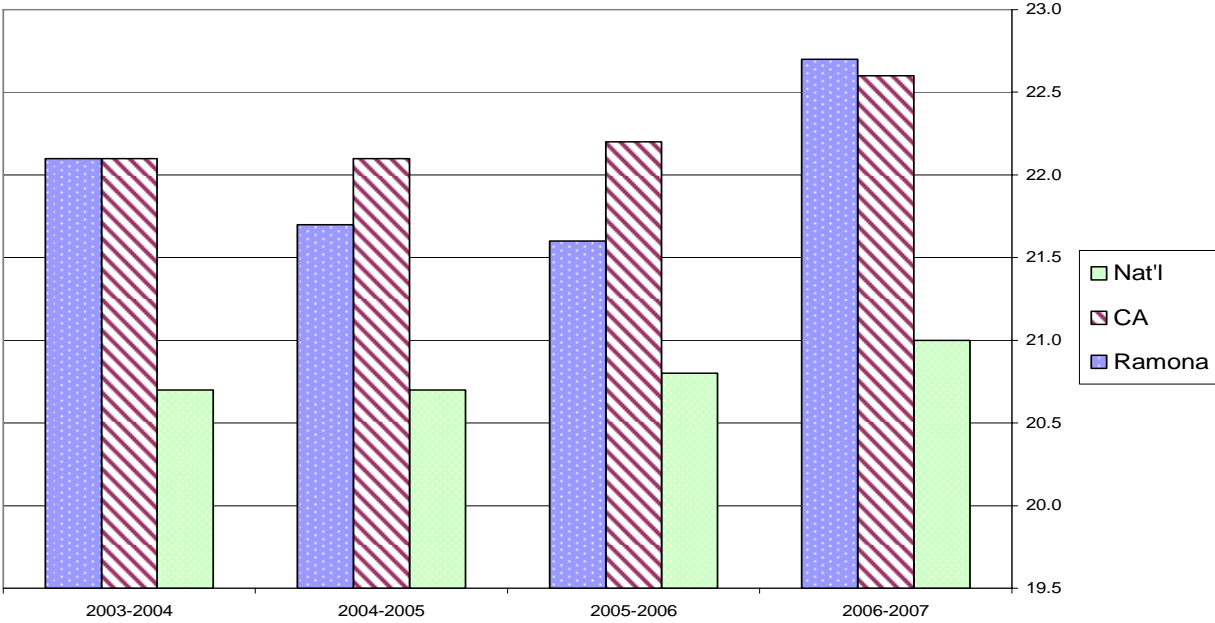
ACT English Comparison



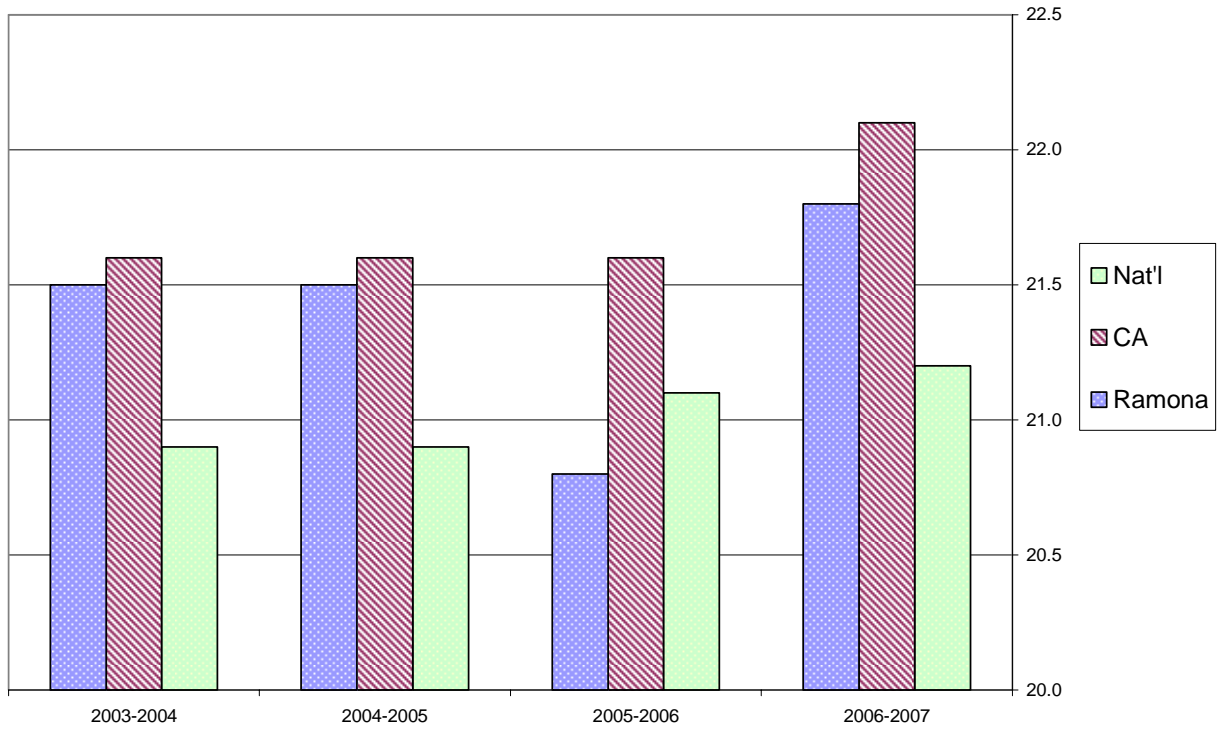
ACT Reading Comparison



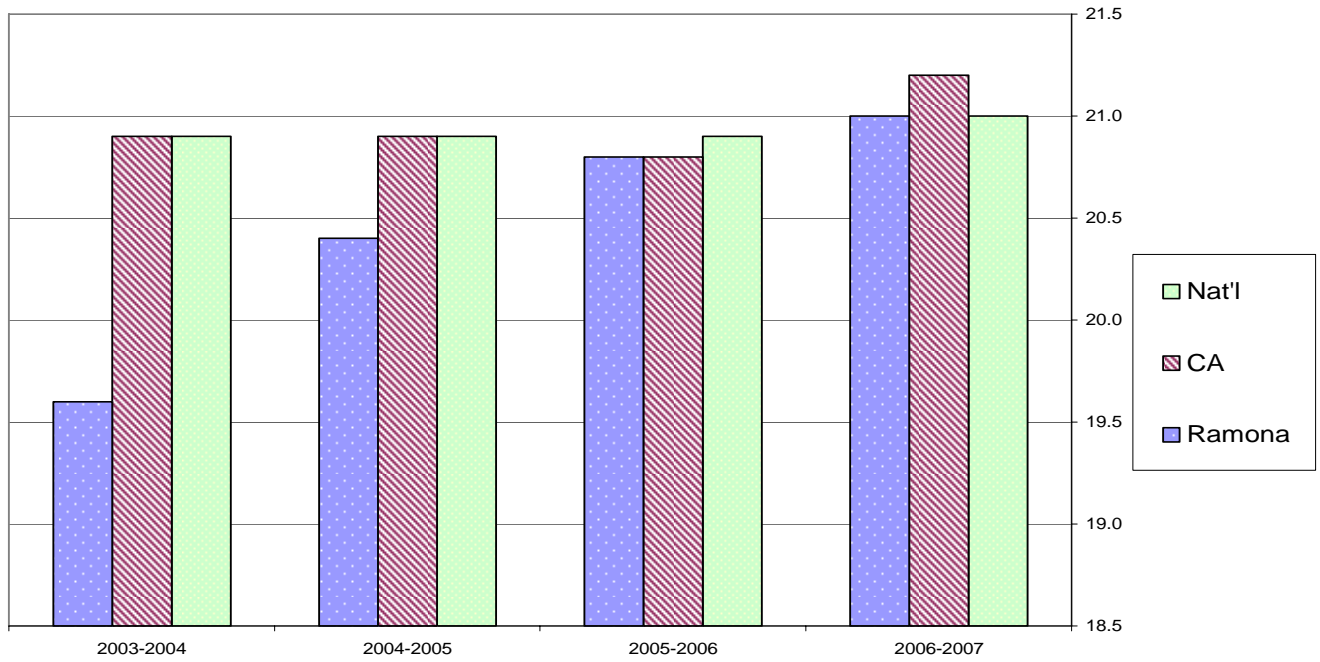
**ACT Math Comparison**



### ACT Composite Comparison



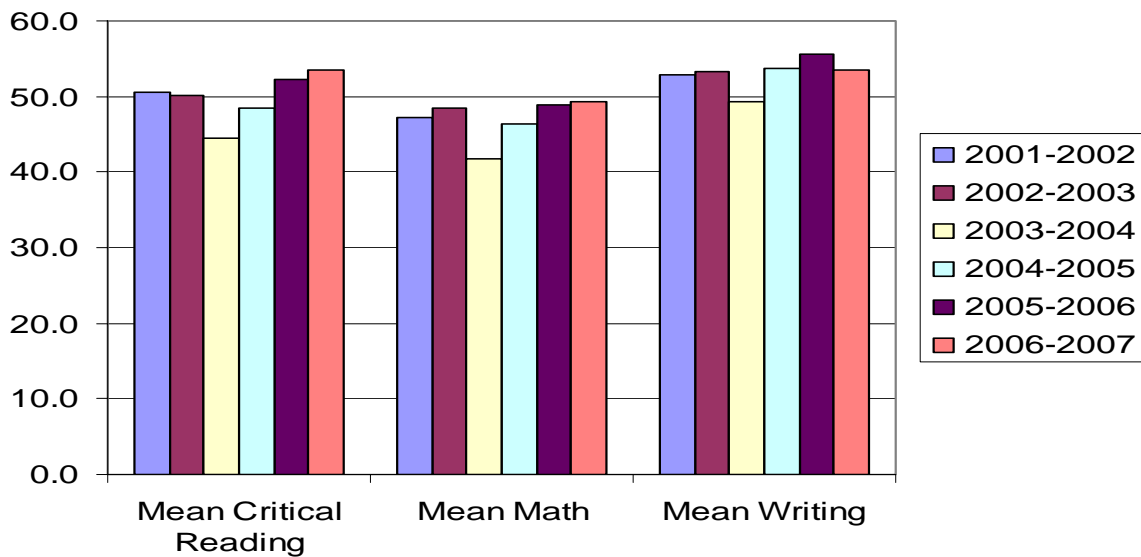
### ACT Science Comparison



### PSAT Scores

The Ramona student PSAT scores have been significantly above average each year. The mean scores of the graduating class of 2007 were higher in all categories on the PSAT than those of students in any of the previous five years.

### PSAT Scores 11th grade

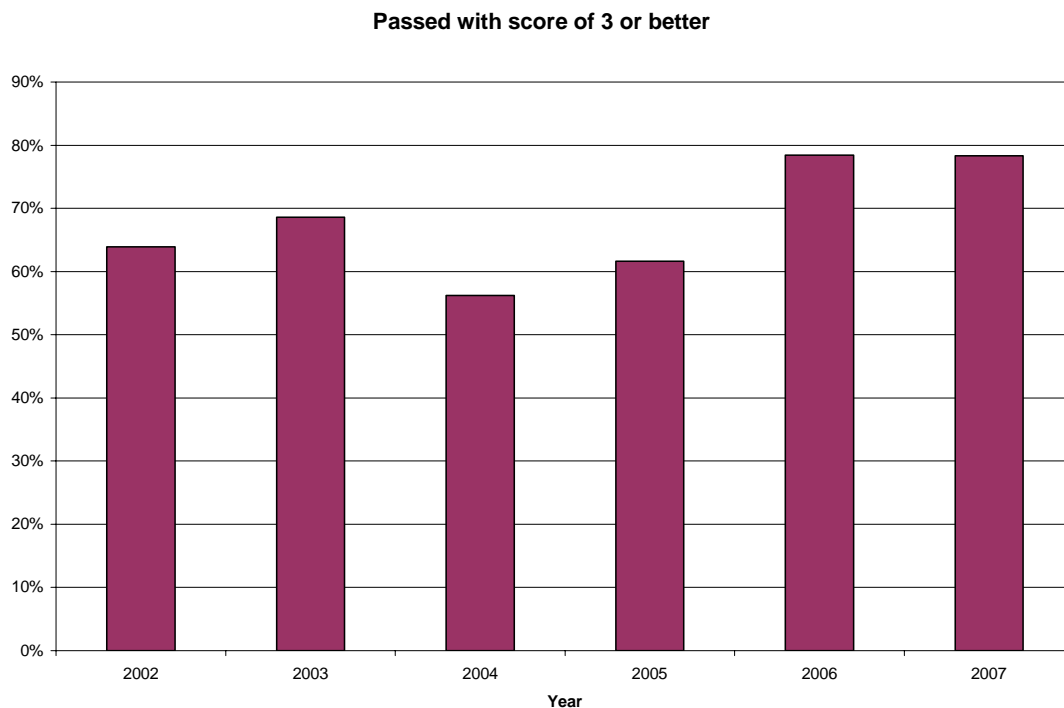


## *Advanced Placement and Honors Courses*

### **Advanced Placement Tests and Student Performance**

The school offers an extensive selection of Advanced Placement and Honors courses. The numbers of students taking AP courses has remained fairly constant while the percentage passing has grown. In addition, some students take an AP exam without having taken the corresponding AP class.

Fourteen AP courses are offered in addition to honors courses in Algebra, Geometry, Algebra II/Trig, Pre-Calculus, Biology, Chemistry, Physics, English, and Chamber Singers. In 2006, 91% of 12th graders took at least one AP or Honors class during their years at Ramona, and of those students, 92% achieved a passing score of “3” or better on at least one AP exam.



Students' success on the AP examinations indicates that selection policies and procedures are correctly identifying students who are capable of completing the curriculum and passing the test without being so exclusive that only a few students are given the chance to participate.

In order to address the issue of undue stress on students, students are limited to three AP or Honors courses each semester, although there is a policy to allow for exceptions.

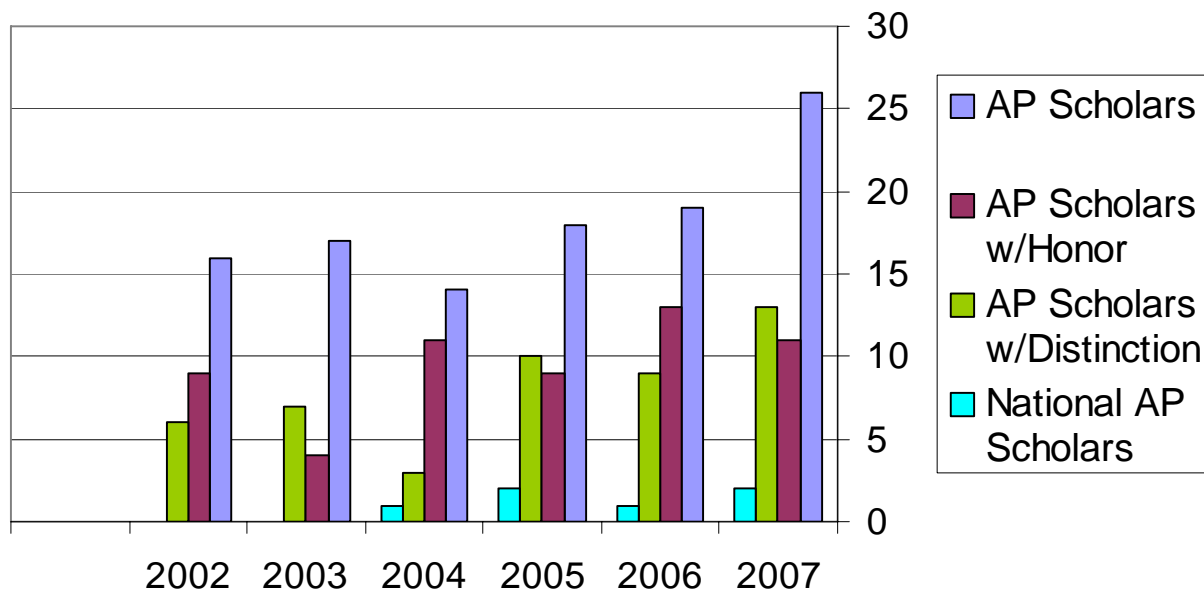
## AP and NMSQT Scholar Awards

The percent of eligible students who achieve honors in the Advanced Placement and National Merit Scholarship Qualifying Test Programs is another indicator of the success of Ramona’s challenging Honors/AP program.

| Percent of Eligible Students Achieving Honors |               |   |
|---|---------------|---|
|   | % NMSQT honor | % AP Honors -- 11 <sup>th</sup> / 12th grades |
| 2007  | 13%           | 22%   |
| 2006  | 14%           | 19%   |
| 2005  | 6%            | 19%   |
| 2004  | 7%            | 13%   |
| 2003  | 1%            | 12%   |
| 2002  | 6%            | 13%   |

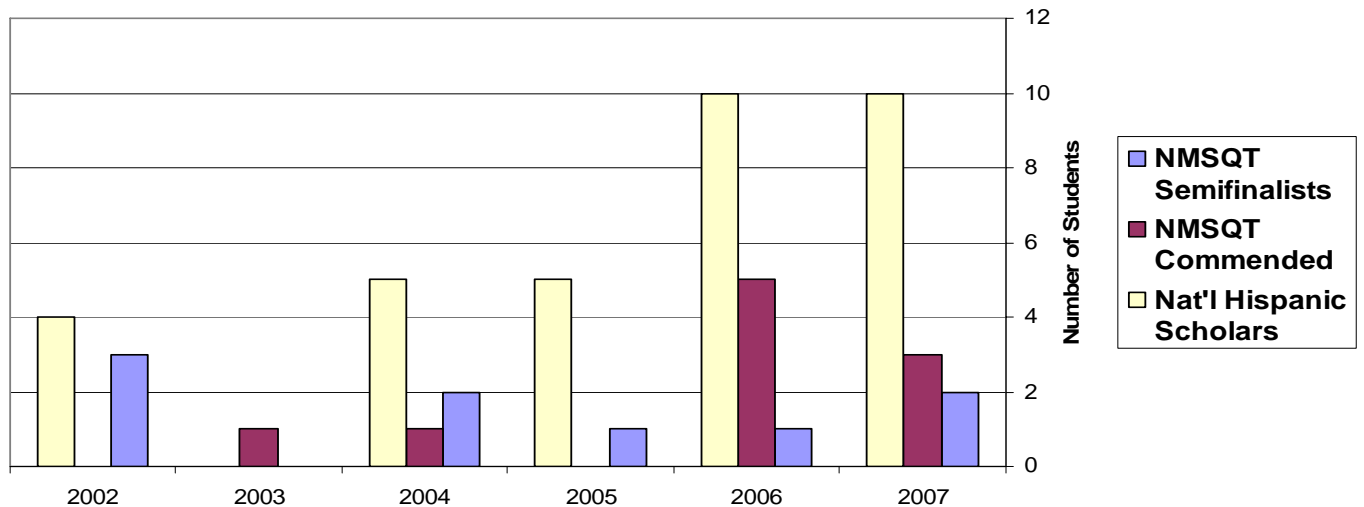
The chart below shows that the number of AP scholars at Ramona has grown steadily over the past five years. Such impressive increases indicate the success of our expanding Advanced Placement program

## AP Honors by Year



Similar growth is shown in the number of NMSQT Honors achieved each year by juniors.

### NMSQT Honors by Year



### *Data on Student Performance by Sub-population*

In order to determine how Ramona's program is serving the various ethnic groups among the student population, the standardized test scores for the class of 2007 were analyzed by subpopulation. The tenth and eleventh grade PSAT test scores and the SAT scores (calculated so they were on a comparable scale to PSAT scores) were compared for each student in the cohort group. These scores were then disaggregated by ethnic group and the resulting trends across the three year period analyzed math, critical reading, and writing. (See Appendix for support data.)

