On behalf of the Board of Trustees, I am delighted to share the 2017-2018 Annual Report with our St. Paul's Episcopal School community. Our mission at St. Paul's is to prepare students to be confident and skilled learners, cultivating in them a sense of purpose, and inspiring them to be generous and active citizens.

Inspired by our students and our mission, the Board turned its attention last year to articulating the community’s shared vision for St. Paul’s, which resulted in the ratification of our School’s strategic plan, Spark 2022. The plan identifies three interconnected pillars upon which we will set the course for the future: (1) Academic Excellence, (2) Diversity, Equity, and Inclusion, and (3) Institutional Stewardship.

In order to take steps toward the future we envision for our students, we must invest in our people. Attracting and retaining exceptional faculty and staff members is an essential aspect of Institutional Stewardship and, as such, we have recently prioritized our commitment to providing competitive salaries.

The St. Paul’s community offers tremendous gifts of time, talent, and financial support to sustain the School, and the unique qualities of our parents, staff, alumni, and friends contribute immeasurably to building a successful future. I applaud the efforts of each individual in this amazing community as we work tirelessly to realize the vision for St. Paul’s that we collectively hold. Thank you for all that you do, and for your support of the School.

With warm regards,

Jennifer C. Haas
Chair, St. Paul’s Board of Trustees

Mood Detector, Bouncing Back, Calm Tone. These are a few of the People Power Skills in the St. Paul’s lexicon, terms that deepen connections between us when we need them most. These concepts help to foster a learning environment that places our human similarities at the center of our dialogue.

People Power Skills identify common behaviors with a shared vocabulary. For example, Mood Detector refers to the active practice of empathy: students flex this “emotional muscle” by asking others how they feel, reading facial expressions and body language for cues. They learn through this practice to tap into the feelings of other people, and to respond with kindness. They begin to incorporate concrete skills to their learning toolkit, shaping how they communicate and work together. As they mature, their ability to build healthy, respectful relationships is critical to their success in Service Learning programs on campus and in the City of Oakland.

The power of bringing people together informs the St. Paul’s experience and has been part of our ethos since the School’s founding. A school’s academic program is strengthened by close relationships within its professional community. Our professional development program is now structured in a way that teachers and staff can not only take on new leadership roles but also engage across grade levels and exchange best practices with their peers.

This year’s Annual Report offers sights and stories from life at St. Paul’s. The Annual Fund—your impact—funds our teaching culture, which supports the fantastic diversity of our students and families. We would not see such growth and depth of meaning without your generosity. Thank you.

Josh Stern
Head of School
During the 2017-2018 school year, St. Paul’s faculty were awarded grants (see chart: Professional Development 2017-2018) to support excellence in curriculum development. This year’s recipients illustrate the alignment of the teaching and learning experience at St. Paul’s with our Portrait of a Graduate: A Model of Academic Excellence. These professional development grants—which are made possible by the generosity of Annual Fund supporters—enrich the experience of our faculty who in turn create richer, more meaningful experiences in the classroom.

At a Glance: “Pod Project”
An exemplary academic grant in action

Project Goal: To provide teachers in the Lower School and Middle School with a clear structure for collaborating with peers to improve student learning outcomes.

Context: St. Paul’s Strategic Plan, Spark 2022, identifies institutional stewardship as one of three pillars supporting the future health and growth of the School. In order for our community to thrive, we must invest in the people and systems that support our program. During the summer of 2018, the grant-funded project “Pod Teacher Growth and Evaluation Model” created an infrastructure for more effective communication between faculty members, across disciplines and grade levels.

While it seems obvious that peer-to-peer discussion on best practices results in stronger methodology and more effective planning, it is not always easy to create those opportunities for connection between teachers. The demands of the regular work day (and all the work that goes into planning for it) can make it difficult to carve out space for reflection and analysis. With this in mind, the leaders of the “Pod Project” set out to invest in honest and supportive discussions between peers.

