

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Mrs. Carolyn Coffey (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Christ Lutheran School (As it should appear in the official records)

School Mailing Address 311 S. Citrus Ave. (If address is P.O. Box, also include street address)

West Covina California 91791-2110 City State Zip Code+4 (9 digits total)

Tel. (626) 967-7531 Fax (626) 967-8513

Website/URL www.clswc.org Email cls@clswc.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Pastor Dennis Nelson (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name N/A Tel. (626) 331-5309

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date

Name of School Board President/Chairperson MR.TODD MACY (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: N/A Elementary schools
 N/A Middle schools
 N/A Junior high schools
 N/A High schools

 N/A TOTAL

2. District Per Pupil Expenditure: N/A
Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 27 Number of years the principal has been in her/his position at this school.
 N/A If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	16	16	32	7	27	17	44
1	18	12	30	8	15	16	31
2	15	17	32	9	N/A	N/A	N/A
3	20	11	31	10	N/A	N/A	N/A
4	14	17	31	11	N/A	N/A	N/A
5	15	10	25	12	N/A	N/A	N/A
6	10	15	25	Other	N/A	N/A	N/A
TOTAL STUDENTS IN THE APPLYING SCHOOL							281

6. Racial/ethnic composition of the students in the school:
- | | | |
|-----------|---|--------------------------------|
| <u>26</u> | % | White |
| <u>9</u> | % | Black or African American |
| <u>36</u> | % | Hispanic or Latino |
| <u>24</u> | % | Asian/Pacific Islander |
| <u>0</u> | % | American Indian/Alaskan Native |
| <u>5</u> | % | Other |

100% Total

7. Student turnover, or mobility rate, during the past year: 2%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	274
(5)	Subtotal in row (3) divided by total in row (4)	.0219
(6)	Amount in row (5) multiplied by 100	2.19%

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient

Proficient

Number of languages represented: 12

Specify languages: **Cantonese, Mandarin, Japanese, Spanish, Twi, French, Urdu, Vietnamese, Turkish, Arabic, Tagalog, and Hindustani**

9. Students eligible for free/reduced-priced meals: 3%

9 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 0 %
 0 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> 0 </u> Autism	<u> 0 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 0 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 0 </u> Specific Learning Disability
<u> 0 </u> Hearing Impairment	<u> 0 </u> Speech or Language Impairment
<u> 0 </u> Mental Retardation	<u> 0 </u> Traumatic Brain Injury
<u> 0 </u> Multiple Disabilities	<u> 0 </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> 0 </u>
Classroom teachers	<u> 11 </u>	<u> 3 </u>
Special resource teachers/specialists	<u> 0 </u>	<u> 0 </u>
Paraprofessionals	<u> 0 </u>	<u> 10 </u>
Support staff	<u> 5 </u>	<u> 3 </u>
Total number	<u> 17 </u>	<u> 16 </u>

12. Student-“classroom teacher” ratio: 1-16 (281 Students / 17.5 Teachers & Aides)

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97%	97%	96%	97%	96%
Daily teacher attendance	97%	97%	97%	96%	95%
Teacher turnover rate	0% 0 Teachers	7% 1 Teacher	7% 1 Teacher	14% 2 Teachers	14% 2 Teachers
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Christ Lutheran School is a K – 8 school located in West Covina, California. Our mission is to provide an environment where a high expectation for student achievement is facilitated by ensuring that a standards-based curriculum promotes the success of all learners. The school's student population consists of 26% White, 36% Latino, 24% Asian, 9% Black, and 5% Middle Eastern. The school focuses on fulfilling its mission of providing Christian education by emphasizing student attainment of the adopted state standards, the gospel of Jesus Christ, and love and service in the name of Christ.

Christ Lutheran School exists as an educational mission of Christ Lutheran Church. A highly qualified teaching staff is dedicated to providing the highest quality Christian education and encourages each student to grow to his or her potential as contributing members in our technology based democratic society. All eleven full-time teachers possess a state teaching credential, and six will have completed their master's degrees by June 2003. The school is accredited by the Evangelical Lutheran Education Association (ELEA).