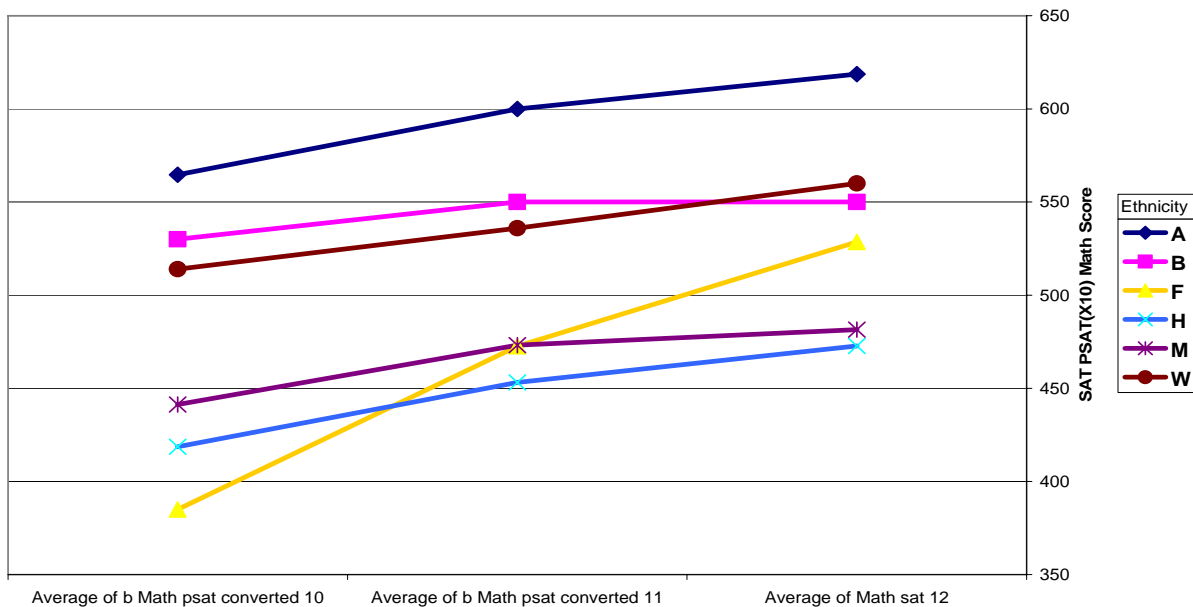
With such a small sample size in each category, the graphs below are helpful in indicating trends but more data will need to be collected over time to make definitive conclusions.

## Class of 2007 – MATH

Math continues to be the main area of challenge for Ramona’s curriculum, based on SAT/PSAT scores relative to scores in Reading and Writing, and in comparison with National Means for college-bound students.

However, in examining trends for cohort groups of the class of 2007 from 10<sup>th</sup> to 12<sup>th</sup> grades on PSAT/SAT tests, the class of 2007 scored higher, in **every** ethnic group, than the California or national means for females in the SAT math. The average math SAT/PSAT scored for **EVERY** ethnic subgroup of students improved from the 10<sup>th</sup> grade to the 12<sup>th</sup> grade.

12th Grade Math Score Improvement by Ethnicity

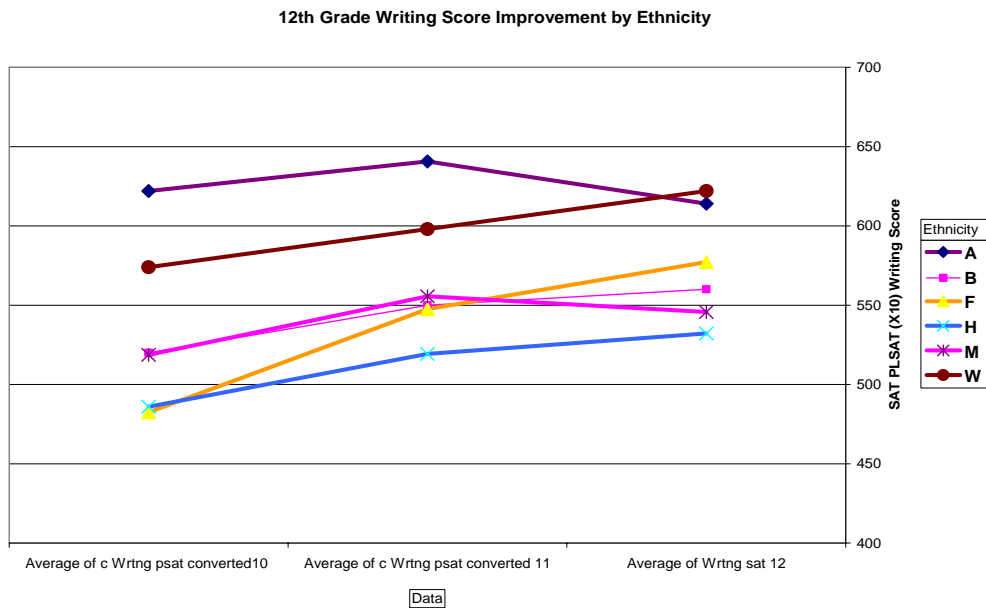


Data

A= Asian, 16; B=Black, 1; F=Filipino,8; H= Hispanic, 70; M=Mixed, 16 ; W=White, 5  
*(Ethnic self-reporting for annual Archdiocese statistics report)*

## Class of 2007 WRITING

In the Writing section of the PSAT/SAT exams, traditionally an area of strength for Ramona students, it is clear that the class of 2007 performed well above the National Mean in this exam in the 12<sup>th</sup> grade, for all ethnic groups. Over the three-year period there was significant improvement in the Filipino population from 10<sup>th</sup> to 12<sup>th</sup> grades, with notable gains in the Hispanic, White, and Black ethnic populations and a moderate gain in the ethnic category “Mixed.” The only population whose scores decreased from earlier grades to 12<sup>th</sup> grade was the group identified as Asian, although this decline was small and this group showed a big increase in 11<sup>th</sup> grade!



A= Asian, 16; B=Black, 1; F=Filipino, 8; H= Hispanic, 70; M=Mixed, 16; W=White, 5  
*(Ethnic self-reporting for annual Archdiocese statistics report)*

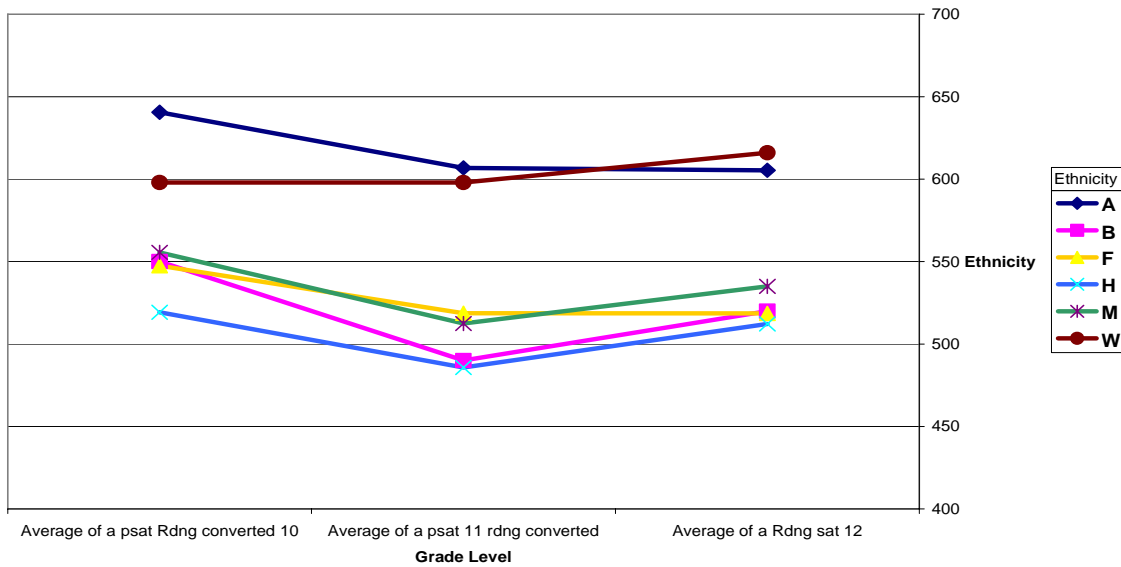
**Class of 2007 READING**

Critical Reading scores, when compared across the three years, show a pattern of scores that are highest in 10<sup>th</sup> grade, decrease significantly in 11<sup>th</sup> grade, and then increase again in 12<sup>th</sup> grade, but not to the level shown in the 10<sup>th</sup> grade. This could be cause for concern. For this subtest, all ethnic groups in the class of 2007 showed a decrease their mean scores in 12<sup>th</sup> grade from those in 10<sup>th</sup>, and most showed a decrease from 10<sup>th</sup> to 11<sup>th</sup> grades on the PSAT.

However, for the class of 2006, this pattern is not evident, and so it is possible that the scores for the class of 2007 in 10<sup>th</sup> grade were somehow inflated. This chart is the second chart below, and does not have the students disaggregated by ethnic group.

The faculty is concerned about these results and will revisit this issue in 2008 to see if the pattern is similar for the classes of 2008 and 2009. They will be carefully examining the scores of the class of 2008 to see if this is a pattern or if the 10<sup>th</sup> grade PSAT scores for the class of 2007 were particularly high for some reason.

**Reading Scores 10-11-12 by Ethnicity**

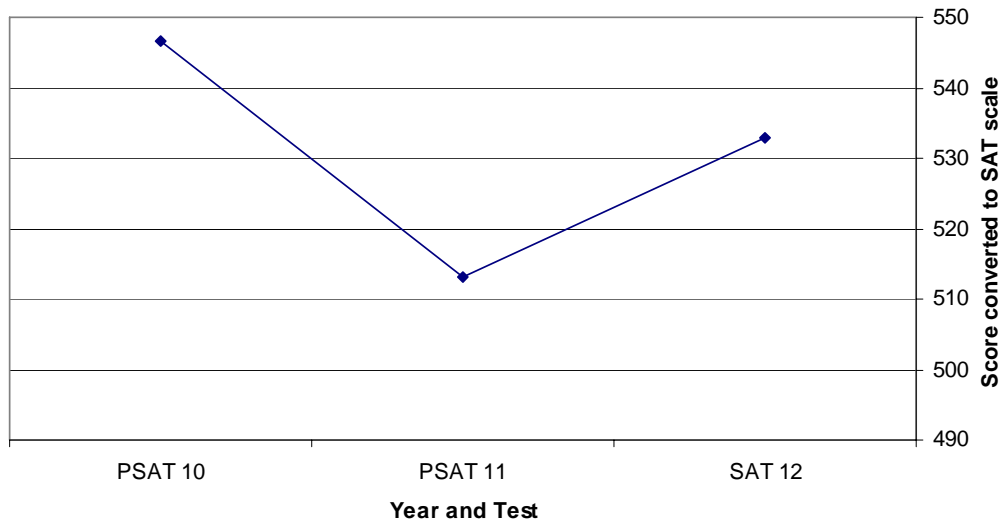


Data

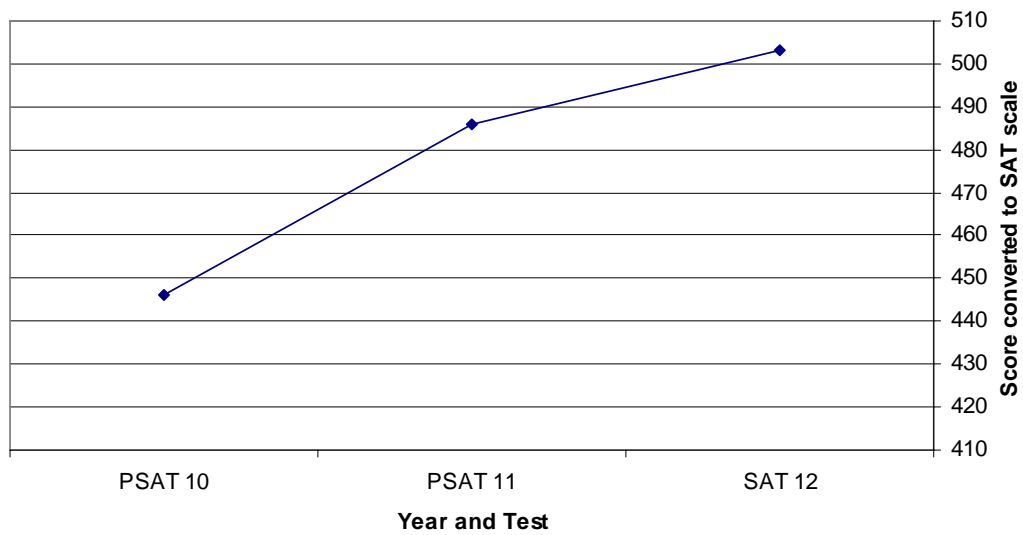
A= Asian, 16; B=Black, 1; F=Filipino,8; H= Hispanic, 70; M=Mixed, 16 ; W=White, 5  
*(Ethnic self-reporting for annual Archdiocese statistics report)*

# Comparison of Reading Scores on SAT for Classes of 2006 AND 2007

## Reading Scores on SAT/PSAT for Class of 2007



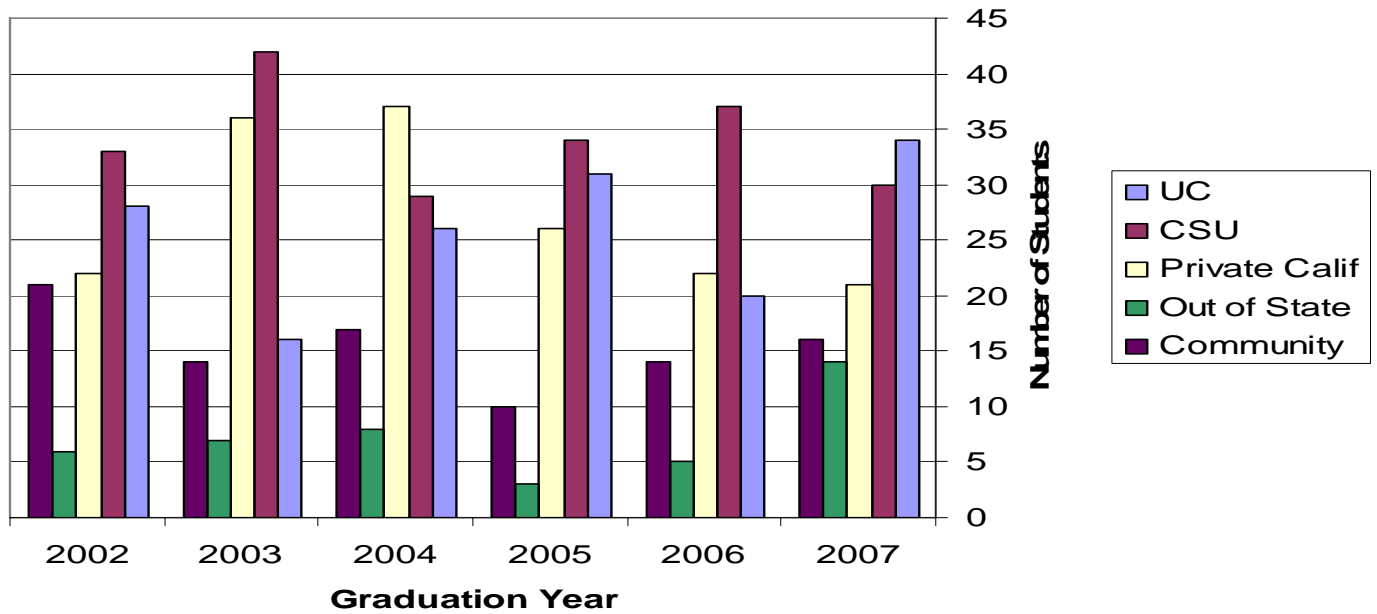
## Reading Scores on SAT/PSAT for Class of 2006



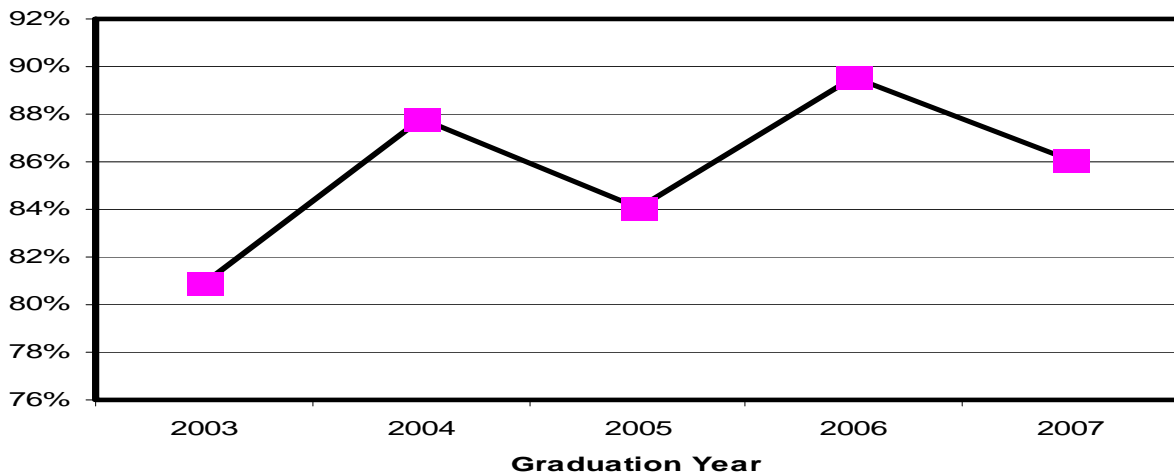
## Post-Secondary Plans

With rare exceptions, Ramona seniors plan to attend college (two- or four-year) immediately after graduation. Each year since 2003 between 85 to 90% of each graduating class has enrolled in 4-year colleges with more seniors choosing CSU or UC campuses.

**Post Secondary Plans**



**Percent Attending 4-Year College**



## **Student Follow-up Data**

### *Alumnae Survey Analysis*

Graduates identified as the most helpful in preparing for college:

- 83% critical reading/writing skills – strongest area overall
- 51% math
- 53% social studies

Additionally, respondents identified the following school strengths:

- Challenging curriculum
- Small class size
- Strong teacher – student relationships (individual attention)
- Development of a well-rounded person with values
- Leadership skills
- Values (work ethic and personal responsibilities)
- Time management skills

## *Staff*

Ramona staff members are academically prepared in their subject matter and demonstrate a commitment to the school's mission and philosophy. Ninety-six percent of the staff have a major or minor in the subject they teach while the remaining 4% have experience or training in the subject. Eighty-seven percent have a credential (or Archdiocese of Los Angeles Catholic teaching certification) or a degree beyond a BA or BS; those without an advanced degree or credential are enrolled in programs to obtain one or both.

Staff ethnicity has remained fairly constant over the past five years, with some fluctuations. The faculty has been approximately 75% non-Hispanic white, while the staff remains approximately 50% Hispanic. The majority of the faculty is Catholic.

Faculty turnover is low, with the number of years averaging 10. This stability contributes to a commitment to the Ramona mission and a common sense of purpose. The sponsoring Sisters of the Holy Names of Jesus and Mary serve as teachers, administrators, staff, volunteers, and board members.

|                         | Faculty |       |       |       |       | Staff |       |       |       |       |
|-------------------------|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|                         | 07-08   | 06-07 | 05-06 | 04-05 | 03-04 | 07-08 | 06-07 | 05-06 | 04-05 | 03-04 |
| Amer Ind                | 0       | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| Asian                   | 6%      | 15%   | 9%    | 8%    | 11%   | 11%   | 0     | 0     | 0     | 0     |
| Black                   | 2%      | 2%    | 4%    | 4%    | 5%    | 0%    | 0     | 0     | 0     | 0     |
| Hispanic                | 11%     | 9%    | 7%    | 12%   | 13%   | 56%   | 44%   | 47%   | 53%   | 53%   |
| White<br>(non-hispanic) | 75%     | 74%   | 80%   | 76%   | 71%   | 33%   | 56%   | 53%   | 47%   | 47%   |
| Multi                   |         |       |       |       |       |       |       |       |       |       |
| Catholic                | 74%     | 74%   | 69%   | 73%   | 70%   | 84%   | 88%   | 87%   | 88%   | 94%   |
| Non-Cath                | 26%     | 26%   | 31%   | 27%   | 30%   | 16%   | 12%   | 13%   | 12%   | 6%    |
| Lay                     | 89%     | 91%   | 91%   | 92%   | 94%   | 89%   | 87%   | 87%   | 88%   | 82%   |
| Religious               | 11%     | 9%    | 9%    | 8%    | 6%    | 11%   | 13%   | 13%   | 12%   | 18%   |

## *Professional Development*

All members of Ramona's staff are expected to be current in their fields of expertise and methodology. Each staff member develops a yearly professional growth plan which is reviewed by the Principal. Progress toward goals, classroom observations and summaries of student evaluations are components of the faculty annual review process.

Significant amounts of time and money are provided for professional development. Each year faculty attends two or three days of in-service and a day-long faculty retreat. Recent topics have included technology to support student learning, classroom-based performance assessment, strategies for incorporating portfolios in the curriculum, strategic reading, and PSAT analysis.

Funds from *No Child Left Behind* are used for faculty in-service training as well as to fund departments or individuals to attend workshops and conventions. Individual faculty members are given release time and funding from department budgets to attend conferences and workshops and to have memberships in professional organizations. Several faculty members are extraordinarily successful in applying for grants and fellowships for advanced learning from foundations. From 1997 - 2006, the Board of Directors dedicated \$15,000 each summer to be used as Faculty Incentive Grants. These competitive awards, which range from \$100 to \$1,000, have been used for summer coursework, educational travel, or independent study projects; participating faculty submit written evaluations of projects and relate the impact on teaching that resulted from the grants.

## **SUMMARY**

### **Enrollment**

Ramona's enrollment has decreased over the past five years, and economic and demographics data indicate that this trend will not reverse itself in the near future. Ramona will need to develop new markets that are mission-appropriate or else to develop a larger share of current markets.