What did this process look like “on the ground?”

1. Each teacher participating in the “Pod Project” identified an aspect of their work that they wanted to change or improve. These were primarily related to curriculum design and learning outcomes, and assessed through the lens of St. Paul’s Portrait of a Graduate.

2. Participants articulated a measurable goal in their chosen area, outlining what resources—including time—would be needed to achieve the goal.

3. Participants met with their respective pod teacher leaders (one pod leader in the Middle School, and two pod leaders in the Lower School) to discuss their stated goal, and to brainstorm teaching strategies and activities that would be most useful in meeting the goal.

4. Participants learned observational protocol and reviewed another teacher’s goal before joining that teacher’s class for one or two observational sessions.

5. Following the classroom visit, peers shared purposeful feedback with the observed teacher.

6. All participants reflected on feedback received and documented (through journal writing) key learnings and new insights related to their own teaching. Using these key learnings, they identified and implemented changes to curriculum.

This process was designed to be an ongoing feedback loop and peer-based support structure for St. Paul’s teachers. As our faculty implement changes to their methodology, they also continue to collect and document student data and classroom observations. Through this cycle, they are able to reflect on what has been effective, and what additional changes might be needed to further enhance learning outcomes and the student experience.
Professional Development
2017-2018

The Annual Fund helps to support the professional development of our faculty and staff. Thank you!

Mini Grants

Service Learning
Max Fox, Rebecca Carmona, Tony Bald

K-2 Spanish Evaluation
Riana Hensel, Jaime Vallar

Math Website
Rebecca Malick, Ryan Faulkner, Deb Lira

First six weeks of school:
Responsive Classroom/People Power Skills
Wesley Allen, Maria Rincón, Kate Foley, Paula McAndrews

Music Service Learning
Rebecca Malick, Jessie Turner

Connecting People Power Skills to Service Learning
Hannah Michahelles, Rachel Parrish, Robin Taylor-Fabe

Advising Program
Paul Meyer, Rebecca Malick

Art Website
Sanjay Vora, Ashley Rodriguez-Reed

Fourth Floor Identity: Curricular Connections & Portrait of a Graduate student work displays
C.J. Lee, Julius Hampton, Eric Hooper, Nicole Mills, Robin Taylor-Fabe

Pod Teacher Growth & Evaluation Model
Karen Compise, Maria Rincón

St. Paul’s Original Composition Song Catalog
Annie Mertz, Susan Fetcho

Conferences

Project-Based Learning
Max Fox

Structured Word Inquiry Institute
Andy Scroggins

Responsive Classroom
Nicole Toliver, Hannah Michahelles

EdTech Summit
Tracey Coxgrove

Bridges to Mathematics
Nicole Toliver, Andy Scroggins

Gymnastics Class
Shay Williams
During the 2017-18 school year, parent engagement was a focus for the St. Paul’s community. Nearly 150 parent volunteers stepped into activities and leadership roles, serving on committees including Parent Education, Care, Fundraising, and Infusion (our Diversity, Equity & Inclusion group).

The Parent Association (PA) hosted meetings and events with local educators, engaging our community around issues facing our children, and providing a deeper educational experience at St. Paul’s. We hosted parent workshops with Girls Leadership, a viewing and discussion of “Growing Up Trans” and a safe technology workshop for parents.

PA committees were responsible for community outreach, organizing a successful coat drive for a local non-profit and gathering families for three Service Days that supported St. Paul’s Episcopal Church’s Food Pantry, the School’s Community Garden, and Earth Day. The Fundraising committee spearheaded a fabulously successful OakTown event, raising critical funds in support of the School.

Last Spring, we launched our “Windows In” series at open PA meetings, focusing on the St. Paul’s approach to mathematics and campus safety, and providing opportunities for discussion among parents, faculty, and administrators.