Christ Lutheran School supports and encourages a strong partnership between parents and educators. Ninety-nine percent of parents attend parent-teacher conferences and ninety-six percent attend events such as Back-To-School Night, Open House, and the annual Science Fair. Parents and staff collaborate on various committees to address educational goals. These include curriculum and instructional committees, interview committees, facilities committees, multicultural focus groups, school board, and Parent-Teacher Fellowship. All classrooms have a parent liaison to assist in the coordination of various activities and home-school communications. Weekly and monthly newsletters serve as primary sources of communication between the school and home. Parents receive weekly packets, which include assessed student work and notification on their child's progress. Consistent open communication between parent and teacher provides a team approach to meeting children's needs. Through this strong partnership, Christ Lutheran School supports the role of the family in the educational process.

Spiritually, students are encouraged to live the gospel of Jesus Christ by participating in numerous service projects. All classes present a biblical lesson at weekly chapel services and annually at church services. Students participate in community outreach programs to support children and adults at McKinley Children's Home, La Casa Preschool, Covina Villa Senior Citizens Center, Dream Fund Inner City Children's Fund, Williams Fire Relief Fund, Breast Cancer Research, and 911 Relief Funds.

Christ Lutheran School offers a rigorous, standards-based curriculum. All classes use currently approved state textbooks. Teachers use the adopted state standards to develop instructional goals and objectives. Standardized test data is analyzed to determine areas of strength and improvement. Weekly staff meetings allow for teachers and administrators to articulate curricular goals and monitor progress. Educational research that highlights instructional programs conducive to student learning is discussed as well. The principal, Mrs. Carolyn Coffey, was named a National Distinguished Principal by the National Association of Elementary School Principals and the U.S. Dept of Education for the year 2000.

In an effort to address the academic, physical, spiritual, and social needs of each child, activities are provided to nurture the affective domain. Outdoor education provides hands-on-learning experiences for all students in grade 4 – 8. This includes a trip to Sacramento and the Gold Country for the 4th graders, Astro-Camp for the 5th grade, focusing on the study of astronomy, Catalina Marine Instruction for 6th graders, Yosemite National park for 7th graders, and a trip to Washington, D.C. and historical points of significance for 8th graders. Student council provides leadership opportunities for students in grades 4 through 8. More than 75% of our students in middle school participate in after school sports. Christ Lutheran School is consistently ranked #1 in all sporting activities including volleyball, basketball, track, and cross-country, for both boys and girls.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Private Schools

A private school may be recognized as a *No Child Left Behind – Blue Ribbon School* in two ways. First, a school can be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance in the past three years in reading (language arts or English) and mathematics, and are achieving at high levels. A student from a “disadvantaged background” is defined as one having low socioeconomic status who is eligible for free or reduced-priced meals at the school or is identified by some other method determined by the school. At least 40 percent of the school’s total enrollment must be from low-income families, students with limited English proficiency, migratory students, or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*.

“Dramatically improved” is defined as an increase of at least one-half standard deviation over at least three years and includes the disadvantaged students as shown by disaggregated data. “High levels” is defined as student achievement at or above the 55th percentile on assessments referenced against national norms at a particular grade, or at or above the 55th percentile on state tests.

Second, regardless of the school’s demographics, it may be recognized if its students achieve at the highest levels, that is, if the school is in the top 10 percent of the schools in the nation in reading (language arts or English) and mathematics in the last grade tested, as measured by an assessment referenced against national norms at a particular grade or in the top 10 percent in its state as measured by a state test.

1. Report the school’s assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced against national norms at a particular grade. For formatting, use the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments and assessments referenced against national norms administered by the school. If at least 90 percent of the students take the SAT or ACT, high schools should include the data. If fewer than 90 percent of the students in the appropriate classes take the SAT or ACT, *do not report the data*. Limit the narrative to one page.

To measure students’ academic success, Christ Lutheran School administers the Stanford Achievement Test (SAT-9). All students in grades one through eight take the SAT-9 each spring. It is the policy of Christ Lutheran to test all students in order to receive a clear picture of student performance. This allows our school to analyze 100% of individual student scores as well as group scores for each grade level.