### **Achievement Tests**

Ramona students do exceptionally well on the AP exams given each year, as shown by the graphs showing percentage of students passing exams, as well as graphs showing the increase in numbers of student achieving AP honors each year.

Increasing numbers of students have enrolled in AP exams in the past two years. All students in these classes take the AP exams, and the pass rates and number of students achieving AP Honors are impressive.

### **Standardized Test Results**

Disaggregated PSAT/SAT test data for the class of 2007 shows that all ethnic groups improve their scores over the three years of testing.

Scores for the cohort class of 2007 show significant increase in Math each year, although this is the area in which the mean performance relative to California and National means is weakest for Ramona students.

Most ethnic groups in the cohort class show improvement in Writing scores over the three years of testing.

Reading scores do not improve at the same rate as the math and writing scores, although overall reading scores are above National and California means for all students.

Ramona students perform better, on the average, than their peers in California and the US on ACT testing, although smaller numbers of seniors take this test. For the class of 2007, the weakest area on the ACT exam is Reading.

### **Parent and Students Survey Results**

In general, parents are very satisfied with school communication avenues.

Both students (97%) and parents (90-95%) feel that rules are clear and followed consistently.

About 75% of students are satisfied with the school activities program (clubs, dances, assemblies).

Parents (72%) express satisfaction with formal academic support, although fewer (63%) find effective systems in place for students having difficulties.

Students report that Ramona is preparing them well in the areas of Ramona's Student Learning Outcomes, with the greatest number agreeing that it helps them develop critical thinking (91%) and oral communication skills (90%), and the smallest percentage (79%) agreeing that it helps them develop good study habits.

### **Survey of Graduates**

While the return of responses from alumnae graduating in the past five years was small, it is worth noting that a number indicated that the emphasis on writing, particularly in English and Social Studies classes, has prepared them well for college.

## **PHILOSOPHY**

A leader in the education of young women for over a century, Ramona Convent Secondary School draws from its rich heritage and tradition to continue the ministry of the Sisters of the Holy Names of Jesus and Mary in the San Gabriel Valley.

The Ramona Convent community is committed to provide a Christian environment in which young women develop academic excellence, spiritual depth, personal integrity, and leadership skills to prepare themselves to meet the challenges of the twenty-first century. The whole environment encourages each student to reach her full potential as a spiritual, caring, independent, cultured, confident, and well-educated young woman with an understanding and appreciation of the diverse cultures that make up the school and world communities.

Ramona Convent fosters a positive climate and a respectful community among the students, faculty, staff, and parents. Open to the wisdom of other religious traditions, Ramona provides formal instruction in the Catholic faith. This, together with the values that permeate the curriculum, challenges the students to deepen their own faith commitment and to be actively concerned citizens of the world.

In collaboration with parents, Ramona Convent's overall program nourishes the self confidence of each student. It enables her to discover her talents in academics, leadership, the arts, and athletics, helping her to develop as a whole person who holds honor and social justice in the highest regard, who acts with personal integrity, and who takes an active role in shaping the future.

## **MISSION STATEMENT**

Ramona's mission as a Catholic school sponsored by the Sisters of the Holy Names of Jesus and Mary is to provide an education program whose graduates are well-rounded young women characterized by academic excellence, spiritual depth, moral strength, personal dignity, and grace, open to the wisdom of other cultures and traditions, and prepared for the twenty-first century.

# LEARNING GOALS

## **A Ramona graduate is . . .**

### ***A woman of faith who can***

1. Demonstrate an understanding of the Catholic faith and heritage.
2. Explain her own spirituality while respecting other belief systems.
3. Share her time and talents with others through service.
4. Identify and act against injustice and prejudice.
5. Participate willingly in the development of her spiritual life.
6. Apply moral and ethical values to decision making.

### ***A well-rounded person who can***

1. Demonstrate behaviors that promote physical and emotional well-being.
2. Demonstrate an understanding of personal responsibility in the global community.
3. Demonstrate the ability and confidence to learn independently.
4. Demonstrate personal integrity.

### ***A critical thinker who can***

1. Identify, evaluate, organize, and synthesize information.
2. Transfer learned skills and knowledge to new situations.
3. Question assumptions, identify biases, support assertions, make references, and make predictions.
4. Develop and evaluate hypotheses.
5. Develop solutions to problems.

### ***A communicator who can***

1. Read, write, listen, and speak reflectively and critically.
2. Present work using a variety of technologies and media.
3. Contribute effectively in collaborative situations.
4. Express ideas in a variety of contexts with poise, a command of language, a clear organization of ideas, and a sense of appropriateness to audience, purpose, and context.

### ***A leader who can***

1. Develop self-discipline and accept responsibility.
2. Resolve conflicts constructively.
3. Show respect and acceptance of individual difference.
4. Give service to improve the lives of others.
5. Initiate new ideas and work cooperatively to accomplish a goal.

# PROGRESS REPORT

The Visiting Committee in 2002 agreed with the major growth areas identified by the school. There were three areas addressed by the plan:

- 1. To align further and develop curriculum, instruction, assessment and professional growth with the learning outcomes to help students achieve.**

## *Curriculum alignment and development*

Each instructor revised course expectations, content, and teaching strategies to reflect our learning outcomes. In addition, Department chairs and members revised handbooks as needed to reflect the learning outcomes. Department members identified the learning outcomes developed in each course. New curriculum offerings are approved in light of the learning outcomes.

## *Instructional alignment and development*

Faculty members identify a professional growth plan each year that will advance each student's achievement of the learning outcomes. The opportunity for peer coaching is available as part of the professional growth plan each member devises. Members are given release time one to two days a year to attend workshops and conventions to keep up to date in information within their discipline and also in teaching strategies. Formal and informal discussions in departments, grade level meetings, and faculty meetings have promoted the identification of active student learning, interdisciplinary links for learning, and the use of technology as a support for student learning. Faculty meetings are used in part when grade level meetings are deemed necessary to address student learning needs, usually for the 9<sup>th</sup> and 10<sup>th</sup> grades.

## *Development of assessment tools*

Departments have discussed, encouraged, and shared rubrics to be used for assessment of student work. Ramona is in the second year of a web-based grading program that allows students and parents to access students grades on a daily basis and facilitates communication not only about grades but also about homework and special assignments.

PSAT, SAT, and ITBS results are discussed by individual departments and also by the whole faculty to determine course changes or changes in teaching content and strategy. While a skills development plan was formulated for communication skills, faculty addressed higher level critical thinking skills at all levels rather than sequentially. A bookcase in the faculty room is set up with books and magazines as a faculty resource for assessment and curriculum developments.

**2. To develop and implement a plan to ensure the financial stability of the school and to secure funding for implementing the Master Plan for upgrading the physical facilities.**

*Increase the amount of money raised in the Annual Fund to provide more substantial support for the school's operating budget.*

The main components of the annual fund are the *Parent Pledge Program* and the *Annual Giving Program*. Each year the emphasis has been on 100% parent participation in the pledge program, with parents giving according to their means. Instead of being given an equal assessment, parents have been asked to contribute according to their means to help fund the difference between the tuition charged and the per pupil cost. A brochure is given to new families explaining the program. The Development Department has been proactive in following up to make sure that all parents participate and in collecting pledges.

Over the past six years, strong efforts have been made to improve our data base and to contact alums on a more regular basis. In the 2001-2002 academic year the Development Office contracted with the Harris Publishing Company to produce an Alumnae Directory. Annually an address correction return is requested with the winter issue of *Ramblings*. A regular system was established for updating alumnae records. The *Annual Fund* mailing goes out each fall to alumnae and friends and is followed by a phonathon. A donation envelope is enclosed with each issue of *Ramblings*.

To encourage an increase in the level of giving, a *Blue Ribbon Circle* was established for all those who contribute \$1,000 or more to the annual fund. Members include the Board of Trustees, parents, alumnae, faculty, staff, and friends. Special recognition is given in the annual report as well as at our annual *Blue Ribbon Circle* dinner. All donors are also made aware of the matching gifts program and are encouraged to check with their employers in this regard.

A Planned Giving committee was established, and a gift acceptance policy was established. Those who have informed us of bequests are members of the Marie Rose Legacy Society. In 2007, Ramona was accepted as one of the designated charities for the Federal Combined Campaign, enabling the school to receive donations through the federal employees payroll deduction program.

The President and Director of Development have continued to solicit foundation and corporate support, especially for special projects such as scholarships, robotics, materials for fine arts, and other projects. Gifts have come from:

The William Hannon Foundation – Hawaii trip donated each year for our raffle  
The Weingart Foundation '03-'04 -- \$25,000 for computers  
Margaret Hall Foundation '06-'07 -- \$3,000 for Robotics  
Albertson's Markets '06-'07 -- \$2,500 for Robotics  
Bill Hannon Foundation '02-'03 -- \$23,000 new air conditioning equipment  
'03-'04 -- \$25,000 new tables and chairs for the art  
room; classroom desks

*Raise additional funds through donations and foundations to make more scholarships and financial aid available to qualified students.*

A concerted effort has been made each year to raise additional funds for scholarships. As the tuition increases, so does the demand for financial aid. About 20-25% of our students receive scholarships or financial aid each year, necessitating increased funds. The amount allocated for financial aid has increased gradually each year, going from \$167,000 in 2001-2002 to \$303,000 in 2007-2008.

Foundations are solicited each year. Some have given consistently on an annual basis, while others have been more sporadic. The principal foundations we have scholarship funds from are the following:

|                                 |   |
|---------------------------------|---|
| The Doheny Foundation           | \$24,000-\$30,000 annually                |
| The Bill Hannon Foundation      | \$25,000 annually                         |
| B.C.McCabe Foundation           | \$10,000 annually for the last four years |
| The Ralph M. Parsons Foundation | \$160,000 total from 2001-2004            |
| The Von der Ahe Foundation      | \$25,000 total from 2003-2007             |
| The Wells Fargo Foundation      | \$7,000 total from 2001, 2003, and 2005   |

Each year, in the spring, a scholarship appeal goes out to alumnae and friends. It, too, is followed up by a phonathon. This year, our *Remarkable Woman Brunch* will be a fundraiser for scholarships.

*Explore additional avenues of fundraising which would involve parents and students.*

Special events contribute to the annual fund revenue. Although volunteer committees are established for the major events (the Auction Dinner Dance, the Mother Daughter Brunch, and the Golf Tournament), they are very much staff driven. While the cost of various events has been controlled well, the revenue has not increased as much as hoped. Following an in-depth analysis of our fundraising efforts, two major changes have been made for this year. The auction dinner dance will be held on campus, enabling us to lower the ticket price and, hopefully, attract more participation. In 2006-2007 the Mother Daughter Fashion Show was changed to a *Remarkable Woman Brunch*. As we carry this event into the future, we plan to expand the target audience and make it a fundraiser for scholarships. Having scholarships as the focus may make it easier to attract more sponsors to the event.

*Initiate a capital campaign to fund the Science Building (Phase 1 of the Master Plan)*

Early in 2004, a capital campaign consultant was hired to work with us to do some pre-campaign work. A pre-campaign committee consisting of alumnae and board members was established in order to widen the circle of involvement. A committee of Board members worked with the President in the fall of 2004 to hire an architect. In November and December of 2004, the architect (Martinez Architects) met with the President, Board members, and science teachers to design and plan for the new science building. In January 2005, the Board of Trustees approved the plans and a \$4,000,000 capital campaign to raise the necessary funds. Since that time Board members, alumnae, and friends have been solicited for individual donations. As of September 2007, approximately \$2.6 million has been raised. Individual solicitation continues. When the \$2 million mark was reached, proposals were submitted to foundations.

The builder (Slater Builders) was hired in the spring of 2007. Since this facility is being built on the Design/Build model, biweekly meetings have been held with the architect, the builder, subcontractors, the President, and Director of Development. During the summer, a major project of relocating utilities at the building site, replacing electrical transformers, and bringing in a new fire line was undertaken. The plans are currently 90% complete with a goal of going to the city of Alhambra for permits at the end of September. Ground breaking is scheduled for January 2008 with the building ready for occupancy in September 2008.

*Increase public awareness of Ramona today through school publications.*

Several initiatives have been undertaken over the last six years to increase public awareness of Ramona. A specific staff person was appointed to handle public relations. As available, she submits articles highlighting our students' achievements to the local papers. She also designs and creates a timeline for placements of all print ads and advertorials in strategically chosen newspapers and magazines throughout the year. In 2004, our website was completely redesigned in order to make it a more effective marketing and public relations tool. Various forms needed throughout the year are available on the website, as is information about events and programs. The option of a more interactive website for submission of forms and payments is currently under review.

A Marketing Committee consisting of alums, parents, board members, and staff was established in the fall of 2006. The specific focus of the committee for the first year was upgrading our recruitment program and materials. The power point presentation and folders were completely re-done. Presentation boards are being redesigned and a tall banner to take to various high school nights has also been ordered. The half-day visit program was redesigned in light of feedback from prospective students and parents.

In an effort to bring more people on campus, Ramona has encouraged both the Chamber of Commerce and the Alhambra Rotary Club to hold social events on campus. Facilities have also been made available for other community meetings and activities. The President participates in weekly Rotary Club meetings and in the monthly Chamber of Commerce socials. She has also been a speaker at Rotary Clubs in neighboring cities.

### **3. To improve the emotional, social, and physical well-being of the student body.**

#### *Find ways to make guidance services more effective.*

The guidance department was expanded from two to three counselors and the six grade levels were re-assigned for greater accessibility to these counselors. The counselors use a combination of individual and group appointments to increase contact with the students. The department gathered information from other similar high schools about in-depth personal counseling programs such as Outreach Concern and Choices. The challenge of financing and scheduling such programs led the members to recommend that they offer referral information to students and their parents rather than bring a therapist on campus.

#### *Expand and re-organize the college counseling plan.*

The department developed a plan for college counseling that begins in the sophomore year. For four years now students have been given the opportunity to take SAT/ACT prep classes on campus either through Ivy West or UCAN. The UCAN test prep program for 07-8 offers three different sessions at its offices in Alhambra. Students are guided through the college search and application process through a series of both individual and classroom sessions. The department also offers trips to visit colleges in the San Diego area and in northern California. The department also expanded the number of evening meetings for parents to help them through the college search and application process as well as to give them guidance for financial aid applications. The department continues to host college visits during lunch and informs juniors and senior of college fairs in the area.

#### *Determine the need and feasibility of additional expenses for the sports program.*

Athlete fees have been increased, yet the discount for playing more than one sport was maintained. Fundraising for team needs has been reorganized so that parents of players for each sport take responsibility to raise funds. This reorganization has resulted in greater enthusiasm and accountability for parent fundraising. Salaries for coaches have been increased and staffing has been allocated to assist the Athletic Director.

#### *Examine courses for physical education.*

The Athletic Director proposed and the curriculum committee approved a fitness class for students who wanted more than one year of a Physical Education program. Students who signed up for this class would design their own program and goals and pursue them during a regular P.E. block. Four to eight students per semester took advantage but it remains challenging for students to take advantage of this course with everything else they want to take. The curriculum committee approved credit for students who play at the varsity level and also for students who take conditioning classes prior to each sports season.

# CATEGORY A

## ORGANIZATION FOR STUDENT LEARNING

### A1. SCHOOL PHILOSOPHY AND MISSION CRITERION

**To what extent has the school established a clear statement of philosophy that reflects the beliefs of the institution, a commitment to Catholic identity, thoroughness of instruction, focus on the needs of the whole person, and recognizes the dignity of all members of the school community?**

Founded in 1889 by the Sisters of the Holy Names of Jesus and Mary, Ramona Convent Secondary School's educational purpose has been clearly defined in its philosophy and missions statements. For 118 years the aforementioned statements of philosophy have been refined and updated with input from the school's various constituencies.

*Archives*

*Philosophy*

*Faculty Handbook*

Last reviewed in 2007 as part of the self-study process, the philosophy has been an integral part of the school's Catholic identity. Along with being a private Catholic girls school offering a challenging college preparatory curriculum for young women from grades seven through twelve, Ramona continues to be a community committed to providing a Christian environment in which young women develop academic excellence, spiritual growth, personal integrity, and leadership skills to prepare themselves to meet the challenges of the twenty-first century. A key component in the philosophy of our school has been respect for the individual person and the numerous demographic constituencies represented at our school and throughout the wider civic community.

*Administration*

*Board, and*

*Curriculum*

*Committee minutes*

Ramona's philosophy is published in the Faculty Handbook, the Student Academic Planner, the Parent-Student Handbook, the Curriculum Booklet, Department Handbooks, recruitment material, and is accessible on the school web site. The school philosophy serves as a benchmark/standard by the administration, faculty, staff, Board of Trustees, and other groups to ensure that all aspects of the school program meet the challenges of the twenty-first century and prepare the students to take a full, active, and conscious role in their civic communities as well as in the broader global community.

*Handbooks*

*Newsletters*

*Ramblings*

*Recruitment materials*

**To what extent does the philosophy and mission reflect parents as primary educators and teachers as facilitators of learning?**

Ramona works consistently and carefully with parents to facilitate learning. Ramona's partnership with parents, who are the primary educators, is acknowledged and solicited at parent meetings, conferences, and in the monthly newsletters. Parent involvement in education is valuable to a student's success.

*Parent Advisory Board*

*Newsletters*

Back to School Night, Power School access, parent conferences, and report card comments are used to keep parents aware of student progress so that parents and teachers can work together to support student learning. The online PowerSchool program gives parents the opportunity to monitor student work between grading periods. Parents are also encouraged to take advantage of the monthly parent visit day to observe and participate in their daughter's classes. Parent support is clearly evident in their attendance at the various extracurricular and co-curricular events and activities.

*Back to School Night*  
*PowerSchool*

**To what extent is the mission defined further by adopted expected learning results that form the basis of the educational program for every student?**

The mission statement of Ramona Convent Secondary School emphasizes the development of “graduates who are well-rounded young women characterized by academic excellence, spiritual depth, moral strength, and personal grace, open to the wisdom of other cultures and traditions, and prepared for leadership in the twenty-first century.”

*Curriculum Booklets*

The expected learning results were developed from the mission statement. The student goals promote the development of the whole person and include the spiritual, academic, moral, and personal values of our mission statement. The collegial and democratic community-wide process by which the completed student goals were developed supports the mission statement. After much discussion and input from all members of the Ramona community, including the students, the learning results were adopted.

*Department Handbooks*

*Course Expectations*

Each learning goal has concrete indicators for measuring achievement. The student goals are published in the *Faculty Handbook*, the *Student Academic Planner*, the *Parent-Student Handbook*, the *Curriculum Booklet*, and recruitment material; they are also on the school web site and displayed in classrooms.

**A2. GOVERNANCE CRITERION**

**The Governing Authority Defined:**

**The Board of Members**

This is the highest governing authority of Ramona Convent Secondary School; the Board of Members of the Sisters of the Holy Names of Jesus and Mary (SNJM), is represented by three individual sisters, all of whom are members of the Provincial Leadership team, and some of whom are also members of the Board of Trustees of the school. The Corporation appoints members to the Board of Trustees, hires the President of the school upon the recommendations of the Board, and has ultimate authority in fiscal matters as well as in policy development and implementation at the school.

*Interview with President*

*Faculty Handbook*

*Board of Trustees documents*

### **The Board of Trustees**

The Board of Trustees is responsible for the properties, affairs, business, and concerns of the school. The Board also creates policy and monitors implementation. Since a minimum of one-third of its members must be Sisters of the Holy Names of Jesus and Mary, and since the school philosophy is based on the tenets of the SNJM Congregation, the policies created ensure that the school philosophy is carried out at all levels of governance. The Board is representative of the entire constituency of Ramona Convent, with the remaining members comprised of alumnae, parents, and local community leaders. The President and the Principal are *ex officio* members of the Board. The Board conducts the search process and recommends a candidate for the position of president. An important function of the Board of Trustees is to implement development activities that provide monetary support and longevity for the school and its program needs

### **The President**

The President is a member of the Board of Trustees and is responsible for the financial life of the school, overseeing the running of the current school budget and also developing funds for the growth of the school in facilities and programs. The President is the public face of the school, spearheading public relations. The President hires the Principal.

### **The Principal**

The Principal, appointed by the President, is the chief educational leader of the school and is responsible for leadership in the school's educational programs in accord with the school's Catholic identity, philosophy, and vision. The Principal reports to the President, who serves as the Chief Executive Officer and has responsibility for external relations and financial management. The Principal is directly responsible for all student programs, including curriculum, co-curricular activities, student services, and student-parent-faculty relationships. The Principal works with the President and the school community in promoting the school philosophy and mission, supporting SNJM sponsorship, planning for Ramona's future, and developing the school climate.

### **To what extent has the governing authority, committed to sharing the Catholic vision, adopted policies which are consistent with the school's philosophy and mission and support the achievement of the expected learning results for the school?**

The governing authority consistently uses the Philosophy and Mission Statement when considering new policies and programs. A natural part of the discussion and reflection on new policies or adjustments involves considering how these policies or adjustments reflect our mission, philosophy or learning outcomes.