With warm regards,

Nikole Richardson
President, Parent Association
Save the Date

OAKTOWN 2019
April 6, 2019

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Making New Memories Tour: A Trip to Ireland to Explore our Roots, Music, and Language

Jessie Turner

Since I was a child, I’ve loved folk music. Traditionals from the United Kingdom and the new musical traditions born here and infused by spirituals, the blues, jug bands, and life in the Appalachian Mountains.

In November of 2015, we lost Will’s dad, and my husband Billy. I am grateful that the two passions that brought Will’s father and me together—music and language—have been solidly inherited by Will and enthusiastically pursued.

Our “Making New Memories” tour took us on a route through Ireland that encompassed numerous stays with Gaelic-speaking families in towns which featured traditional Irish music.

My curriculum has always been replete with music, whether in teaching a rhyme to impart a grammatical concept or new vocabulary or a song to enhance a cultural unit. These strengths in my teaching were enriched by our trip.

Will and I made many new memories in Ireland and we made many new friends whom I anticipate meeting again.

Thank you, St. Paul’s!

Local piper Christy Barry and his musical partner, violinist James Devitt, sit with Will at Mr. Barry’s home in Doolin, County Clare, Ireland.

Outside it poured, but inside we were sitting by a toasty fire eating salmon and brown bread, hearing hilarious stories and an edifying history of local trad from masters.
## 2017-2018 Financial Summary

### OPERATING REVENUE

**REVENUES**

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<th>Amount</th>
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<td>Investment Income</td>
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<td>Auxiliary Programs</td>
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### ANNUAL FUND DONORS

by Classification/Dollars

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*3% of Parent Giving is from Corporate Matching
† 3% of Grandparent, 3% of Parent and 2% of Parent of Alum Giving is from Donor Advised Funds
“It’s really great to have young people make observations, really get connected to the actual land that they live on and its history and then be able to make a positive contribution through knowledge—as well as through brute force—but also through knowledge that they create.”

-Katie Noonan, Lake Merritt Institute
**SPARK2022** envisions a St. Paul’s where students:
- are intellectually curious and engaged,
- become problem solvers of the future through community involvement, and
- know themselves, respect and appreciate the experience of others, and seek to understand the world around them.

1. **Lake Merritt** Lakebed trash removal
2. **Lake Merritt Institute** Weekly water quality data collection, reported to City of Oakland
3. **Lake Merritt Wildlife Sanctuary** Bird count, working with Cornell Lab of Ornithology curriculum and reporting to Department of Fish & Game
4. **Lakeside Park** Eighth graders provide companionship and service at Assisted Living facility
5. **The Gardens at Lake Merritt** School garden plot maintenance, yield to St. Paul’s Episcopal Church Food Co-Op
6. **St Paul’s Episcopal School** Waste management (recycle, compost, trash), planter boxes for pollinator host garden, Library Science
7. **St. Paul’s Episcopal Church** Weekly market and Food Pantry, students help pack bags for monthly food distribution
8. **Children’s Fairyland** Pollinator posse, working with horticulturalist
9. **Lincoln Square Park** City of Oakland egret and night heron re-location effort

**NOT PICTURED**
10. **Clausen House** Eighth graders assist adults with developmental disabilities
11. **Excell Health Care Center**
    - **CEI Berkeley PACE Center**
    - **CEI Downtown Oakland PACE Center**
    - **CEI Eastmont PACE Center**
    A group (9-15) of middle school students perform music spanning the gamut of American popular song (Gershwin, Rogers and Hart, etc.) and international songs including Cuban rap and French pop songs like La Vie en Rose

“The biggest thing is building community. Seeing how groups can work together for the betterment of the community and to bring harmony and peace. The different age groups are able to work together, and how we can find the time and the efforts for everybody to be working for the same cause. We’re like a big family. We’re like a big fruit bowl.”

-Reverend Carolyn Bolton, St. Paul’s Church
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June 10 - August 16, 2019

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