Christ Lutheran students clearly score in the above average range in all grades and in all areas tested on the SAT-9. As shown on the attached tables, testing data demonstrates that students build upon previous years’ successes and score at their highest levels in the eighth grade. In the 2001–02 school year, eighth grade students scored at the 83rd percentile in reading and the 87th percentile in mathematics. When compared to the national student percentile equivalent for the 90th school percentile, Christ Lutheran eighth graders exceed the Blue Ribbon qualifying score by eight and twelve percentile points, respectively. These scores would serve to validate that our students score within the top ten percent of schools nationwide in the areas of reading and mathematics, as well to ascertain that the curriculum at Christ Lutheran builds upon previous levels and that students demonstrate increased academic performance throughout their years at Christ Lutheran School.

In looking at the disaggregated test data for ethnic and racial groups, all groups score in the above average range. In grades sixth through eighth the total reading scores increase from the 75th percentile to the 83rd percentile. In math the total scores range from 81st – 87th. In disaggregating the test data, Hispanic students in these grades score in the 71st – 83rd percentile range in reading and 70th – 83rd in

math. Again, these scores would indicate that students build upon previous years success, and that Hispanic students are scoring within the range of the total students. Many of Christ Lutheran School's minority students come from families where English is not the first language of the home and, in fact, are learning English as a second language. At this time, Christ Lutheran School does not formally assess these students to identify them as English language learners (ELL); however, the school's curriculum and instruction team is taking steps to address this as it will provide administration and teachers with an identification of ELL students and the ability to disaggregate test data to better inform curricular and instructional needs.

Christ Lutheran School is proud of its instructional program. SAT-9 standardized testing clearly indicates that our students are meeting the expectations of a standards-based curriculum. Our school uses this test data to review and analyze the curricular program and to inform parents and the community of the standards-based educational program offered and implemented at this school.

- a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant (generally 10 percent or more of the student body of the school). Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.
- b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.
- c. Attach all test data to the end of this application and continue to number the pages consecutively.

For Public and Private Schools

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Leadership and long-range planning practices are employed to work with student performance data to analyze and diagnose the results of student achievement. Assessment data is received during the month of May giving teachers an opportunity to review individual student scores. The classroom is where teachers employ effective learning practices, which ensure high student performance. Teachers compare the student's previous and present year scores along with classroom assessments to assist students in meeting expectations. Throughout the month of June, classroom teachers meet with parents providing them with a summative evaluation of their child's assessment scores and making recommendations for intervention strategies or enrichment activities.

The most common measure of the effectiveness of any given instructional practice is student scores on standardized tests. A cross-section of data is examined to indicate future staff development needs both for individual teachers and the teaching staff as a whole. The administration also takes into consideration student academic growth when conducting individual teacher evaluations. Multiple measures of assessments are used to provide a continuum to the staff in order to improve student learning and achievement.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Christ Lutheran School promotes the success of all students by communicating with families and community members. Teachers review students' performance data and report this information to parents each quarter in the form of progress reports and report cards. Student performance is also shared with parents at regularly scheduled parent-teacher conferences in the fall and spring. Classroom work and assessments are sent home each Friday, along with the school's publication of the *Friday Forecast*. Quarterly assemblies are held to honor student academic and behavioral performance. Students are positively recognized and rewarded with certificates and ribbons. Through a partnership with Carl's Jr.

Restaurants, students qualifying for the Principal's Honor Roll are rewarded with a free lunch with the principal at Carl's Jr.

School-wide data from standardized testing is shared with all parents at the annual Open House held in May. Grade level results are shared, along with grade level and school-wide performance trends. This same information is sent to parents in the monthly school publication, *CLS Charger*. Testing data is also shared with the School Board, the Church Council and Parent Teacher Fellowship (PTF), as well as with the community at large through advertisements and articles in local newspapers and periodicals. Individual test results are shared with parents at spring conferences held in June. The entire school community understands and acts on the mission of the school as a standards-based educational system.