*2002 Action Plan*

*Hand-*

Sometimes a policy is adopted for a trial period in order to gain real-life reactions from the school and is evaluated and revised several times before being finalized and promulgated.

*books*  
*Minutes*

**To what extent does the governing authority delegate implementation of these policies to the professional staff?**

The governance of the school and its programs are delegated to the appropriate group or person, with advisory input or questions welcomed and considered from any member of the Ramona Convent community. The governing authority has confidence in the professional staff and recognizes their many actions to keep Ramona’s mission and philosophy central to our programs and policies.

*Faculty Meetings*  
*Administration Council Minutes*

The student council is an active leadership group run by representatives of the entire student body and is organized by the Activities Coordinator. This group is key to the development of leadership in the student body and to the creation of activities that develop school spirit and community. Three fulltime-counselors in conjunction with the faculty provide academic and college counseling services. The Campus Ministry Team is charged with developing the Catholic identity of the school through developing and maintaining liturgical events, spiritual retreats, and days of recollection. Curriculum design is developed within departments and overseen by both the curriculum committee/department chairs committee.

*Student Council Minutes*

**To what extent does the governing authority monitor results?**

The governing authority monitors the effectiveness of school policies in upholding the school philosophy by:

*Board of Trustees Minutes*

- attending and reporting at regular Board of Trustee meetings
- attending school functions
- attending an invitational annual sponsorship retreat for members of the professional staff to understand the history of the SNJM community (suspended in 2006 when the SJNM provinces merged).
- being part of the group that develops policy from inception to implementation
- Reviewing and analyzing Parent-Student surveys

*School Reports to the Board*

### **A3. SCHOOL LEADERSHIP CRITERION**

#### **To what extent does the school leadership encourage the cultivation of Catholic values and the spiritual formation of the school community?**

True to the Philosophy and Mission of Ramona Convent Secondary School, the leadership encourages and nurtures the spiritual formation of Catholic values of the school community. This formation is strengthened by a strong academic curriculum that fosters the development of young women of faith and spiritual depth. The school program provides opportunities for praying together and for service to each other and to the large community. Along with a defined Theology curriculum that is required for each year a student attends Ramona, Campus ministry and the Theology classes provide many opportunities for the school community to participate in liturgical celebrations, seasonal prayer services, and retreat days. Through the increase of finances and staffing for campus ministry and the retreat program, the school leadership shows strong support and commitment to the on-going spiritual formation of the school community. Faculty members are encouraged to volunteer their assistance to the Campus Ministry Team for liturgies, retreats, and community outreach.

*All Handbooks*

*Philosophy and Mission Statements*

*Student Survey*

*Retreat Evaluations*

#### **To what extent does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the expected learning results?**

Directed by the school principal, the administration, faculty, students, and parents had an active role in crafting the expected school wide learning results. In a collaborative manner the school leadership directed the faculty in the creation and completion of the student goals in our 2002 WASC report. The students are introduced to the student goals by the administration and faculty in discussions, classroom displays, and course descriptions given in class to students at the beginning of the year and to parents at Back to School Night. The student goals are printed in the *Faculty and Parent/Student Handbook* and the *Student Academic Planner*. Parents and the Alumnae Association are made aware of the student goals through a hard copy provided by the school; a wider promulgation to the civic community is provided via our web-site.

*Curriculum booklet*

*Budgets*

*In-services*

The fostering of Catholic Christian values and the spiritual development/formation of its students are high priorities among the school leadership and faculty. With the approval of the school leadership, the Honor Code and the program of education it supports came as a result of a faculty and student decision to promote personal and communal integrity. The expansion of the retreat programs, service projects, and Link Crew, a student-led orientation program, came from a decision to give more energy to developing women of faith and well-rounded students who are leaders. A number of clubs with service, academic, and cultural purposes and interests also focus school energy

*Honor Committee  
Honor Code*

*Calendar*

on the achievement of our expected learning results.

*Retreat Evaluations*

**To what extent does the school administration empower the staff?**

The school administration empowers the staff through the employment of a collegial style of leadership that is a strong paradigm for the school community. The school administration encourages leadership and involvement among staff through shared decision-making, peer-elected membership to the Administrative Council, and the forming of *ad hoc* committees for on-going concerns. The Board of Trustees, faculty, parents, and students participate in cooperative planning, evaluation, and shared decision-making, as can be seen in the development and implementation of the learning results. Faculty are encouraged to offer new classes, form new clubs, or propose new programs.

*Faculty Meetings*

*Administrative Council Minutes*

**To what extent does the school leadership ensure shared accountability for student learning?**

The school leadership ensures accountability for student learning by its commitment to the proposed curriculum of the school and its learning outcomes. Each member of the faculty sets an annual professional development goal that directly relates to student learning. Using this goal as a measure of the teacher's performance, the Principal works with faculty to promote student learning.

*Professional Growth Plans*

*Course Expectations*

The school leadership guides, supports, and encourages students to motivate themselves to learn and to achieve. The president and principal address the students at assemblies, acknowledging and challenging the students to achieve personal excellence and improvement. At the beginning of each semester and year course the students are made aware of the goals and objectives of the course. Department discussions involve all faculty members in the process of assessing student learning, a process which then leads to curriculum revision and enhancement. The students evaluate each course at its completion. These evaluations are collated by the teacher and given to the respective department chairs and to the Principal. Final exams are reviewed by department chairs and the Principal to make sure that they are comprehensive and reflect the required course content.

*Professional Development Plans*

*Honors Assemblies  
Student Council  
Recognition Night*

*Christian Service Awards*

*Principal's Leadership Award*

*Department Honors for Seniors*

#### **A4. STAFF CRITERION**

##### **To what extent are the school administration and staff qualified for their assigned responsibilities?**

Ramona prides itself in the tradition of providing excellent educational opportunities for young women. All of the faculty and administration have a Bachelor of Arts or Science degree. In addition, eighty-seven per cent possess a higher degree. Twenty-three teachers have California credentials, four have almost completed a credential program, and five are in process. Sixteen teachers have a Masters degree in place of a credential. Sixty-five per cent of the teachers have more than 15 years teaching experience. Faculty members teach in their major or minor field of expertise or are teaching a subject they have taught for many years.

*Personnel Information*

*Professional Growth Goals*

##### **To what extent are the school administration and staff committed to the school's philosophy and mission?**

The faculty and administration members renew their commitment and belief in the mission of Ramona annually with a commissioning ceremony. This ceremony is incorporated into the annual faculty retreat day at the beginning of each school year. The faculty and administration model leadership behaviors and foster a positive climate for growth by giving of their time, talents, and concern for their students. Faculty members model community service by sharing their interests and expertise in a wide variety of ways in a voluntary capacity. Many teachers moderate or attend various activities that complement and enhance the educational mission and philosophy of the school. More than seventy per cent participate outside of class hours by moderating clubs and attending student-proposed activities. Every year teachers on each grade level participate in the class retreats. Several teachers have taken small groups of students on educational trips abroad.

*Faculty retreat*

*Open House*

*Faculty participation on retreats and trips*

*Faculty participation as moderators of clubs and contests*

The administration makes sure all school policies reflect the mission and philosophy of Ramona. All school policies and subsequent updates are clearly written and made available to students and parents in the Student/Parent handbook and the Ramona web-site. The administration reviews all handbooks each year to make sure that they are clear and up to date.

*Faculty Handbook*

*Student/Parent Handbook*

Every effort is made to ensure that these policies are administered in a fair and consistent manner adhering to the values of personal responsibility, integrity, and morality. The school has clearly established procedures to handle violations of the policies. Each year students sign the honor pledge to call to mind and encourage them to be women of personal integrity.

*Ramona Web Site*

*Academic Planner*

The administration, in an effort to involve all members of the Ramona community in these policies, has monthly parent advisory meetings and once a quarter the Principal and President have open-forum periods with students. Student Council also advises the vice-presidents to use homeroom time to take questions, suggestions, and complaints and to pass them on to the correct person or group.

*President-Principal Forums*

*Parent Advisory Board*

*Homeroom discussions*

**To what extent does the school administration and staff engage in ongoing spiritual and professional development that promotes student learning?**

Each year the teachers, staff, and administration start the new school year with a spiritual and motivational retreat. The retreat allows the teachers and administration to renew ties and to meet with new faculty and staff members. The event begins with a prayer followed by a spirit-building activity and ends with a liturgy. This renewal time unites us as a community of faith and acts as a foundation for all aspects of student learning. Faculty participate with students in all school liturgies. They are invited to join students when they gather for Advent or Lent prayer in the pavilion. Faculty meetings begin with prayer led by a faculty member. Faculty, staff, and students have the opportunity to visit the chapel each day.

*Faculty Retreat*

*S.N.J.M. Network of Schools*

*Sponsorship Retreats*

All members of Ramona’s faculty are considered professionals and are expected to be current in their field of expertise and in methodology. Each staff member develops a yearly professional growth plan, which is reviewed with the principal. Discussion and review of progress toward goals, information from classroom observations, student evaluations, and professional reading are all components of the faculty annual review process. 75% of Ramona’s staff are affiliated with professional organizations.

*Personnel information*

*Professional Growth Goals*

*Religious Education Conference*

Significant amounts of time and money are provided for professional development. Each year all faculty attend two to three days of in-service on campus during school time.

*Various content workshops and conventions*

In-service topics often come from department chair and general faculty discussions. Recent in-service topics include classroom-based performance assessment, strategies for incorporating portfolios in the curriculum, strategic reading, and PSAT analysis. Also, there have been planned days of individualized in-service for observing teachers and programs at other schools and for a variety of workshops. Faculty members have also been successful in applying for grants and fellowships for advanced learning from various foundations. The faculty have applied for grants sponsored by the Board of Trustees to be used for summer coursework, educational travel, or independent study projects which ultimately benefit the students. Faculty were required to submit a written evaluation of their projects and the impact on their teaching as a result of the grant. These grants were suspended two years ago because of budget

*Faculty Grants for four of six years*

constraints. Some faculty have been able to apply for funds from “No Child Left Behind” to be used for conventions and workshops.

**To what extent do the administration and staff lead by example and work to create a community of faith?**

The administration and staff consistently support the use of resources and class time to support the retreat program and to give time for liturgies. Many faculty volunteers assist with retreats and some speak on topics, such as marriage, in the Theology classes. Faculty members are also active as moderators of clubs that give service to others. The faculty participate in liturgies and prayer services as readers, Eucharistic ministers, cantors, and deacon. The faculty is aware that the way they conduct themselves and the way they treat each other and the students are major factors in creating a community of faith.

*Administration and Faculty participation in class retreats*

*Faculty Handbook*

*School Liturgies and Prayer Services*

Even though Ramona is a Roman Catholic-sponsored institution, it recognizes and respects those of other faiths. Through the theology curriculum, students are exposed to many faith beliefs. The curriculum used by the theology department conforms to the standards set by the Archdiocese of Los Angeles. Ramona’s philosophy and mission statement strongly support the value that development of a person’s spiritual life is an important element in becoming a well-rounded person.

*Participation in the Bearing Witness Program*

*Rabbi Visits*

*World Religions Course*

**A5. SCHOOL ENVIRONMENT CRITERION**

**To what extent does the school have a safe, healthy, nurturing environment that reflects the school’s philosophy and mission?**

Ramona’s philosophy and expected goals promote the development of the whole person. They recognize that this growth comes from a safe, healthy and nurturing environment. Also, within the structure of clear and consistent rules, students are safe to take the risk of leadership and academic excellence. Students are encouraged to develop their talents, skills and interests in an atmosphere where variety is appreciated. Students are not allowed to make fun of others, but they are encouraged to be caring and supportive sisters to each other.

*Philosophy and mission statement*

*Handbooks*

*Drama productions*

The administration and faculty diligently work to ensure safety both during and after school. Strong faculty and staff presence ensure student safety through a well-organized supervision program. Students are required to sign an Internet agreement that includes a statement against entering questionable sites and the technology department has also instituted blocks on inappropriate sites. Safety rules for the handling and treatment of chemicals are posted and enforced in the Science wing.

*Choirs, hand chimes ensemble, and orchestra ensemble*

*Library displays, library sponsored assemblies and clubs*

Ramona Convent's campus is very conducive to providing a safe environment. The campus is well maintained by the custodial staff and landscaping crew. Maintenance problems are dealt with as quickly as possible through the plant manager and staff.

Student safety is a priority; therefore students participate monthly in a fire, earthquake, or lock-down drill to prepare them for emergencies. A bell system for all drills is used and is posted in each classroom. Members of the local fire department come once a year to hold a fire drill and to examine the campus. Evacuation sites are posted in classrooms and faculty/staff emergency assignments are defined in the faculty and staff handbooks. Nagy Security monitors the campus daily from 7:00 Am until 8:00 P.M. They are also scheduled for dances or other evening or week-end events where students are present.

*Department meetings*

*Grade Level Meetings*

*Academic Review Meetings*

A strong discipline policy also makes the students feel secure. The graduated disciplinary policies defined in the student/parent and faculty handbooks are both fair and concrete. The administration has taken further steps to ensure student, faculty, and staff safety by instituting the Interquest program, which uses drug, firearm, bomb detection canines to safeguard the campus. Respect is highly encouraged among students, faculty, and staff and inappropriate behavior is not acceptable and subject to disciplinary action.

*Course Expectations*

*PowerSchool*

All students are required to have a physical examination before entering Ramona, and those who participate in sports are examined annually. Faculty and staff are made aware of students who suffer from particular illnesses such as diabetes or asthma. In addition, all ninth graders take a health class and several informative assemblies are held annually to deal with current women's health issues. These assemblies include breast cancer awareness, heart disease, nutrition, AIDS-HIV, exercise, and the development of healthy relationships.

Also, students benefit from a strong athletic and dance program. Many students are involved in after-school sports programs at Ramona, such as cross-country, volleyball, soccer, tennis, swimming, softball, track, and basketball, which encourage teamwork and build community. There are several clubs, activities, and after-school classes which further enrich and nurture student life, such as drama and musical productions to help build self-esteem, student council to develop leadership skills, choir classes to encourage participation in the arts; peer tutoring to encourage student learning, campus ministry to share in the students' Catholic identity, and various clubs to cater to individual interests and provide service.

The library is open and available to students before, during, and after school, providing a quiet area for studying and researching. Also, strong efforts are made by faculty and staff to be available to students for academic and personal advice.

The hallways have attractive bulletin boards that contain announcements, current

student work, photographs of student activities, and student artwork. The composite photo of last year's eighth grade class hangs in the main office and will be added to the archives in the Ramona Convent Museum. Senior panels can be seen in the lobby of the library dating back to the first class of 1891. Each classroom is clean and decorated by the classroom teacher or students. The administration encourages the faculty to update bulletin boards and keep current student work displayed.

*Board Minutes*

The whole Ramona community is excited about the expanded Science building with more modern and safer amenities (scheduled to open in September of 2008) and is eager to begin future expansion plans for a Student Center, Performing Arts building, and an improved athletic field and pool.

*Master Building Plan*

**To what extent is the school environment characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student?**

The School Philosophy and Ramona's Mission statement support and encourage all of these qualities. The charism of hospitality and openness of the Sisters of the Holy Names is readily apparent throughout the school and regularly commented upon by guests and visitors. It has clearly been internalized by administration, faculty, staff, and student body and encouraged by example. Ramona is an inclusive community and the unique gifts and talents of all are promoted and celebrated in school publications, Honor Assemblies, and special celebrations. The population of Ramona Convent Secondary School, both faculty/staff and student body, mirrors the community it serves in terms of ethnic and religious diversity.

*Philosophy*

*Mission*

*Learning Goals*

*Honors assemblies*

*Talent show*

*Cultural Celebrations*

Trust, caring, and support are also evident in the day-to-day interactions of the administration and faculty, the faculty and students, and in the interactions of the students with each other. The classes support each other with traditions like Buddy picnics, the Junior Ring Ceremony, and the Junior-Senior Banquet. The juniors and seniors readily serve as orientation and retreat leaders for the ninth graders and help to make them feel at home. The Administration invites regular input from the faculty through the Administrative Council and from the student body through the President/Principal forums. The offices of the President and Principal are in the center of the campus. Students, faculty and staff can easily drop in to share ideas or concerns.

Teachers are required to participate in ongoing education. Together they participate in regular in-services, which are also open to teachers in other Catholic schools. Teachers treat each other with mutual respect and participate in collegial development. Honor Assemblies praise the effort and achievement of the students academically and personally and are an embodiment of the high expectations held for all the students.

*Professional Growth Goals*

*In-services*

**To what extent does the school environment foster community and achievement of religion and educational goals?**

The staff and students celebrate several major annual events that foster Ramona community spirit. The Welcome Assembly, Club Fair, and the Faculty-Student Volleyball game are held at the beginning of the year to renew and revitalize the already evident sense of community felt among the student body and faculty. This feeling of community is continued throughout the year with activities such as The Halloween Festival, Spirit Week, class picnics, and dances.

*Assembly Schedule*

*Newsletter*

*Ramblings*

Students, as well as faculty and staff, celebrate their gifts and talents at such events as the Talent Show, Art Show, liturgies, and the Junior High Show case.

Two very important events that build a sense not only of community but also of history are the celebration of the school's foundation, Ramona's Birthday, and Strawberry Day. For Ramona's Birthday, the Ramona community engages in different activities every year. Sometimes the birthday is celebrated with the junior ring ceremony. Other birthday assemblies included an historical slide show of the history of the Sisters of the Holy Names was presented a day; students spent the day in nineteenth century classes; alumnae talks from different decades were presented; as well as a student/faculty birthday cake decorating contest. The arrival of the Sisters of the Holy Names to California from Canada is celebrated on Strawberry Day, May 10<sup>th</sup>; the students are treated to a historical vignette presented on the morning news and to strawberry ice cream. These celebrations remind and connect the students to the long and proud history of their school.

*Founders' Liturgy*

*SNJM History  
Presentation*

*Ramona History  
Presentation*

There are several liturgies and class retreats throughout the year that are organized by Campus Ministry. Seniors and Juniors participate in the Junior Ring ceremony and the Sophomores have started a new tradition with the presentation of the Sophomore Sweaters.

Students participate in student council, club, and class activities that teach students about social issues. Eighty-five percent of our students participate voluntarily in service projects throughout the community. A food drive is held at Thanksgiving to help out St. Anthony's parish food bank. Toys are collected for needy children at Christmas. There is also a drive to help our sister schools in Lesotho. The Ramona community contributed to Katrina Relief and is open to helping when others are in need.

*Service Surveys*

The three guidance counselors take an active role in following student progress and reporting to parents, teachers, and administrators. Teachers are very active in seeking help for a student who may be in academic or personal crisis, going to the counselors or administration to find help for a student. The Vice-Principal of Student Affairs handles any discipline problems that the student might

*Student review meetings  
with administration and  
counselors*

encounter. If any student's academic progress declines, the counselor and/or Principal will call the student and her parents for consultation and a resolution. A contract may be written and signed indicating the steps that will be taken by student and parents to improve and monitor her progress. The student may be referred to the Study Skills class, to a private tutor, or to the UCAN testing prep program.

**A6.**

**To what extent does the school administration and staff regularly assess student progress toward accomplishing the school's expected learning result?**

The school administration and staff have established various means to assess regularly the students' progress toward accomplishing the student goals. Traditional homework assignments, tests, quizzes, and group work are among the assessments used. In addition, school progress is monitored according to the different learning styles of the students. Some of the various means include, but are not limited to, projects, reports using oral, written, and computer presentation formats, web sites and class blogs, portfolios and performances demonstrating fine arts and athletic skills and techniques.

*Student survey*

*Department discussions*

Student learning goals are well integrated into all department offerings as well as into the expectations and objectives for every course offered to students. Students are introduced to these early in the year and they are monitored using traditional quarter and semester grades, progress reports, and regular individual posting of grades of each student to be viewed by the student, parent, all faculty, and the administration. The online student information system (PowerSchool) immediately notifies both the student and parent when the student is showing lack of progress or failure. In conjunction with grading reports and the online posting, counselor conferences are scheduled at least once a year to assess student progress and to provide support and guidance toward academic improvement.

*Course expectations*

*Department discussions*

*PowerSchool*

During departmental faculty meetings, rubrics are shared and discussed. The scoring criteria of AP, SAT and ACT tests are presented and discussed. There have been in-services for the entire faculty on trends in assessment in schools. The school offers a variety of clubs, including service clubs. The membership and accomplishments illustrate the progress of many students in accomplishing the student goals. Along with the aforementioned methods, the administration and staff have instituted other means of assessment. Staff and students have formed an honor committee and developed an honor code in which the entire student body is encouraged to participate.

## **A7. SCHOOL IMPROVEMENT PROCESS CRITERION**

**To what extent does the school leadership facilitate school improvement which is driven by plans of action that embody faith formation and enhance quality learning for all students?**

Faith formation and quality learning for all have been essential to Ramona's philosophy since its inception. School improvements, facilitated by school leadership, have been guided by these two principles. School leadership has consistently fostered long-range planning using a variety of models. Input from the school community is considered essential to the life and health of the community. Once developed, the Board of Trustees, Administration, and Faculty monitor the implementation of the plan. Plans are formulated to achieve Ramona's mission and are adjusted accordingly in order to optimize student learning and faith formation.

*Board of Trustees  
Minutes*

*Faculty Meetings*

**To what extent does the school leadership have school community support and involvement?**

The Ramona school community, defined as students and their families, faculty, staff, Board of Trustees, and alumnae, supports the leadership through participation in the Board of Trustees, Parent Advisory Council, and Parent Activities Committee. Input and suggestions regarding the school program are solicited at all their meetings. Parents also are free to raise their concerns to administrators as suggested in the *Parent Newsletter*. Another indication of parent support is willingness to participate in fundraisers such as the auction and golf tournament.

*Parent and Student  
Surveys*

*Parent Advisory  
Meetings*

**To what extent does the school leadership effectively guide the work of the school?**

Ramona has effective leadership that greatly facilitates the school improvement process. The current President / Principal model has allowed the administrators to focus on divergent areas of the school's program while working together to create a sense of unity. The school leadership guides by reviewing, making suggestions, funding projects, and seeking input as appropriate. The Administration reports progress at Board meetings, financial meetings, department meetings, faculty meetings, teacher reviews, and student council meetings, and at the same time solicits information from these groups.

*Parent/Student Surveys*

*Board of Trustees  
Minutes*

*Administrative Council*

**To what extent does the school leadership provide for accountability through monitoring of the action plan?**

The Action Plan is monitored regularly by the Board of Trustees and the Administration, as well as by various faculty committees. The Action Plan of 2002 included assessments and reporting components for every strategy, ensuring that the

Action Plan was promulgated and implemented. Other methods of assessment include teacher evaluation by peers, department chairs, and the Administration. At other times, accountability is monitored through reports given at regularly scheduled meetings such as the Board of Trustees, Administration, faculty, department chairs, and the Parent Advisory Committee.

**Areas of Strength:**

1. Clear organization to promote student learning
2. Clearly stated learning outcomes, mission, philosophy, and Catholic identity
3. Positive student-teacher interaction/involvement
4. The overall participation of the school community, ensuring the organizational success of the school.
5. Positive and well established environment
6. Positive support given to the faculty by the administration
7. Clean and safe campus to enhance student confidence and student learning
8. Clearly articulated and consistently enforced rules and policies.

**Areas for Growth:**

1. Student process for evaluating of courses and teaching strategies
2. Process for evaluating Administration
3. More public reporting about Faculty achievements
4. Communication regarding faculty achievement and avenues for student input
5. Mentoring program for new faculty and staff

## CATEGORY B CURRICULUM AND INSTRUCTION

### B1. WHAT STUDENTS LEARN CRITERION

**To what extent does the school provide a challenging, comprehensive and relevant curriculum for each student that fulfills the school’s philosophy and mission, strengthens Catholic identity and results in student achievement of the expected learning results through successful completion of any course of study offered?**

Founded in 1889, Ramona Convent Secondary School is an institution with a school philosophy and mission statement written and supported by the faculty and staff. Every faculty and staff member is dedicated to providing a learning environment where every student receives a challenging, relevant, comprehensive education that reflects the philosophy and mission statements.

*Philosophy*

*Department  
handbooks*

Ramona’s philosophy and mission statement call for a Catholic education in the tradition of the Sisters of the Holy Names of Jesus and Mary whereby students develop academic excellence, spiritual understanding, personal integrity, and leadership skills. Ramona offers an environment where students can learn about the Catholic faith as well as other cultures and religious traditions. The academic program encourages each student’s interests and talents in academics, leadership, athletics, and the arts.

*Department  
Handbooks*

*Mission Statement*

The school-wide learning outcomes challenge each student to reach her potential as a spiritual, caring, independent, cultured, and confident young woman. Departments meet regularly to discuss and revise course offerings and contents. Course goals and objectives are based on the school philosophy and ESLR’s and are developed from the course contents and school-wide learning results. Each course advances student skills and abilities in acquiring learning outcome goals. The small size of departments allows teachers to be fully aware of each other’s work in the classroom, allowing for consistent student skills and knowledge from class to class and level to level.

The Department Chairs/Curriculum Committee meets monthly to review course offerings, make sure that course contents are relevant and align with the school wide learning goals, and discuss other issues relating to curriculum. The resulting curriculum meets student needs with sequential courses that build on the previous year’s teaching.

Teachers utilize a variety of teaching strategies that emphasize writing skills, verbal skills, leadership skills, and creative and critical thinking. Students are given the opportunity to undertake projects and demonstrate understanding within the academic setting. Students are also given the opportunity for out-of-the classroom learning experiences, including field trips to museums, performances, workshops, involvement in community projects, participating in drama, dance, and choral performances, Ramona Scholars, and creative writing, science, and art contests.

*Department Minutes*

*Course Expectations*

Teachers in each department are expected to continue learning, ensuring that Ramona students are exposed to the latest thinking in each subject area. Every year teachers attend in-services and workshops where they are exposed to the latest teaching philosophies and techniques. Faculty are expected to attend workshops outside of Ramona and continue formal learning by reading academic journals. Each year teachers develop a professional growth plan that is discussed with the principal and kept on file.

*Professional Growth Plans*

A continual emphasis on the use of technology is reflected in the availability of computers in every classroom and four computer labs open for student use. Teachers use the Internet, on-line search engines, e-mail, Power Point, and Power School as part of the curriculum. All students are expected to be able to utilize technology to conduct research, type papers, study for classes, and prepare for presentations. Additional computer and technology courses have been added in response to student requests and educational changes.

*Technology Plan*

Students are involved in their spiritual development in a variety of ways. Each student takes four years of theology, learning primarily about the Catholic faith but also about other cultures and traditions as well as current moral issues in their classes. Individual beliefs are treated with respect and students are encouraged to develop their own spirituality. Students' spiritual development is facilitated by participation in retreats, liturgies, prayer services, and a wide range of service projects. Students are encouraged to explore their own spirituality in discussions about literature, psychology, and history and as part of expression in the visual and performing arts. The atmosphere at Ramona leads to a developed sense of personal integrity. This development is fostered and supported by all faculty and staff. Discussions and readings in many classes contribute to an understanding by students of their responsibility in the world. Most of all, the atmosphere of tolerance and friendship and the diversity of the student body, faculty, and staff promote understanding and respect for all.

*Curriculum Booklet*

*Course Expectations*

*Observations*

## **B2. HOW STUDENTS LEARN**

**To what extent does the professional staff use research-based knowledge about teaching and learning?**

**To what extent does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's philosophy and mission and expected schoolwide learning results?**

Teachers at Ramona are encouraged to be leaders in their profession. Faculty members update their skills by attending workshops and seminars and/or by pursuing credentials and advanced degrees. A majority of the faculty have credentials or degrees beyond a BA/BS degree. The school provides at least two on-site in-services every year, which are sometimes paid for by ESEA Title VI Grants.

*Professional Growth Plans*

*In-services*

Faculty are also encouraged to attend courses or workshops and report back to their departments or the entire faculty. These workshops may utilize department funds or funding from the federal No Child Left Behind program. Many faculty members hold memberships in professional organizations and keep up on the latest trends in education by reviewing professional journals. Journals and magazines are rotated through departments and teachers are encouraged to utilize lesson plans and teaching techniques found in these journals. Articles and ideas are discussed in department meetings on a regular basis. Some department members contribute to professional journals.

*Department minutes*

Faculty members also have utilized Faculty Incentive Grants to expand their knowledge and experience. Grants may be for travel, research, recreation, or vocational activities. A visit to a historic site, attending a concert or dramatic performance may provide ideas for improving the choral or dramatic program or bring to life the discussion of a historical event. A.P. teachers who become exam readers or network with other A.P. teachers online may bring back to the classroom new teaching strategies.

Students are provided with a wide variety of learning experiences to enable them to attain the schoolwide learning outcomes. The school's curriculum is based on sequential learning supporting pre-acquisition theories. Course scope and sequence are discussed in departments and expectations/goals are developed based on what students are expected to have learned in previous years. Instruction is designed to address multiple intelligences of students. Lectures, cooperative learning groups, debates, class discussions, written projects, dramatic presentations, and case studies are some of the learning experiences used across the curriculum. The variety of instructional techniques provides students with multiple ways to process information so that all types of learners can be successful.

*Evidence boxes*

*Observations*

A variety of multi-media technology is also utilized to enhance the learning process. The Internet, Power Point, Google groups, streaming video, podcasts, and large screen video projectors are used to enhance instruction in classes.

Guest speakers are often invited to share experiences and knowledge of subject matter. Theology classes invite a rabbi to speak on Jewish/Christian topics. World Religion classes also take trips to Saint Sofia's and a Buddhist Temple. The library sponsors presentations by authors and speakers are invited to talk to the entire student body at school-wide assemblies. Students also have the opportunity to go on a variety of field trips. Science students visit JPL, the California Science Center, and the Long Beach Aquarium. Modern World History students visit the Museum of Tolerance and 8<sup>th</sup> graders go to the Holocaust Museum. The Arts Department makes trips to the Norton Simon and Los Angeles County Art Museum. Students in English and Drama classes have attended drama performances. Learning experiences are expanded through involvement in Harvard Model Congress, choral exchanges, robotics competitions, and trips to Italy, England, Ireland, Greece, Japan, Costa Rica, Quebec, France, and Catalina.

The school encourages community service and community awareness. These concepts are promoted by the Theology Department, Campus Ministry, student council and club activities, and through service programs such as food drives, relief drives, Pennies for Patients, Dollars for Scholars, and fundraising for a sister school in Lesotho.

Ramona enhances its educational program with activities and classes that engage students at a high level of learning. AP and honors classes are offered in most departments. Students are also given the opportunity to pursue independent study. Academic Clubs and Societies also help enhance learning outside the classroom. The American Technology Honor Society offers an opportunity for students to gain additional knowledge about the use of computers. The Art Club provides students with the opportunity to improve their artistic talents. The Hispanic Society, Sakura, Barkada, and the Asian Cultural Awareness Club enable students to share their knowledge of other cultures. The National Honor Society provides activities to help members demonstrate leadership, service, and academic ability.

The members of CSF provide after-school tutoring services. An SAT preparation class is offered to familiarize students with the test format and content and improve their test taking skills. Students are expected to pass the Ramona Arithmetic Proficiency Test (RAPT) before graduating. Algebra I teachers help their students to prepare for the test and give them a practice test as well. After-school programs are offered by several departments to students who want to continue their learning. The Arts Department offers Choir, hand chimes, and orchestra; while in previous years classes were offered on SAT preparation, reading workshop, computer skills, film, yoga, self-defense,

*Observations*

*Field trip records*

*Learning outcomes*

*Campus Ministry plans*

*Club's statement of purpose*

*Curriculum booklet*

*Calendar of Activities*

*Observations*

*Department minutes*

creative writing, film appreciation, and advanced art study. Algebra review and Spanish I review are offered during summer school to help ninth graders strengthen these skills before their sophomore year.

### **B3. HOW ASSESSMENT IS USED**

**To what extent:**

- **is teacher and student use of assessment frequent and integrated into the teaching/learning process?**
- **are the assessment results the basis for measurement of each student's progress toward the expected learning results?**
- **are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?**
- **are the assessment results the basis for allocation of resources?**

Ramona has continued with the process of linking student learning outcomes to the school's philosophy and mission. The implementation and incorporation of our learning outcomes into our assessment model are a continuing work in process. Since the last WASC teachers have included the ESLR's into their course expectations and designed methods to assess the learning outcomes.

*Philosophy*  
*Mission Statement*  
*Learning outcomes*

The teachers at Ramona utilize a wide variety of assessment techniques. Among them are the following:

*Student surveys*  
*Observations*  
*Course expectations*

Student/teacher designed rubrics  
Essays  
Multiple-choice tests  
Short answer/essay tests  
Fill-in, true and false, matching tests  
Document-based questions  
Map questions  
Listening comprehension  
Group projects  
Portfolios  
Teacher conferences  
Peer and self-evaluation  
Term/research projects  
Experiments and lab reports  
Computer based research projects  
Power Point presentations  
Class discussions

Journal writing/reflections  
Speeches and debates  
Performance and critique  
Art shows  
Class participation  
Simulations  
Socratic Seminars

Assessment results are the bases for measuring each student's progress towards the learning outcomes. Course objectives are based on the skills and concepts needed to meet the demands of the next level and the learning outcomes. The assessments enable teachers to measure student progress and modify teaching methods to ensure that students are meeting the learning outcomes. Informal assessment such as class discussions and homework are used on a regular basis to evaluate student understanding. The results of student and parent surveys and class evaluations are also utilized by teachers to determine the effective use of various assessments.

Ramona also utilizes national assessments to evaluate student progress. Standardized tests such as the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT), SAT II, the Career Orientation Placement Survey (COPS), the high school entrance exam, and Advanced Placement (AP) exams are employed as other forms of assessment and ways of comparing student progress from year to year. Teachers, counselors, and administrators use these test results to evaluate the scholastic needs of students.

*Evidence collections*  
*Chair discussions*  
*Course expectations*

When test results revealed deficiencies, teachers used such evidence to modify lesson plans or introduce new techniques to deal with the deficiencies. Other changes were made in response to test results and led to the creation of SAT tutoring classes and an arithmetic proficiency test (RAPT) designed to identify potential weaknesses. Course assessment by students is used by teachers, departments and the curriculum committee for evaluation and improvement of curriculum and instruction at Ramona.

A graduate of Ramona is a woman of faith, a critical thinker, a communicator, a leader, and a well-rounded person. These five learning outcomes have been integrated into the curriculum and extra-curricular activities. Successful completion of each course helps to advance student acquisition of the learning outcomes. The most recent student survey, given to students in the spring of 2006, identified the types of assessments (in descending order) the students felt were most helpful to them in learning course content.

*Evidence collections*  
*Course outlines*  
*Course expectations*  
*Student survey*

Class discussions  
Multiple-choice tests  
Group presentations  
Essays  
Short essay tests

Power Point presentations  
Individual visual presentations  
Labs  
Debates  
Self-designed projects  
Role-playing  
Research papers  
Outlines

The results of assessments are also used to determine where areas of Ramona's program need improvement. Resources are allocated to all departments to enable teachers to provide the best learning environment. Departments meet and submit budget proposals based on these needs. Funding from the Federal No Child Left Behind program is also available to departments.

*Computer lab*  
*Library resources*  
*Room 103*  
*Science computer lab*  
*Art tables*

Major resources have been committed to expand the use of technology on campus. Computers in the computer lab have been replaced with new ones and the 21 computers in the library have been upgraded. Technology resources in other areas have been upgraded also. A wireless Internet system is now in place in some classroom buildings and new technology courses have been added to the curriculum to enable students to utilize technology more effectively. Power School, an on-line grading and communication system, is now in place allowing students and parents access to grades. Teachers post assignments and communicate with students and parents through PowerSchool. A variety of computer software programs is available to students such as Word, Power Point, Excel, and Photo Shop for use in completing class assignments. With the completion of the new science building in 2008, additional technological resources will become available.

## **Areas of Strength**

1. Low student-teacher ratio
2. Dedicated faculty committed to professional growth
3. High expectations for all students
4. Close communication between faculty and students
5. Regular department meetings to discuss curriculum and assessment.
6. Small school size allowing for easier communication among faculty and with students.
7. Ease and frequency of interactions between departments
8. Commitment to a wide range of honors and AP classes.
9. Student input into curriculum
10. Commitment to develop technological skills of students and faculty.
11. Financial support for professional development.
12. Library staff and services

## **Areas for Growth**

1. Use of assessment to evaluate and improve student achievement of learning outcomes particularly in the areas of math and reading
2. Examination of curriculum and teaching methodology to incorporate current research on learning and 21<sup>st</sup> century learning outcomes
3. Supervision and mentoring of new teachers

## CATEGORY C

### SUPPORT FOR STUDENT SPIRITUAL, PERSONAL, AND ACADEMIC GROWTH

#### C1. CAMPUS MINISTRY/COMMUNITY BASED SERVICE LEARNING

**To what extent do students grow as persons of faith through appropriate and meaningful experiences of prayer, liturgy and community-based services learning?**

The mission and philosophy of Ramona Convent Secondary School stress the development of each student as a woman of faith who can demonstrate an understanding of the Catholic faith and heritage, who can develop and explain her own spirituality while respecting other belief systems, who will share her time and talents with others through service, who will identify and act against injustice and prejudice, and who can apply moral and ethical values to decision making.

Ramona students have numerous opportunities to grow as women of faith through a variety of faith-empowering experiences. Each morning there is televised daily prayer. Student Council meetings, athletic competitions, many school-wide assemblies and functions also begin with prayer to ask God's guidance and assistance or to simply remind the community that God is ever-present in our midst. All Theology classes begin with prayer. Students from all faith backgrounds are welcome to lead prayer, and willingly embrace this opportunity to educate their fellow students.

*Theology  
Department  
handbook*

*Campus Ministry  
handbook*

Students have an opportunity to worship as a community in school-wide Eucharistic liturgies as well as Paraliturgical experiences conducted in the classroom. Weekly community-wide prayer services are offered during the Seasons of Lent and Advent in the Chapel. Liturgical celebrations at Ramona flow from an understanding of the need for community-wide prayer and the centrality of the Eucharist in Catholic life. Although Ramona does not have a priest, there is a full-time Deacon who is a member of the Theology Department and is available to assist with the five Liturgies and Paraliturgical services.

Priests from the surrounding parishes are invited for planned Liturgies to celebrate with our community. A team of 15 students, in conjunction with a Campus Minister, chooses the theme of the Liturgy, adorns the worship space, prepares worship aids, and serves in the various needed ministries such as Lectors, Servers, Eucharistic Ministers, Cantors, Choir, and Ministers of Hospitality. Students who have already been confirmed or are in their second year of preparation are eligible to be trained as Eucharistic Ministers. School liturgies are also enhanced by the Chamber singers who provide the Cantor and choir for Masses. Sacred music is a key part of the vocal repertoire of our vocal ensembles. Eucharistic Ministers, Lectors, Server, and Cantors receive training in

*Campus Ministry  
handbook*

their respective ministries during the school year. Students in the Junior High Dance class provide liturgical dance at appropriate Eucharistic celebrations during the year. Liturgical dances performed by grade seven and eight students include their own choreography. As is appropriate with the age group, students are consistently encouraged to participate in the sacramental life of their parish community, especially the sacraments of Reconciliation and Confirmation.

In keeping with the charism of Ramona's founders, the curriculum and co-curricular activities offered at Ramona are designed to challenge students at all levels, not merely the academic. Students in all classes at all levels are expected to abide by the standards of respect and fairness that are rooted in the Gospel. At least 80% of the student body voluntarily sign the Honor Pledge and agree to abide by the Honor Code.

*Parent-Student Handbook*

*Honor Code*

Students are challenged in Social Studies classes to identify injustices that have occurred throughout history (i.e. Manifest Destiny, the Holocaust, Japanese Internment camps, war, ethnic violence, and so on). Further analysis and reflection on these subjects occur in English classes. Music, Art and Art History classes draw on the long tradition of Catholic art and music. Students in science classes learn the importance of responsible stewardship (ecology) and the consequences of pollution and waste. In addition, debates on germane issues such as bioengineering and genetic alteration are held in the classroom. Health and Physical Education stress the importance of caring for one's body and developing a healthy life style. Theology classes for all grades offer opportunities for prayer and theological learning on both the theoretical and practical levels. Students also act as retreat leaders in carrying out the theme and activity of all retreats.

*Socials Studies, Science and Physical Education Handbooks*

Drawing on the rich tradition of sponsorship by the Sisters of the Holy Names of Jesus and Mary, Ramona has consistently recognized the importance of communication with God and the need to translate the language of the gospels into tangible acts of service. Leadership and service opportunities are linked to both curriculum and co-curricular activities.

Class curriculum activities and projects include:

*Theology Department handbook*

- Scripture Values class, where a three-hour service project is completed in groups of three,
- The Holyland Democracy Project,
- Social Justice class where ten hours of individual service is completed,
- The Junior High Theology program where a project is completed during grade eight,
- The school wide Lesotho Drive conducted through all Theology classes.

Service is also an integral part at the co-curricular level and it is through groups like the National Honor Society, the Associated Student Body, Key Club, The Book Buddies Literacy Outreach, and The Campus Ministry Team that many of these service projects are planned and later implemented.