4. Describe in one-half page how the school will share its successes with other schools.

Christ Lutheran School shares its successes with other Lutheran schools through regularly scheduled meetings of the Evangelical Lutheran Education Association (ELEA). Student performance data is shared, as well as curriculum development based on utilizing multiple assessment measures to enhance student learning. Thirty-eight Lutheran schools in southern California are members of the ELEA, which oversees the curriculum implementation at member schools through the accreditation process. School assessment data is presented, as well as various program highlights from each school.

Christ Lutheran also shares its success with public schools through participation in Covina Valley Unified School District's Parent Advisory Council and Categorical Program meetings. As with the ELEA, student performance data is shared at regularly scheduled meetings. A focus of these meetings has been on student achievement and aligning the curriculum to California's content standards.

Christ Lutheran School is proud of its accomplishments and continues to strive to increase achievement for all students. Through our work with the ELEA and the Covina Valley Unified School District, we not only share our successes, but work with other educators to influence policies and procedures that benefit students and support the improvement of teaching and learning.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

Christ Lutheran School’s curriculum is academically rigorous and based on state adopted standards with the adopted textbooks used in all content areas. The curriculum encompasses the areas of reading/language arts, mathematics, science, history, social science, religion, Spanish, physical education and computer education.

The reading/language arts curriculum at Christ Lutheran School balances a traditional, systematic, skills based approach with a rich literature program. All facets of the English language arts are addressed through instruction in reading, writing, listening, and speaking, as well as mechanics and conventions of writing. Teachers use state content standards as a basis for planning and implementing instruction.

In the area of mathematics, students develop the understanding of mathematical concepts, procedures, and problem solving. Differentiated instruction is provided to meet the needs of all students. In the middle school, contents access ranges from grade level mathematics to geometry. Grade level content is determined by state adopted standards. Students are encouraged to formulate and solve problems directly related to the world around them so that they can see the structure of mathematics in all aspects of their lives.

Science plays an integral role at Christ Lutheran School. Students are provided with opportunities to explore the significance of science and technology in their lives. The science curriculum includes earth science, life science, and physical science with teachers utilizing a balance of hands-on experience, factual data as well as the scientific inquiry method. Scientific experiments lend themselves to collaborative approaches with children investigating and working in teams. A new state-of-the-art science laboratory is utilized in teaching middle school students.

Christ Lutheran School’s history/social science curriculum is derived from the California framework and incorporates the goals of knowledge and cultural understanding, democratic understanding and civic values, and skills attainment and social participation. Grade levels focus on key units of study for in-depth instruction. Students select their topics for further in-depth study and authentic assessment. Students are challenged to bridge past historical events to their present day lives.

Religion is incorporated into the core curriculum at Christ Lutheran. The school strives to articulate to children and their families to know Christ as Lord and Savior. A Lutheran-based textbook is used at each grade level and the Bible is used as a basis to teach children moral and ethical values. Students attend weekly chapel services and participate in community outreach service projects. Religion is integrated into other subject matters as appropriate. The teachings of Jesus are used to assist children with conflict resolution and their social interaction.

All middle school students are required to take Spanish. The sixth grade curriculum is a conversational approach for beginners. The emphasis is on pronunciation, basic vocabulary words, and everyday phrases and idioms. The seventh and eighth grade curriculum utilizes a textbook with emphasis on a formal study of Spanish, which includes grammar, verb conjugation, and vocabulary development. Instruction includes reading, writing, speaking, and listening. A study of Hispanic culture is included in the curriculum.

The Christ Lutheran School physical education program follows the California state standards. Students participate in a well-defined, developmental, sequential program. Skill development begins in kindergarten and builds upon prior knowledge and experience. Children participate in the President’s Physical Fitness Program and develop individual goals for the year. Seventy-three percent of Christ Lutheran students qualified for the Presidential Physical Fitness Award in 2002.

Technology is enhanced through the use of a computer lab with 26-networked computers. A computer instructor engages the students with hands-on activities ranging from keyboard instruction to PowerPoint presentations. The curriculum emphasizes a practice of word processing and desktop publishing.

(Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

The reading curriculum at Christ Lutheran balances a traditional phonics based approach with an extensive literature based program. Primary instruction provides students with a sound fundamental foundation in word attack skills, decoding, and comprehension. Students progress from *learning to read* to *reading to learn* by 3rd grade in an environment that is safe, low risk, and nurturing. Additional instructional guidance is given to students who require enhanced support toward advanced literacy. Each grade level has infused into their reading program multicultural, contemporary, and historical selections, that provide students with a wider perspective of the world.

Teachers recognize that reading is a process that is active, constructive, and creative. Students are required to actively participate in deriving the meaning from a variety of text sources. Each learner constructs an understanding of their reading by integrating reading and writing in logs, journals, and formal essays. Teachers provide students with invitations to self select reading materials and respond to their reading in a creative and authentic manner.

Students are given multiple opportunities to interact with print on many levels. Christ Lutheran School strives to provide a print rich environment extending from individual classroom libraries to the school's library. Students are provided with opportunities to reflect on the books they have read, and make connections between the literature and their world.

The school has chosen a traditional approach to reading instruction, using research as the basis for program selection. Research shows that providing a systematic and fully integrated reading curriculum and instructional program allows students opportunities to develop into proficient readers and life-long learners. Our test data supports the school's reading philosophy and practices.

2. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

The teaching of religion sets Christ Lutheran School apart from surrounding public and private schools. This school exists as an educational mission of Christ Lutheran Church, and, as such, the gospel of Jesus Christ is emphasized in all academic areas.

The Bible is the foundation on which we teach essential skills. Our model is constructionist in nature. The students receive the content, and then create their own meaning. The textbook gives students opportunities for reflection. This reflective thinking is an essential skill for life long learning. The weekly chapel services augment the textbook lessons and pastors, principal, and youth director conduct services. Once a year classes plan and present a chapel worship service, incorporating key religious principles from the textbook and Bible.

Religious instruction and curriculum are woven into all facets of life at Christ Lutheran School. Beginning with our morning announcement and saluting the American and Christian flags and ending with showing good sportsmanship in our after school sports program, Christian moral values are present. During the school day, students may be engaged in character analysis in Language Arts where they are making value judgments about a character's behavior. In Social Studies, students are comparing and contrasting other religions to Christianity. Out on the playground, students use Christian ethics to solve their differences and resolve conflicts. As a result, the religion curriculum prepares students to be responsible, empathetic citizens of the world and contributing members of our democratic society.

3. Describe in one-half page the different instructional methods the school uses to improve student learning.

Christ Lutheran teachers establish a supportive learning environment where students feel respected and positive in the classroom. Teachers use assertive discipline techniques to insure classroom order and to provide a safe place for students to learn. Students are actively involved in classroom lessons, and teachers are enthusiastic and focused on creating a child centered learning environment, using a variety of effective strategies to involve the student in the learning.

These include problem solving, collaboration, thematic instruction, scientific inquiry method, and

experiential activities. The teachers incorporate effective questioning strategies to enhance higher level thinking skills via Bloom's taxonomy. Also incorporated into the lessons are divergent thinking activities and effective directed teaching methods that utilize visual organizers and review to ensure student understanding of the material.

The Christ Lutheran staff is committed to providing authentic learning activities as well as multiple measures of assessment. In an effort to meet the needs of all our students, the teachers vary their instructional methods to accommodate the different learning styles of our students. These include artistic expression, collaboration, analytical problem solving, and organizing factual information for recall. Students are given opportunities for reflective thinking in an effort to move students to a higher level of thinking.

Homework is a valuable instructional tool utilized by all teachers. The purpose of these assignments is independent practice. This is a time for students to construct their own understandings. Feedback is given on assignments in a timely fashion, and students are held accountable for completing assignments.

4. Describe in one-half page the school's professional development program and its impact on improving student achievement.

The professional development program at Christ Lutheran School is multifaceted with one aim – to improve student learning through instructional excellence. Christ Lutheran utilizes the Independent School Management (ISM) model for professional growth. This instrument enables teachers to reflect annually on the school mission, their personal mission, and the development of major goals for the year. These goals reflect personal growth statements as they relate to professional excellence to improve student learning. The teachers meet with the administration to discuss specific steps to achieve these goals. The teachers then identify and create the assessment tool, which will be used as the basis for teacher evaluation.