*School and club  
calendars of  
activities*

Co-Curricular projects and activities include:

- National Honor Society, House of Ruth Project, volunteering at L.A. Foodbank
- Pennies for Patients, and Breast Cancer Awareness
- Book Buddies, school-wide collection of books for Juvenile Hall
- Key Club sponsored participation in AIDS and Breast Cancer walks.
- Earth Club, beach clean-up
- The SEA club, Students for Environmental Action project
- Student Council, Christmas tree decoration and giving project
- Junior High, peer-tutoring
- Marguerita School tutoring: A group of 10-15 students tutor elementary school students (K-8) at our neighborhood public school. The program takes place one day a week for an hour after school.
- Campus Ministry: With the collaboration of all Theology classes, an annual Thanksgiving basket drive takes place for the needy of St. Anthony Church in San Gabriel. On average, 20-40 families are served each year by this drive.
- Campus Ministry: Again, with the collaboration of the Theology Department, toys are collected from both students and faculty by students and then taken to an Alhambra Toys for Tots Drive center.
- Ramona Choir: The Ramona Choir has performed on several occasions at the Scripps Kensington Retirement Home.
- Campus Ministry Student Team: This group of students assists the campus ministry with the numerous activities i.e. liturgies, retreats, drives, collections... that take place throughout the year. They are actively involved in the planning and implementation of all Campus Ministry duties.
- Lesotho School wide Drive: Collections of funds to assist the Holy Names sponsored schools in Lesotho, Africa.
- Associated Student Body, Pennies for Patients: Each year the student council conducts a drive to collect pennies for cancer patients.
- Prayer/Reflection Group: This group is led by Mr. Vanhoof and meets for the sole purpose of prayer and reflection.
- Link Leader Orientation Team

Giving service is highly valued in the Ramona Community. Although service hours are not required for graduation from Ramona, many students self report through Theology class and Campus Ministry that they are actively involved in service at school, parish, or community.

Students also have access to a wide array of individual service opportunities. These service opportunities are posted and updated regularly on the Ramona website at the Service Online link.

*Ramona web site*

In addition to individual service opportunities offered through the school, Ramona Convent students can be found serving the community in many ways, including the following:

*Service surveys*

- teaching literacy through the LAMP literacy program,
- volunteer coaching of local youth sports teams,
- volunteering at area hospitals,
- Individual service in their parishes as Lectors, Altar Servers, Cantors, Confirmation group leaders, retreat leaders and Eucharistic Ministers.

Student-initiated and school-wide drives give students the ability to see beyond their own lives and reach out with compassion to others.

Students at Ramona are consistently challenged to make the Gospels come alive in the community. Through service, students discover the heart of the Gospel message and by performing service experience lived faith. Given the inherent stresses of teenage years and the rigorous academic program at Ramona, our students exercise exceptionally generous stewardship of their time and talents.

Service Awards are given annually to students from every grade who demonstrate outstanding community service and who go well beyond expectations.

Recognizing the importance of time spent with others and God, Campus Ministry offers on- and off-site retreat experiences that foster the growth of a person-centered, Catholic Christian community within the school. All students in all grades are invited to participate, regardless of their religious background. Any student who cannot afford retreat fees is given a scholarship so she may attend. Retreats are fully supported by the Administration; budget allocations provide for the busses. Retreats generally consist of testimony, reflection, group activities, discussions, and prayer directed toward facilitating student growth in self-understanding, faith journey, her changing and developing relationships with God, peers, and family. Faculty and parents are an integral part of the retreat at all levels in different capacities.

- The junior high retreat is an overnight on-site experience centered in fellowship and prayer, led by eighth graders with the collaboration of a faculty member. Additionally grade 8 has a three-day intensive off-site retreat experience which focuses on team building, personal challenge, reflection, and community.
- The ninth grade overnight retreat is also on campus and focuses on sisterhood and community- building. This retreat is led by upper-class women.
- The sophomore retreat is an all-day, offsite retreat experience held at the de Paul retreat center in Montebello. It is student led under the guidance

of a campus minister.

- The junior retreat traditionally has been a one-day off-site retreat focusing on the importance of friendships and the need to depend on others and God. Retreats prior to the senior year build to the senior experience called KAIROS or “an opportune time.”
- The KAIROS retreat is a three-day off-site retreat for Grade 12. As many as ten additional faculty members assist with supervision, participate in groups, and sometimes give talks. KAIROS is student led and conducted in both group and individual discussions that allow students to reflect on who they are as a person and as a Christian. Groups of students share and discuss, reflect and forgive, followed by reflection and planning for the future.

It is through opportunities for prayer, service, collaboration and retreats that Ramona Convent strives to develop a true woman of faith. Helping students grow in spiritual depth and moral strength is a central part of our mission and school-wide student goals..

## **C2: STUDENT CONNECTEDNESS CRITERION**

**To what extent are students connected to a system of support services, activities and opportunities within the school’s community of faith that meet the challenges of the curricular-co-curricular program in order to achieve the expected learning results?**

There is a strong correlation between student achievement of the school-wide learning outcomes, personalized student support services, and opportunities for student growth at Ramona. The student support structure is backed up by an effective administrative counseling program which addresses the personal and academic needs of the students, the college application process, and a comprehensive referral service to meet any student need. It is strengthened by an extensive program of curricular and co-curricular programs including athletics, student government, and student initiated activities. There are several programs in place that address character development, leadership, and personal responsibility. Further support is provided by several academic support services, teacher/student contacts outside the classroom, and a wide variety of strategies to develop students’ connectedness. All of these areas are explained in greater detail below.

*Parent newsletter*

*Faculty handbook*

The administrative structure provides three full-time and three part-time administrators to oversee all areas of school life. In addition to the President, Principal, and Finance Officer, there are the Vice-Principal for Student Affairs who oversees the school’s discipline program, a Dean of Studies who is responsible for the master schedule, students’ information systems (PowerSchool), and student schedules, and a Director of Student Activities who is responsible for all student government and organizations. This structure allows each administrator adequate time to monitor closely her/his respective area and

provide more personal student contact. There are weekly administration meetings and regular faculty meetings that facilitate communication and smooth operation of all services.

Ramona's counseling program is implemented by three full-time counselors with the support of the Administration. Each student is assigned to one of the counselors who then assist the student with academic counseling (at least two meetings per year to review academic progress, assist with scheduling and or obtain college guidance), personal counseling as needed, referrals to outside professionals when necessary, and individual, classroom, and small-group college counseling. The college counseling program has become more comprehensive and an additional number of sessions on the college process have been added to the sophomore and junior level.. The school year begins with a 9-12 grade guidance assembly for introductions and expectations.

*Guidance  
department  
handbook*

- In addition to the two personal meetings with the counselor on academics and scheduling, seventh graders attend a one-day seminar on friendships and community. They also participate in a workshop that uses the COPS Junior interest inventory and are given guidance in building a resume.
- In addition to the two personal meetings with the counselor on academics and scheduling, the eighth graders spend two days at an off-site location discussing values and building trust among friends and family. They are also given guidance on building a resume.
- In addition to the two personal meetings with the counselor on academics and scheduling, ninth grade students are given an opportunity to complete the COPS, a self evaluation and profile on Career Interests assisting with future high school course selection. That same day a guest speaker is brought in to discuss college preparation. Additionally they are given an opportunity to attend an orientation on Honors and Advanced Placement classes prior to Spring scheduling.
- In addition to the two personal meetings with the counselor on academics and scheduling, the Grade 10 Counselor makes classroom visits in the fall for a discussion on PSAT testing and standardized test preparation. During the spring students are taken to the technology lab to discuss the results of the PSAT and to complete online registration of programs for the purpose of assisting both students and parents with the college selection process. Grade 10 also meets one-on-one with their counselor just prior to scheduling; at this time all scheduling possibilities are discussed for the next school year. In the spring grade 10 also meets in small groups to take the "Career Game," which is used by the Senior Counselor for college placement.

- In addition to the two personal meetings with the counselor on academics and scheduling, the Grade 11 counselor makes classroom visits to discuss preparation for the PSAT and registration for the SAT and ACT. This is followed by group meetings in the guidance resource room to discuss college selection and eligibility while working to create a viable list of prospective colleges for application. Each January Grade 11 transitions to the Senior Guidance Counselor, who begins the one-on-one discussion regarding college applications, financial aid, and standardized testing results.
- In addition to the two personal meetings with the counselor on academics and college applications, the Grade 12 counselor meets with the senior class through classroom visits in the fall for extensive discussions on college selections, financial aid, standardized test results, career interests, application deadlines, and letters of recommendation.

At least one or all three counselors are always accessible if an emergency arises and a student's needs to see a counselor. Students have many opportunities to meet college representatives on campus and college campus tours have been added yearly, alternating between the Southern and Northern California area colleges. Career exploration is supported by the Work Experience Program on campus, by the Remarkable Women's Brunch, and, in the past, career seminars where students have the opportunity to meet alumnae and community members who discuss their college graduate experiences and careers.

Ramona Counselors belong to the Independent School Counselors' Support Group which provides opportunities for counselors to come together for guest speakers, referral information, and discussion of student issues.

Parents are provided with multiple opportunities for college information as the student advances through school. These opportunities are provided in the form of several parent evening meetings, mailings, and online services. The guidance Resource Room has recently been updated and provides college catalogs, testing information, FAFSA applications, Internet access, Scholarship opportunities, College Testing Preparation information, and other college/career references. Ramona Convent has endorsed the UCAN Standardized Test Preparation Group located in Alhambra and assists with the enrollment of students four times a year. Students who are placed on academic probation may be required to enroll in this test preparation program if the Academic Review Committee deems it necessary. The Administration and Academic Review Committee have seen significant improvements in the overall academic grade point average of students who complete the nine-week UCAN Program.

*Parent meetings on school calendar*

*Parent meeting handouts*

The guidance office also oversees the Advanced Placement Program and three years ago initiated an Advanced Placement/Honors Orientation for all students submitting applications to the Honors and Advanced Placement classes. As a result there has been an increase in the number of students who successfully

complete their coursework and exam.

This past summer the first Reading Development Program was held for students interested in improving reading comprehension and speed. This program was adopted after students self reported to the Guidance office a need to increase reading speed and comprehension. It was also an assessment made after standardized test scores indicated a decline or lack of improvement in the area of critical reading.

*Parent Newsletter*

The juniors are given a Guidance Evaluation form to complete at the end of the school year. This evaluation assists the Guidance Department with improvements and feedback on the services provided.

There is a wide variety of services for students that support classroom instruction. Teachers are available to give students individual help outside of class time. The Computer Lab is also available to students before and after school, during break and lunch, and a staff member is available during these times to provide technical support. . There is always a staff member in the Computer Lab when students are present. A Study Skills class is offered after school for students who wish to or are recommended to take it. The Library is open before and after school and is available throughout the day. There is a full-time Librarian and a full-time Library assistant to assist student, faculty, and staff. Student tutors from the National Honor Society and California Scholarship Federation provide one-on-one tutoring for other students.

*Faculty handbook*

*Academic Planner*

Student health is supported by specific instruction as part of the Physical Education class and the Department-sponsored series of women's health assemblies which select specific topics related to physical and or emotion well-being. Topics which have received special focus include HIV awareness, eating disorders, breast cancer awareness, heart disease, healthy relationships, stress reduction, decision-making, safety, and general health.

*Physical Education handbook*

*Assembly schedule*

There is a strong connection between the faculty and students at Ramona through a variety of opportunities outside the classroom. Teachers attend student assemblies, games, concerts, plays, and are often participants in these events as well (assemblies, talent show, Coffee House Night) They are available before and/or after school to provide individual help in their subjects. Ramona faculty frequently plan overseas excursion opportunities for students. These trips are offered to provide various cultural opportunities for Ramona students in countries such as Spain, France, Italy, England, Ireland, Greece, Japan, and Canada.

There is a consistent effort to support students' connectedness through activities and publicity. Many students on every grade level are involved in student government through an elected office, appointed membership in the President's Council (which is actively involved in the planning and execution of student activities), or through a club office. The daily news is completely student-run; student broadcasters announce school events and student accomplishments

*Daily news broadcast*

include video clips of recent activities. The announcements close with a morning prayer. Student achievement, both academic and service, is recognized on campus through three Honors Assemblies; the Honors lists are displayed in an Honor Case located outside of the East Wing. Student Athletes are recognized annually at the Athletic Awards Banquet. Student artwork is displayed in the Library and in the hallway of Lower Dufresne. An annual student Art Show runs for several weeks in the Library and celebrates the artistic talent among all grades. Student achievement is also recognized on the Ramona website and in school publications such as the Newsletter sent to parents and *Ramblings*, a publication sent to all Ramona Alumnae and members of the Alhambra Community.

Co-curricular activities provide Ramona students with opportunities to develop and exercise their leadership skills. Link Leader Training provides the Student Council with options for leadership throughout the school community. The annual Link Program provides an orientation to all new students connecting them with an older student; about sixty juniors and seniors volunteer each year to train and prepare for this program.

Leaders are trained on the Ramona Campus the summer before they take office. Newly elected Class Officers are assisted in their position by the more experienced members of Student Council. There are many ongoing opportunities to hold positions of leadership: Ramona Student body, class, or club officers; team captains; or committee chairs for a variety of activities. New clubs are created by students and are based on student interest. The Science Department sponsors the Bridge Building Group, Robotics, and the Science Olympiad Team. These Teams participate and attend competitions on both the local and state levels. The Debate Team also participates in competitions on a local and city-wide level. The Harvard Model Congress is also a leadership opportunity conducted by the Social Studies Department and is held annually in Boston, MA. Students apply for the opportunity to represent Ramona Convent and must meet the academic eligibility criteria. The Honor Committee, which has initiated a Ramona Convent Honor Code, strives to permeate the campus community with a stronger sense of honor and integrity. Selected students are also trained by Campus Ministry as Retreat Leaders at the 10-12 grade level. The ASB officers and Student Council provide ongoing energetic and enthusiastic leadership. There are many traditional activities throughout the year as well as opportunities for new activities to be introduced. Traditional activities have included Welcome Week, Ramona's Birthday celebration, Spirit Week, Talent Show, and the Stress Buster Assembly.

*ASB constitution*

*Student Clubs*

Ramona's sports program strongly supports the development of a well-rounded person. Junior high students can participate in a variety of competitive local teams for volleyball, basketball, and softball when there are enough students to form a team. On the high school level there are eight varsity teams (volleyball, basketball, softball, soccer, track, swimming, tennis, and cross country). There are five J.V. teams (volleyball, basketball, soccer, swimming and cross-country) as well as two 9<sup>th</sup> grade teams in volleyball and basketball. Students also have the

*Sports schedules*

opportunity to take elective classes in Conditioning/ Fitness, Dance, and Art of Dance.

The diversity of the Ramona community is seen in the student body, faculty, and staff. Many of the students are bilingual and about one-third of the students speak a language other than English at home. This cultural diversity is embraced and seen as one of the strengths of Ramona. Cultural clubs such as the Asian Cultural Awareness Club, Hispanic Society, Japanese Sakura Club, the Filipino Barkada Club, and French club are open to all students. The Talent show, Cinco de Mayo, dia de los muertos, Lunar New Year, and the special Music Center cultural presentations are popular campus cultural celebrations for all. *The fact that over 80% of the student body feel that Ramona is the “right school” for them, and over 85% say that the racial and ethnic groups at Ramona “get along well together” is strong evidence that all students are respected and valued.* The success of all Ramona programs is attested to by the fact that over 90% of Alumnae surveyed would choose to send their daughters to Ramona.

*Student Council and club activities*

### **C3. PARENT/COMMUNITY INVOLVEMENT CRITERION**

**To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school’s established support system for students?**

Ramona has developed and improved a wide range of strategies to improve communication with parents and the wider community and to ensure their support as an integral component of the school’s support system for students.

Ramona makes every effort to keep parents informed and to keep lines of communication open. The school publishes a yearly Parent-Student handbook which contains complete information on the school philosophy, policies, academic and grading system, and behavior expectations and discipline procedures. Parents and students must sign that they have read and are aware of this information. Course Expectations sheets distributed at the beginning of every yearly and semester class outline class expectations, topics covered, class grading system, and relation of class objectives to the expected learning results. The Principal and Academic Counselors communicate with parents regarding academic issues; they send letters of Academic Probation and hold parent conferences when necessary. The vice Principal for Student Affairs communicates with parents regarding behavior and conduct. In addition the three counselors are available to facilitate communication regarding student academic and personal needs. Conferences with parents may be scheduled on an as-needed basis. Use of Ramona e-mail has increased open communication between teachers and parents.

*Parent-Student handbook*

*Academic Planner*

*Parent Newsletter*

*Ramona’s website*

*Course expectations*

Other ways information about Ramona is shared with parents include the Ramona website where all pertinent news is constantly updated and can be accessed from

home and the school-parent PowerSchool program that offers parents an opportunity to view their daughter's grades at any time throughout the year, providing a venue for teachers, counselors, administrators, and parents to keep lines of communication open.

A monthly newsletter is still mailed out and continues to provide parents with a written form of updated school events, academic, athletic, and service honors. The newsletter will be available online as of the January/February 2008 issue. Alumnae, parents, and the wider community also receive the *Ramblings* newsletter, published four times a year. The school marquee outside of the gym at the Ramona Road entrance provides parents with specific information and dates. An automated phone message is used for reminders, special events, and opportunities. Additional ways parents receive specific information about school programs and policies as well as academic and behavioral expectations are Parent Visit Days, Back-to-School Night, College Information Night, Progress reports available online at mid-quarter, and report cards mailed out at the end of each quarter and then again at the semester. Parents are encouraged to communicate with teachers and administrators through email or through the voice mail information service. Parent satisfaction with these procedures for communication is seen in their responses to the Parent Survey.

Parent support and involvement is central to Ramona's effective support system for students. Parents are invited to visit classes on Parent Visit day, which is held once a month. Parents are invited to be a part of the Parent Advisory Committee, where they have input on school policies and matters relating to their daughters. Through this group they receive information on school planning and direction, events, and budgetary matters. Although the number actually participating in this group is small, the results of the Parent Survey indicate broad satisfaction with Ramona's program. Efforts are made each year to publicize the committee and to encourage more parents to attend. The automatic telephone message system reminds parents the week before each meeting is held. Parents are also encouraged to join the Parent Activity Committee where they can plan parent activities and assist with school events. This group plans the Father-Daughter Dinner Dance and the Remarkable Women Brunch. They assist at registration, Open House, the Annual Ramona Auction Dinner-Dance, Senior Mother-Daughter Tea, the Music Department's Madrigal Dinner and New Parent Meetings as well as help with mailings and public relations occasions. Parents of athletes support Ramona's athletic program. Parents provide needed support by chaperoning school dances and field trips and assisting at games, retreats, concerts, and plays. Another vital component of parental support consistent with Ramona's philosophy is the Parent-To-Parent covenant wherein parents who choose to, sign a covenant with other Ramona parents to chaperone actively parties held in the home specifically to prevent the use of alcohol or drugs and to be willing to communicate with parents of invited guests. Parent satisfaction is seen by responses in the Parent Survey.

Ramona recognizes the primary role of parents in their daughters' moral

development and implements strategies to strengthen this role. Parents are encouraged to support the retreat program, and it is evident that they do recognize the importance of the retreat program through their comments and high rate of student attendance at retreats. Parents of ninth graders are encouraged to participate in the Parent-Teen-forum, one of the sessions in the ninth grade retreat held at the beginning of the year. Parents of seniors make it possible to meet the cost of the KAIROS retreat and parent attendance at the “Welcome Back” ceremony has increased each year.

Parents are welcome to attend school-wide liturgies throughout the year. One of Ramona’s highest goals is to help students develop character and become women of honor and integrity. At the beginning of every school year, students are encouraged to sign the Honor Code pledging to maintain high standards of honesty and integrity in all facets of school life. As a sign of their support, parents are also encouraged to sign the Honor Code.

Community involvement has also provided valuable programs that strengthen the support system for students. Ramona has established close ties to the wider community through a variety of community involvement opportunities such as Special Olympics, Key Club, Rotary, and Interact. These projects and activities have supported the growth of Ramona students as leaders, well-rounded individuals, and women of faith; they have given the people outside of Ramona an opportunity to come to know the quality of Ramona’s student body. Employers have often called the school to fill job openings because experience has proven to them that Ramona students are responsible, reliable, and able to work well with others.

Ramona has made use of other community resources that are integral to the school’s established support system for students and faculty. The *No Child Left Behind Federal Program* funds are utilized school wide for services such as professional growth workshops, conferences, professional memberships, supplemental teaching materials, parent awareness materials, student textbooks, workbooks, guidance materials, library books, database subscriptions, and technology.

Ramona also receives support and furthers its interaction with the wider community through two Open Houses each year. Parents, Alumnae and community members have provided integral support for Ramona students through the Work Experience program, as speakers at the annual Career Day/Health Issues Day, and as class and assembly guest speakers. Recent guest speakers to classes include the Mayor of Monterey Park, a Rabbi, a Councilman from Hacienda Heights, President and founder of UCAN Test Prep Center, and a member of the Sisters of the Holy Names who is the director of Outreach and Social Justice. Field trips provide students opportunities to make use of community resources and make the community more aware of Ramona students. In recent years, field trips have been taken to the Huntington Library, Museum of Tolerance, Norton-Simon museum, Nixon Library, an Orthodox Church, Los

Angeles Cathedral, LACMA, the Los Angeles Holocaust Museum, a Jewish Temple, and a Catholic Church. Other events which link the Ramona community to the civic community include the Annual Golf Tournament, the Library Author Seminars, the Annual Art Department Student Art Show, Ramona Summer Camp for Kids, the Volunteer Appreciation Dinner, and the Walk-A-Thon.

**Areas of Strength:**

1. Counseling department, including three full-time counselors who see students for academic counseling and for other student concerns
2. Outstanding library services
3. Opportunities to improve standardized testing skills through programs such as UCAN SAT Prep, Reading Development class, AP orientation
4. Faculty support for clubs and student interests
5. Number of students who serve as Eucharistic ministers, lectors, and servers at liturgies
6. Expectation of student service

**Areas for Growth:**

1. Leadership training for students involved in co-curricular activities
2. Student input and involvement in planning co-curricular activities
3. Service program that will increase individual and participation

# CATEGORY D

## RESOURCE MANAGEMENT AND DEVELOPMENT

### D1: RESOURCES CRITERION

**To what extent does the school demonstrate responsible stewardship?**

**To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's philosophy and mission and student achievement of the expected learning results?**

Responsible stewardship for our resources is a priority at Ramona. It is demonstrated by the delegation of responsibilities and control, the establishment and retention of a knowledgeable staff, and the development of policies and procedures of reconciliation and control of assets. The Board of Trustees, the school Administration, the Department Chairs, and the faculty are involved at appropriate levels in the analysis of expenditures and the development of the school's budget. These activities ensure that resources are available to sustain the school's programs and are effectively used to advance the school's mission and philosophy and to achieve the expected learning results. The school's current curricular offerings and graduation requirements provide students with a superior Catholic college preparatory education.

*Articles of Incorporation*

*By-Laws of the Board of Trustees*

The ultimate responsibility for the resources of the school lies with the Board of Members appointed by the Leadership Team of the Sisters of the Holy Names of the U.S.-Ontario Province. They have delegated stewardship of the school's resources to the Board of Trustees, which meets five times a year. The Board assumes responsibility for the overall governance of the school, including financial oversight, strategic planning, development, and the performance of the President. The Board of Trustees has several standing committees: Executive, Finance, Land and Buildings, Development, Marketing, Planned Giving, and Board Development. Ad hoc committees are established as needed.

*Organizational Chart: Board of Trustees*

*Board Committee Descriptions*

*Board of Trustees Minutes*

The Finance Committee meets five times a year and is responsible for monitoring all financial activity of the school and making recommendations on financial matters to the Board of Trustees. They review the monthly financial reports prepared by the Finance Office, including the balance sheet, operating statement, and statement of cash flow. Such reports also include an analysis and commentary on any receipts or expenditures that vary from the budgeted amount. Additionally, the Finance Committee assists in the formulation of the school's annual operating budget and recommends the annual tuition levels, as well as salaries and benefits for the faculty and staff. They review the performance of the school's investment portfolio, meet at least annually with representatives of Payden and Rygel and Christian Brothers Investment Services, and establish investment policies. The Finance Office, staffed by three people, is responsible for the day-to-day business affairs of the school. The Financial

*Finance Committee Minutes*

*Monthly Reports*

*Reports from Payden and Rygel and Christian Brothers Investment Services (CBIS)*

Officer is responsible for all aspects of financial management, including accounting, finance, and human resources. The Accounts Receivable Assistant manages the tuition billing data base, receives tuition payments, posts financial aid or other credits to the student accounts, and processes billing statements. The recent change to the ACH debit system for receipt of the student tuition is one clear example. Using this method has ensured more timely payments of the tuition and has resulted in less cash on hand in the office and fewer trips to the bank. Furthermore, students have not been carrying checks or large amounts of cash with them in order to make the payments. The bookkeeper processes vendor invoices and purchase orders, prints the checks, and processes deposits from development and other departments. The Finance Committee has developed efficient policies and procedures to ensure responsible stewardship of the school's resources.

*Staff Handbook: Job Descriptions*

The business affairs of the school are further supported by the Development Department, which raises additional funds for the daily operational budget of the school as well as special projects. The department's efforts are directed toward securing support from the school's constituencies: parents, alumnae, faculty, and the wider community.

*Activities Binder*

Donations are solicited for the annual fund, scholarships, special events, and various projects. Grants are also written to secure larger donations. Parents volunteer to help with the fundraisers during the course of the school year. The Director of Development has worked closely with the President in the current capital campaign to raise funds for the new science facility to be built in 2008.

One of Ramona's greatest resources is its highly professional and dedicated faculty, staff, and administration. Longevity statistics point to their commitment to the mission and philosophy of Ramona. The school is able to offer students exceptional learning experiences because of the diligence and commitment of the professional staff. Each academic department has a department chairperson who is responsible for overseeing the faculty assigned to that department, the department budget, and the curriculum offerings. Once department budgets are approved and finalized, the department chairperson is responsible for managing the implementation of the budget. Purchase orders are required for all purchases and must be signed by the department chairperson or the program director. The department chairs work closely with the principal in the screening, interviewing, hiring, and orienting of new teachers. To ensure the retention and hiring of qualified employees, the school regularly reviews the salary scale in relation to other comparable schools and has been able to give a 4% salary increase each year. A longevity bonus and faculty incentive grants have also been offered to faculty members.

*Department Budgets*

*Budget Forms*

Ramona's facilities are safe and well-maintained. The school has a Master Site-Plan as well as short range plans for the maintenance and improvement of the facilities. The facilities are adequate to support the current and expected future enrollment of students; the Master Plan does call for improved athletic facilities

and a performing arts center. These issues will be reviewed after the opening of the science building in September 2008. The Facilities Manager meets weekly with the President, Principal, and Financial Officer to discuss upcoming projects, facilities concerns, and long-range planning. There is a budget for the daily operation of the school as well as for capital repairs. Preventative maintenance receives outstanding attention in an effort to make efficient and effective use of the available resources. There is a five- and a ten-year plan for facilities upkeep, maintenance and renovation. This is reviewed and revised annually.

The school administration believes that exercising responsible stewardship in all areas ensures that we have the necessary resources to carry out the mission and philosophy of the school and to ensure student achievement of the expected learning results. The four levels of review - Administration, Finance Committee, Board of Directors, and Board of Members - ensure that there is a clear understanding of the financial statement and its impact on future decisions.

## **D2: RESOURCES PLANNING CRITERION**

### **To what extent do the governing authority and the school execute responsible resource planning for the future?**

The school has adopted a Master Plan for the improvement of the facilities and has a fifteen-year development agreement with the city of Alhambra. The first phase of this plan is the construction of a new science facility which will double the lab space available to our students. The building design and the implementation of a capital campaign to raise funds for the project were approved by the Board of Trustees in January of 2005. Site preparation began in the summer of 2007 and groundbreaking will be in January of 2008. The building will be ready for the start of school in September, 2008. Improvement of the athletic fields and construction of a performing arts building are the other major components of the plan.

*Master Plan*

*Weekly Reports from  
Facilities Manager*

*Development  
Agreement with the  
City of Alhambra*

To ensure that the facilities continue to be adequate to advance the school's mission, the Facilities Manager works with the school administration and the Land and Buildings Committee of the Board of Trustees to identify and prioritize immediate and long-term plant improvements. A five- and ten-year plan for on-going maintenance and repair of the facilities has been developed and is reviewed and revised regularly. The feasibility of undertaking various projects is also related to the development of the school's annual budget.

*Science Building  
Plans*

The school's budget is prepared each year with participation from faculty, department chairs, the school administration, and the Board of Trustees. The actual process begins nearly a full year before the budget goes into effect and is the basis for determining tuition. The current year's expenses and income are analyzed as budget projections are made. The Financial Officer prepares several

*Five and Ten Year*

scenarios with regard to salaries and tuition; these are reviewed by the Finance Committee of the Board and a recommendation is developed for the Board of Trustees. Throughout the ensuing months the budget is refined with input from various constituencies. Final budget approval is given by the Board of Trustees in September when the actual number of students is known and real salary figures are in place.

*Capital Expenditures Plan*

After the preliminary budget is approved and tuition is set for the following school year, each department is given general budget parameters and asked to complete individual budget requests. The Department Chairs are asked to meet with members of their departments to determine their budget needs for the following year. These are then submitted to the Financial Office. Department budgets and requests for equipment are reviewed by the President, Principal, and Financial Officer. The school has also approved a long-range technology plan which must be integrated into the annual budget. Once department budgets are approved and finalized, the department chairperson is responsible for managing the implementation of the budget using control documents such as purchase order requests and original invoices. While each Department Chair is expected to track expenses and receipts, the bookkeeper also provides regular monthly reports to each department as a further check point. The Development Department works with individual teachers and/or departments to write grant proposals for specific projects. Every attempt is also made to channel donations for special projects, equipment, or programs through the Development Department so that they can be correctly recorded and acknowledged before being allocated.

*Technology Plan*

*Monthly Reports from Bookkeeper*

*Grant Proposals Binder*

The action plan developed at the time of the last WASC accreditation has served as a guide for institutional advancement for the last five years. The Development Department has placed strong emphasis on enhancing the annual fund through the creation of the *Blue Ribbon Circle* (donors who give at least \$1,000/year), expansion of a strong parent pledge program which has outstanding parent participation, and increased alumnae support both in terms of the number of donors and the amount of donations. In 2001-2002, the average alumnae donation was \$133; in 2006-2007, the average was \$271. Although our enrollment is less than it was five years ago, the total amount of parent pledges is greater. In 2001-2002, the total amount raised in parent pledges was \$188,464; in 2006-2007 it was \$202,690. An annual scholarship appeal has been initiated; in 2007-2008 proceeds from the *Remarkable Women Brunch* will be allocated to scholarships. Each year a number of grants are also written to solicit foundation support for scholarships. Some efforts have been made in the area of planned giving; however, staff limitations have made it impossible to exert consistent efforts at this time. The Mother Marie Rose Legacy Society was established in 2003 and currently has fifteen members. The hiring of an Alumnae Coordinator has also enabled us to relate more effectively to our graduates and to use more modern and effective ways to provide for the needs of the alumnae constituency.

*2001-2002 Self Study Action Plan*

*Blue Ribbon Circle Brochure*

*Monthly Development Reports Audited Financial Report*

*Alumnae Activities/Mailings Binder*

*Mother Marie Rose Legacy Society brochure*

The marketing component is beginning to be addressed more effectively with the

designation of a staff person responsible for public relations and communications and the establishment of a Marketing Committee composed of faculty and staff, parents, alumnae, and representatives of the wider community. At the committee's suggestion, the school has implemented a mass e-mailing system (*Constant Contact*) to communicate with the current parents and alums as well as to prospective students. Additionally, an instant phone messaging system (*NTI*) is in place for contacting parents and alums. The school's website is also becoming an effective marketing tool as well as a source of information for parents, students, alums, and other interested persons. The Development Department and the Finance Office are also investigating the possibility of an interactive website that could be used for donations, registration for events, etc. The past year has seen an increased emphasis on new strategies and the creation of a consistent and more colorful image for print materials. Consistent efforts have been made to keep Ramona's name before the wider community through articles in newspapers, attendance at community events, participation in Rotary and Chamber of Commerce, and hosting civic events here on campus. Attempts are made to use local vendors where it is cost effective and appropriate and to solicit support for our events from local businesses.

*Marketing  
Committee Agendas*

*Marketing  
Materials:  
Banner, Folder,  
PowerPoint  
Presentations,  
Half Day Visit  
Forms*

*Marketing Materials  
Newspaper articles*

*Events Binder*

In addition to the daily operation of the Development Office, the school has been engaged in a capital campaign to raise \$4,000,000 for the construction of the new science facility. Considerable planning and the involvement of the total school community have been required to raise the necessary funds and to coordinate the fundraising with the actual construction. In March of 2007, the Board of Trustees determined that the funding was in place and approved moving forward with construction plans. Preliminary work was done in the summer of 2007, with actual construction of the building beginning in January, 2008.

*Capital Campaign  
Materials*

*Board of Trustees  
Minutes*

### **D3: SCHOOL FINANCE RESOURCES**

**To what extent are the school's financial resources adequate to fulfill its mission and programs?**

**To what extent are the school's financial operations conducted with integrity and in accordance with acceptable accounting practices?**

In keeping with our priority of responsible stewardship, Ramona has in place a comprehensive budget process which involves collaboration among faculty, department chairs, administration, and the finance office. Budgets are carefully reviewed to ensure proper spending priorities so that student needs are met. In the past five fiscal years, enrollment at Ramona has decreased and tuition has increased to compensate. Despite this, resources have kept pace with expenditures and inflation and we have not run a deficit budget in the past ten fiscal years. In response to the decline in enrollment in recent years, the school

*Budget Process/  
Forms*

*Audited Financials*

has launched an aggressive marketing program aimed at prospective students and their parents.

Enrollment in the junior high has fluctuated over the years. In an effort to analyze this phenomenon, a cost-effectiveness study was initiated by the Administration and Board of Trustees to explore the possibilities of either eliminating the junior high program or creating a two-tier tuition schedule to bring the costs of junior high in line with our feeder schools. The results of the study indicated that the junior high was not only cost-effective, but that it also subsidized other school operations. Furthermore, the class size of the junior high is much smaller than high school classes and the quality of the program offered to the students far exceeds that of our surrounding parochial schools, making it financially unsound for us to charge comparable tuition, even though we may be losing students with the higher tuition. Thus, neither proposal was adopted. Consistent with our mission of educating the whole person, all programs are given equitable consideration in terms of funding and expenditures. The largest line item in the annual budget is salaries and benefits for faculty and staff. Our salaries remain competitive with comparable schools, thus allowing a high faculty retention rate and ensuring a quality program.

As a non-profit Catholic school, we make it our priority to conduct our financial matters in an open and honest manner. The financial statements of the school are prepared on an accrual basis of accounting to conform with generally accepted accounting principles as applicable to non-profit educational institutions. The school is audited annually by a firm of independent certified public accountants which reports to the Finance Committee of the Board of Trustees. The independent auditors scrutinize every aspect of our financial operations and perform careful review of our internal fiscal controls. Any recommendations they make are implemented by the finance office. Each year the school has had a “clean” audit report. Once audited statements are approved, they are distributed to the Board of Trustees and other interested parties. Audited financials accompany grant proposals.

*Audited Financial Statements*

*Management Letters*

*Annual Reports*

All stakeholders may review our annual financial statements at any time. The Development Department publishes an *Annual Report* each year, which is disseminated to our various constituencies. In addition, all faculty, staff, and board members receive orientation regarding Ramona’s financial policies and procedures and are required to sign the “Code of Ethics for Financial Reporting” which specifies acceptable practices.

*Board Conflict of Interest Form*

*Code of Ethics Form*

Department and Program Chairpersons receive a monthly report of the activities of their departments, enabling them to monitor their own expenses. The Finance Committee receives regularly monthly financial reports; these are reviewed in depth at the Finance Committee meetings and at the regular meetings of the Board of Trustees. Minutes of all such meetings are on file.

*Monthly Reports*

Ramona has comprehensive policies and procedures regarding the following:

- The budget process
- Reimbursements
- Disbursement of petty cash
- Disbursement of cash and checks to faculty and students
- Internal audits and monthly reconciliation of bank and investment statements
- Monthly reconciliation of development deposits
- NSF checks (notification to payee and follow-up for remuneration)
- Entering checks and bill pay
- Internal security procedures for the handling of cash
- Financial Officer’s review of all paid invoices and billing statements
- Monthly activity reports for department chairs, administrators and club moderators
- Checks above \$3,000, which require two signatures

*Finance Committee  
Minutes*

**D4: Enrollment Resources Criterion**

**To what extent are the school’s admissions policies and procedures consistent with its philosophy?**

**To what extent are the school’s marketing, recruitment, and public relations efforts effective in attracting qualified students?**

**To what extent is enrollment targeted to maintain effective and meaningful curricular and co-curricular programs that meet the philosophy and goal expectations of the school?**

The admissions policies and procedures are consistent with our mission and philosophy because decisions about acceptance are not solely based on test scores and grades, but rather on the whole person. Students are selected from qualified applicants based on the following criteria:

*Admissions  
Policies*

- Scholastic achievement as indicated by a transcript of grades
- Personal qualifications as reported by a teacher or counselor
- Satisfactory scores on placement test or similar evaluation
- Satisfactory citizenship and attendance as demonstrated by school records and recommendations.

Applicants who meet these criteria are also interviewed in person by a member of the Admissions Committee before a final decision is made. The interview not only gives Ramona a chance to assess the applicant, but also provides an opportunity for the student and her parents to ask questions in order to become better acquainted with what the school has to offer. Ramona’s eighth graders are admitted to the high school program under the same process, although they do have the advantage of being better known to the committee. Ramona accepts

*Interview Forms*

students whose standardized test scores typically fall in the middle range as well as in the high range. Ramona takes great pride in noting how well those students perform on advanced placement examinations, tests which measure achievement, skills, and critical thinking in specific subject areas instead of general ability. Each year a number of students are also accepted provisionally – pending successful completion of their eighth grade year and Ramona’s summer school program. This gives the student a chance to prove that she is willing and able to handle Ramona’s curriculum.

Ramona Convent Secondary School admits students of any race, color, national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. The school does not discriminate on the basis of race, color, national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school-administered programs.

In the 2006-2007 academic year a broad-based Marketing Committee consisting of administrators, staff, alums, parents, and board members was established. The committee’s goal has been to aid in attracting qualified students to Ramona and to make the school more widely known in the surrounding communities. The initial task involved immediate marketing needs. At their suggestion some changes were made in the plans for Open House and Half Day Visits. Parents have become more involved in our marketing efforts and made personal calls to various Christian schools in designated areas where we have not recruited before. Subsequently, the committee spent the spring planning for the current recruitment season by helping to redesign our admissions folder and our school presentation. The presentation boards were redesigned. A tall banner was also printed for display at various high school nights. In addition to recruiting students through schools and parishes, we are also contacting employers in the area to help us advertise by allowing us to place Open House fliers on community service boards in lunch rooms.

*Marketing  
Materials*

*Open House  
Advertisements*

Information about Ramona appears regularly in a variety of newspapers around the San Gabriel Valley. The President has been the guest speaker at three local Rotary Clubs. Our students have also been recognized for their accomplishments within the Alhambra civic community. Again, these efforts increase Ramona’s visibility within the local community.

The Recruitment Coordinator makes visits to various elementary schools and junior high schools in the area in an attempt to increase interest and awareness about Ramona. During the 2007-2008 academic year the Recruitment Coordinator attended twelve high school nights and made daytime visits to ten elementary schools. The Recruitment Coordinator works with Ramona student and faculty volunteers to present facts about the school, field questions, and present other information via a PowerPoint presentation. In addition, Ramona provides several opportunities for prospective students to tour the campus and participate in Ramona-sponsored events, such as the Ramona Challenge. These

have been good vehicles for increasing interest in the school.

Ramona's tuition and fees are relatively low by private school standards, but many of our families find this obligation increasingly difficult to meet. We believe that lack of financial means should not prevent qualified students from attending Ramona, and we appeal to our community partners through our Scholarship Program.

Both returning and new students are eligible to apply for scholarships and/or financial aid awards. Academic and citizenship records are considered in awarding scholarships and financial aid. Except for approximately \$20,000 reserved for Merit Awards for incoming freshman, all scholarships and work-study grants are need-based. The amount of money given in scholarships/financial aid has increased each year from \$165,000 in 2001-2002 to \$300,000 in 2006-2007. Enrollment is targeted to maintain effective and meaningful curricular and co-curricular programs. The enrollment target for each freshman class is 135 students. In recent years, enrollment has decreased; however, this has not affected the school's ability to provide meaningful curricular and co-curricular programs that meet the philosophy and goal expectations for the school. Efforts are being made to provide support for school programs from funds other than tuition. The *Parent Pledge Program*, alumnae donations, Ramona's investment portfolio, and various fundraising programs continue to generate a broader base of support.

Students must re-apply each year for financial aid. Scholarships are given to students whose grade point average is 3.0 or above; financial aid (work-study grant) is given to students with grade point averages below 3.0. Students who are on academic or citizenship probation are not eligible to receive financial assistance. Student records are reviewed each quarter to ensure they continue to qualify. We evaluate the success of our financial aid program in terms of the scholastic, leadership, and service accomplishments of the recipients.

In long-range planning, an effort has been made to keep tuition affordable for the community we serve. While tuition has increased each year, so has the amount of financial aid made available. Approximately 25% of the students attending Ramona receive financial aid.

*Schedule of High School Nights/Recruitment Visits*

*Ramona Challenge Information*

*Tuition Schedule*

*Parent Pledge Program*

*Financial Aid Procedures/Applications*

*List of Scholarships and Financial Aid Recipients*

*Scholarship and Financial Aid Night Materials*

## **D5. DEVELOPMENT RESOURCES CRITERION**

**To what extent has the school an effective development/fundraising program that is consonant with the school philosophy?**

**To what extent is there evidence of development planning?**

Primary responsibility for the school's development/fundraising program resides with the President and Director of Development. Over the last five years, the school's fundraising program has become more focused and effective as is reflected in the money raised, the greater participation, and the increased awareness of the school and opportunities for support. The school's fundraising program is in accord with the school's philosophy to provide a Christian environment in which young women develop "academic excellence, spiritual depth, personal integrity, and leadership skills," since all funds raised go for this very purpose. The money raised through the annual fund goes to support the school operating budget (which is not completely funded through tuition). Other funds go for a designated purpose such as scholarships or the capital campaign, both of which contribute to providing a quality Catholic education for the young women enrolled here.

With the exception of the walkathon (held twice to raise funds for the science building), student fundraisers (classes, clubs, student council) are coordinated through the Director of Student Activities and are calendared in such a way as not to conflict with each other. While some student fundraisers directly benefit the class or club and support their other activities, most of Student Council's fundraisers are for outside charitable causes – again making students aware of the needs of those around them and of their responsibility to make the world a better place.

The goal of the development efforts has been to involve a broader spectrum of our school community. Over the years, we have seen an increase of parents, faculty and student participation in our events. While the successes of each year challenge us to raise more money the next, our program has been successful in establishing a spirit of community and collaboration. In an effort to involve parents in the school, their input has been sought via the Parent Advisory Council, activities committees, and the parent newsletter with regard to various issues. Similarly student input has been sought through homerooms and student council. Decisions have been made based upon this input and have helped to foster a positive, respectful climate within the school.

The action plan for resources developed six years ago for WASC has provided the overall guidelines for our development program since then. While it has been modified each year and new strategies implemented periodically, the overall goals have remained constant:

- To increase the amount of money raised through the annual fund to provide more substantial support for the school's operating budget
- To raise additional funds for scholarships and financial aid
- To explore additional avenues of fundraising which would involve parents and students
- To initiate a capital campaign to fund the science building
- To increase public awareness of Ramona

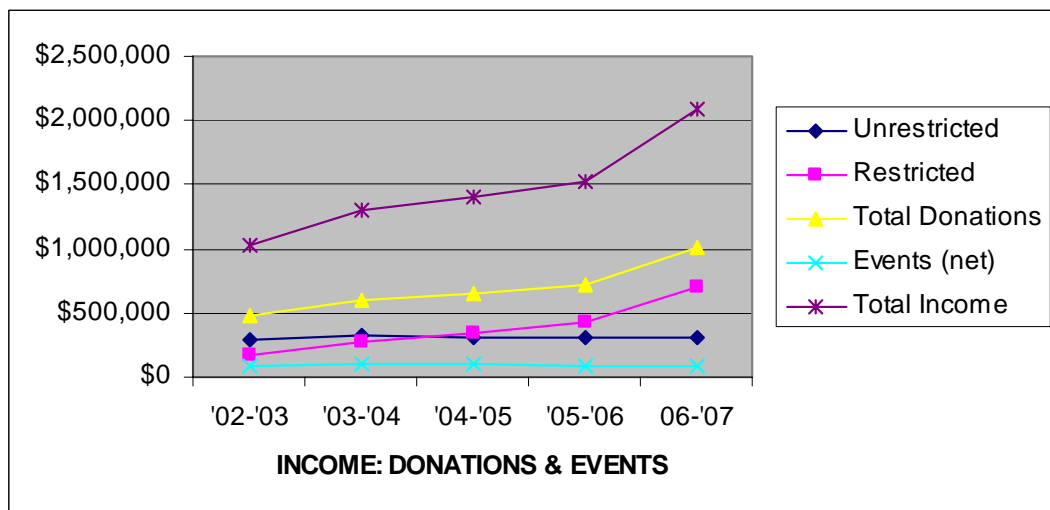
Each year, the staff of the Development Department has a retreat/planning day in order to give quality time to establishing goals and priorities for the following year.

At this time the calendar for the year is determined; fundraising events and activities are established with budget, goals, and timelines determined for each one. Records from previous years are also considered in the planning effort. This Development Plan is also presented to appropriate Board committees and to the full Board of Trustees. The Director of Development and the President meet weekly to monitor the progress of various projects and to refine future planning. The Development Department staff also meets weekly.

*Development  
Procedures Binder*

As each event is planned, a complete budget is prepared, committees and tasks allocated, and progress monitored via e-mail and committee meetings. Events are calendared in such a way as to maximize returns by considering what else parents are being asked to contribute to and what other school events are taking place. Procedures are established for contacting and paying outside vendors, for collecting and recording donations and reservations, and for promptly acknowledging all gifts. At the close of the event, it is evaluated both by the staff and by the committee and notes kept for the following year. Periodically, administrators, staff, parents, and board members do an overall analysis of the year's events to determine if any major changes should be made. Changes have been made based on input. Two recent examples of this are the decision to hold the auction/dinner dance on campus and the change the format of our spring brunch to a *Remarkable Women* event with the proceeds benefiting the scholarship fund.

*Parent Newsletters*

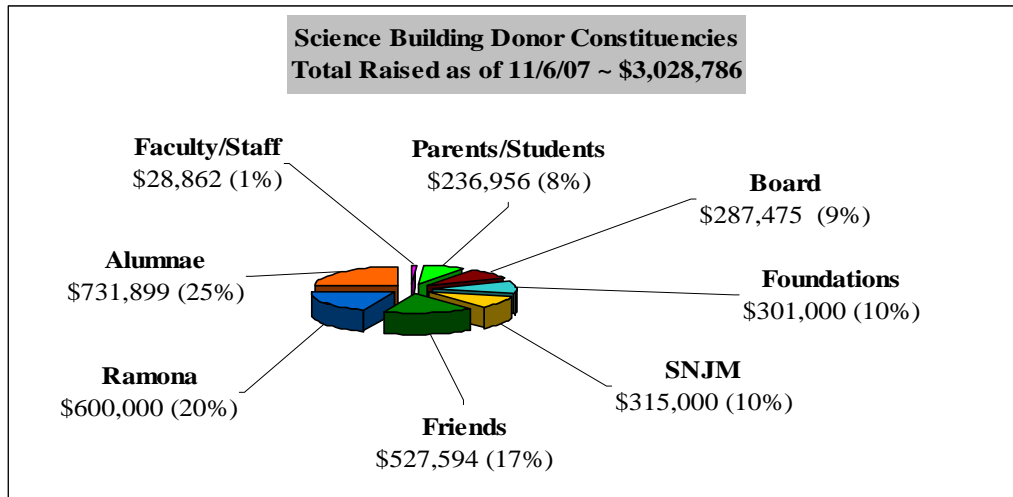


Similarly, other fundraising activities such as the annual fund, the calendar raffle, and the scholarship appeal are calendared, goals, timeline, budget determined, and progress monitored. Carefully prepared and analyzed reports have enabled us to be much more focused in our mailings and have resulted in a higher rate of return.

Both the annual fund appeal and the scholarship appeal have been further supported by follow-up phone-a-thons. The Director of Alumnae Relations, who has major responsibility for preparing these mailings, works closely with our printer to design attractive and cost effective mailings. In collaboration they have developed attractive but less costly mailers.

*Mailings Binder*

In addition to the normal school fundraising events and activities, the President and Director of Development have committed a high percentage of their time and energy to the *Vision and Commitment* campaign for the new science building. Again in contacting individuals and in mailings, efforts have been made not to conflict with other projects. Our donors have been very generous, and there has not been a decline in the annual fund because the capital campaign is in progress. Different constituencies have been contacted about the capital campaign at different times. More work has been done with individuals or small groups. Faculty, students, and parents have participated in the capital campaign effort, along with alums, friends, and foundations.



The Development Department has also made increasing use of our website to advertise events and giving opportunities. We have also noticed that each time the *Ramblings* is mailed, there is an increase in phone calls and e-mails from alums to report news, inquire about an article, plan a reunion, or make a gift. The Development Department and the Financial Officer are investigating the possibility of a more interactive website that would allow for on-line registration for events as well as donations.

**Areas of Strength:**

1. Responsible management of the school's finances with multiple layers of accountability.
2. Safe, well-maintained facilities provide an attractive learning environment for students.
3. Highly professional and dedicated administration, faculty, and staff.
4. Building Master Plan which provides direction for future growth in facilities.
5. Institution of the Blue Ribbon Circle, as well as an increase in the number and amount of donations to the annual fund.
6. Support of the *Vision and Commitment* campaign for the new science facility.
7. Clearly articulated development plan, policies, and procedures for the department.

**Areas for Growth:**

1. Advancing the next two phases of the building master plan by attracting donors.
2. Raising additional funds for scholarships
3. Increasing the annual fund through stronger participation in Planned Giving and special events.
4. Developing new areas and strategies to market Ramona in order to increase enrollment.

**Growth Area Action Plan #1: The school will define, achieve, and retain the optimal size(s) and composition of a student body that enables it to carry out its mission.**

**Rationale:**

- To respond to changing demographics, economic trends, and educational needs
- To attract qualified students who will attain learning goals
- To continue to provide a challenging and diverse academic program
- To continue to maintain ethnic, social and economic diversity among our students
- To maintain the financial vitality of the school
- To provide a broad and appropriate co-curricular program

| Task  | Personnel Responsible                            | Resources   | Timeline        | Means to Assess Improvement   | Means to Report  |
|---|--|---|-----------------|---|--|
| 1. Reconsider admissions policies and practices in light of school philosophy, mission and goals<br>a. Determine desired qualifications of prospective students<br>b. Examine Admissions Committee structure and revise as needed | <i>Admissions Director</i><br><br>Administration | Philosophy<br>Mission<br>School Profile<br>Learning Outcomes<br>Entrance Test results | April-Fall 2008 | Minutes from discussion of admissions policies<br>Presentations made to faculty and Board of Trustees<br>Fewer enrolled students on probation | Publish admissions policies and practices<br>Recruitment Materials |



| Task   | Personnel Responsible  | Resources  | Timeline                            | Means to Assess Improvement  | Means to Report   |
|--|--|--|-------------------------------------|--|---|
| <p>3. Develop new areas and strategies for marketing and public relations</p> <p>a. Create and maintain a consistent image in print and internet materials</p> <p>b. Use electronic communication effectively and efficiently</p> <p>c. Host additional on-campus events for various constituencies such as grandparents, alums, and former parents.</p> <p>d. Investigate new ways to involve alums with our students</p> | <p><i>President</i></p> <p>Principal</p> <p>Director of Public Relations</p> <p>Faculty</p> <p>Marketing Committee</p> | <p>Involvement of Board of Trustees</p> <p>Development Staff</p> <p>Marketing Committee</p> <p>Parent and Alumnae volunteers</p> | <p>Spring 2008</p> <p>Fall 2009</p> | <p>Number of visits to web site increased</p> <p>System to collect emails</p> <p>Use of electronic communication</p> | <p>Reports to Board and faculty</p> <p>Faculty discussions</p> <p>Ramblings</p> <p>Parent newsletter</p> <p>Summer School bulletin</p> <p>Recruitment materials</p> |

| Task  | Personnel Responsible  | Resources  | Timeline                                | Means to Assess Improvement  | Means to Report  |
|---|--|--|---|--|--|
| <p>4. Broaden recruitment activities and school community involvement in them.</p> <ul style="list-style-type: none"> <li>a. Seek additional school communities that have not been targeted or visited.</li> <li>b. Experiment with programs that might draw prospective students to campus.</li> <li>c. Consider additional summer school programs that might appeal to 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> graders.</li> <li>d. Increase contact with local businesses to draw new families</li> <li>e. Use data more effectively from students who choose not to enroll.</li> <li>f. Analyze potential impact of name change</li> </ul> | <p><i>Director of Recruitment</i></p> <p>Principal</p> <p>Faculty</p> <p>Marketing Committee</p> <p>Parent Advisory Board</p> <p>Parent and student volunteers</p> | <p>Existing activities to build on</p> <p>Faculty, parent and student involvement</p> <p>Budget resources</p>  | <p>March-Sept 2008</p> <p>Fall 2008</p> | <p>Expanded contacts and activities</p> <p>Decrease in students who choose not to enroll</p> <p>Increase of students from new sources</p>              | <p>Reports at faculty and Board meetings</p> <p>Newsletter</p> <p>Summer School bulletin</p> <p>Marketing committee minutes</p>                  |
| <p>5. Increase annual fund</p> <ul style="list-style-type: none"> <li>a. Increase membership in established donor societies</li> <li>b. Promote alternative forms of giving such as online, matching gifts, e-scrip. etc</li> <li>c. Increase alumnae involvement/participation</li> </ul>  | <p><i>Director of Development</i></p> <p>President</p> <p>Development Department</p> <p>Finance Committee</p>  | <p>Increase in Giving over past eight years</p> <p>Increased contact with Alumnae</p> <p>Development staff</p> | <p>Fall 2008</p>                        | <p>Increased income for annual fund</p> <p>Additional members in donor societies</p> <p>Increase in alumnae giving</p> <p>Ability to donate online</p> | <p>Finance reports to Board, Faculty, Administration council, Parent Advisory Board</p> <p>Ramblings</p> <p>Parent newsletter</p> <p>Website</p> |

| Task  | Personnel Responsible   | Resources   | Timeline           | Means to Assess Improvement   | Means to Report  |
|---|---|---|--------------------|---|--|
| <p>6. Increase funds for scholarships</p> <ul style="list-style-type: none"> <li>a. Promote the establishment of endowed scholarships</li> <li>b. Designate a special event's proceeds for scholarships</li> <li>c. Solicit additional foundation support</li> <li>d. Increase alumnae involvement/participation</li> </ul>   | <p><i>Director of Development</i></p> <p>President</p> <p>Development Department</p> <p>Alumnae Director</p>        | <p>Established relationships with various Foundations</p> <p>Development Department</p> <p>Successful Grant applications</p> <p>Board of Trustees</p> | <p>Spring 2008</p> | <p>Financial reports indicate increased funds</p> <p>Increase in aid given to students</p> <p>New scholarships funded</p> | <p>Finance Committee reports</p> <p>Scholarship awards</p> <p>Ramblings</p> <p>Parent Newsletter</p>               |
| <p>7. Increase funds procured by major fundraising activities</p> <ul style="list-style-type: none"> <li>a. Evaluate mailing lists and implement a more focused mailing approach</li> <li>b. Increase sponsorship of major events</li> <li>c. Increase parent participation in major events</li> <li>d. Reduce mailing cost by using e mail more effectively</li> </ul> | <p><i>Coordinator of Special Events</i></p> <p>President</p> <p>Development Department</p> <p>Parent volunteers</p> | <p>Increase in parent volunteers</p> <p>Development Department</p> <p>Dedicated parents, friends, and alumnae</p>                                     | <p>Spring 2008</p> | <p>Increased funds and participation from events</p> <p>Increase in event sponsors</p>                                    | <p>Finance Committee Minutes</p> <p>Ramblings</p> <p>Parent Newsletter</p> <p>Reports to the Board of Trustees</p> |

**Growth Area Action Plan #2: The school will examine, evaluate, and develop the academic program, taking into consideration assessment, research, current and future needs of our students, curriculum development, and teacher mentoring and professional development.**

**Rationale:**

- To prepare students to achieve the learning goals more effectively
- To prepare students to achieve the skills they need for college and beyond
- To be able to support students who do not achieve
- To support and develop further the professional skills of teachers

| Task  | Personnel Responsible   | Resources  | Timeline  | Means to Assess Improvement  | Means to Report  |
|---|---|--|-----------|--|--|
| 1. Review administration structure with specific attention to curriculum development and teacher mentoring Evaluate and update current job description <ol style="list-style-type: none"> <li>a. Identify duties related to curriculum development and teacher mentoring</li> <li>b. Research administrative models</li> <li>c. Determine an effective allocation of personnel to carry out the school mission</li> </ol> | <i>Principal</i><br>President<br>Administration<br>Faculty<br>Board of Trustees | Experience of current administration and faculty<br>Department and faculty meeting time<br>Consultation with regional high schools and SNJM schools<br>Salary for new position | Fall 2008 | Updating of job descriptions<br>Identification of curriculum and mentoring duties<br>Affirmation or redesign of administration<br>Office and salary allotment for new position | Administration minutes<br>Board of Trustees minutes<br>Write up of administration job descriptions<br>Updated administration chart |

| Task   | Personnel Responsible  | Resources  | Timeline                            | Means to Assess Improvement   | Means to Report   |
|--|--|--|-------------------------------------|---|---|
| <p>2. Revise department structure and curriculum committee to improve the curriculum and advance the school's mission</p> <ul style="list-style-type: none"> <li>a. Define tasks that need to be accomplished</li> <li>b. Create options for accomplishing the tasks</li> </ul>  | <p><i>Person responsible for curriculum</i></p> <p>Principal</p> <p>Department Chairs</p> <p>Faculty</p>                             | <p>Experience of current chairs, administration and faculty</p> <p>Stipends for Department Chairs</p> <p>Models from other diocesan schools and the SNJM network</p> | <p>Fall 2010</p>                    | <p>Department chairs minutes</p> <p>Faculty discussions</p> <p>Department minutes</p> <p>Presentation of alternative organizational plans</p> <p>Affirmation of current structure or revision</p>   | <p>Parent newsletter</p> <p>Revised website</p> <p>Presentations to faculty and faculty discussions</p> <p>Revision of faculty and department handbooks</p> |
| <p>3. Develop consistent, data-based means to evaluate student progress toward school-wide learning goals</p> <ul style="list-style-type: none"> <li>a. Gather, analyze, and maintain all standardized testing results so that it can be used to assess student progress</li> <li>b. Determine which standardized testing results give the best information about student progress and school curriculum</li> <li>c. Determine a way to have current students and graduates assess their attainment of school-wide learning goals</li> </ul> | <p><i>Person responsible for curriculum</i></p> <p>Principal</p> <p>Faculty</p> <p>Department chairs</p> <p>Curriculum Committee</p> | <p>Paper and online testing information</p> <p>Clarity of philosophy, goals and learning outcomes</p> <p>Technology and the personnel to assemble the data</p>       | <p>Spring 2010</p> <p>Fall 2010</p> | <p>Plan to collect, store and evaluate data</p> <p>Data available online</p> <p>Use of data to evaluate the program</p> <p>Use of current standardized testing or change in tests</p> <p>Assessments of current students</p> <p>Assessment of graduates</p> | <p>Minutes to faculty</p> <p>Newsletter</p> <p>Alumnae surveys</p>  |

| Task   | Personnel Responsible  | Resources  | Timeline         | Means to Assess Improvement   | Means to Report   |
|--|--|--|------------------|---|---|
| <p>4. Develop consistent, data-based means to evaluate curriculum offerings in light of the school's mission and student learning needs for the 21<sup>st</sup> century</p> <ul style="list-style-type: none"> <li>a. Integrate attainment of learning goals into course evaluations</li> <li>b. Evaluate current courses and adopt any new courses using the standards of learning goals and schools mission</li> <li>c. Track and survey graduates to assess their preparation for college and beyond</li> </ul>   | <p><i>Person responsible for curriculum</i></p> <p>Principal</p> <p>Faculty</p> <p>Department chairs</p> <p>Curriculum Committee</p> | <p>Department and faculty meetings</p> <p>Existing program and goals</p> <p>Access to online surveys</p> <p>Students</p> <p>Email access to Alumnae</p>  | <p>Fall 2010</p> | <p>In-service on 21<sup>st</sup> century learning needs</p> <p>Affirmation and/or revision of curriculum offerings</p> <p>Revised course evaluations</p> <p>Alumnae surveys</p>   | <p>Faculty meetings</p> <p>Curriculum booklet</p> <p>Curriculum Committee minutes</p>   |
| <p>5. Develop a plan to mentor new teachers and assist continuing teachers with professional development</p> <ul style="list-style-type: none"> <li>a. Identify the information and skills that the school considers essential for new faculty</li> <li>b. Identify the role and responsibility the mentor as well as the responsibilities and accountability of the person being mentored</li> <li>c. Determine the school's expectations for faculty development and professional growth</li> <li>d. Create a process to plan for faculty in-services</li> </ul> | <p><i>Person responsible for curriculum</i></p> <p>Principal</p> <p>Faculty</p> <p>Department Chairs</p> <p>Curriculum Committee</p> | <p>Release time for mentoring</p> <p>Release time for workshops/conventions</p> <p>Funds for workshops/conventions</p> <p>Experienced and dedicated faculty</p> <p>Funding for in-services</p> | <p>Fall 2010</p> | <p>Faculty discussions</p> <p>Department Chairs minutes</p> <p>Publication of a plan for mentoring</p> <p>Materials for schools' expectations and mentoring plan for new hires</p> <p>Policy for professional development</p> | <p>Faculty meeting discussions</p> <p>Faculty handbook</p> <p>Handbook for new faculty</p> <p>Timeline for planning in-services</p> |