Christ Lutheran School staff and administrators recognize that standards-based curriculum and instruction is at the forefront of education reform. Teacher leaders and administration participated in a conference directed at developing and implementing such a curriculum. Information and strategies were disseminated to the rest of the staff. As a result, the curriculum development is guided by the California state standards and instruction is aligned to recognize best practices, which promote the success of all students.

Additionally, teachers attend conferences and workshops related to their grade level or curriculum. The teachers return to Christ Lutheran School and give in-service training to the other staff members. For example, in 2001, the principal and a staff member attended a seminar on *Learning Theory and the Brain* and returned with instructional strategies to increase learning, videos with information about the brain, and lesson plan ideas for the teachers to use in their classrooms.

Experienced teachers on the staff act as mentors to the newer teachers. This mentoring includes weekly meetings, lesson plan development, classroom management techniques, classroom organization, and curriculum and assessment strategies. The mentors meet with the principal regularly to report on the progress of the teacher. Outside mentors also work with teachers with specific strategies to improve their skills in the classroom. Planning, managerial, and leadership practices are shared and pursued to promote information sharing and collaboration among staff members. Additionally, Christ Lutheran School strives to create a culture where the students and staff celebrate the progress of individuals as well as that of the school.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data.

Private school association(s): **Evangelical Lutheran Education Association (ELEA)**

(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X
No _____

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$ 3924</u> K	<u>\$ 3809</u> 1 st	<u>\$ 3809</u> 2 nd	<u>\$ 3809</u> 3 rd	<u>\$ 3809</u> 4 th	<u>\$ 3809</u> 5 th
<u>\$ 4133</u> 6 th	<u>\$ 4133</u> 7 th	<u>\$ 4133</u> 8 th	<u>\$ N/A</u> 9 th	<u>\$ N/A</u> 10 th	<u>\$ N/A</u> 11 th
<u>\$ N/A</u> 12 th	<u>\$ N/A</u> Other				

2. What is the educational cost per student? **\$4,720**
(Actual school 2001-02 expense divided by enrollment)
3. What is the average financial aid per student? **\$ 0**
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? **6 %**
5. What percentage of the student body receives scholarship assistance, including tuition reduction? **52 %**

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade **1st**

Test **Stanford Achievement Test**

Edition/publication year **9/19/96**

Publisher **Harcourt, Brace & Company**

What groups were excluded from testing? Why, and how were they assessed? **No Groups were excluded**

Scores are reported here as (check one): NCEs Scaled scores Percentiles **X**

READING SCORES	2001-2002	2000-2001	1999-2000
Testing month	March	March	March
SCHOOL SCORES			
Total Score	78	78	67
Number of students tested	31	28	32
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES (# Students)	11	6	14
1. Hispanic	68	64	73

MATH SCORES	2001-2002	2000-2001	1999-2000
Testing month	March	March	March
SCHOOL SCORES			
Total Score	69	69	69
Number of students tested	30	28	32
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES (# Students)	11	7	14
1. Hispanic	62	53	74

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 2nd

Test Stanford Achievement Test

Edition/publication year 9/19/96

Publisher Harcourt, Brace & Company

What groups were excluded from testing? Why, and how were they assessed? No Groups were excluded

Scores are reported here as (check one): NCEs Scaled scores Percentiles

READING SCORES	2001-2002	2000-2001	1999-2000
Testing month	March	March	March
SCHOOL SCORES			
Total Score	64	66	59
Number of students tested	29	30	30
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES (# Students)	10	11	9
1. Hispanic	50	72	44

MATH SCORES	2001-2002	2000-2001	1999-2000
Testing month	March	March	March
SCHOOL SCORES			
Total Score	70	72	59
Number of students tested	29	30	30
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES (# Students)	10	11	9
1. Hispanic	41	79	41

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 3rd

Test Stanford Achievement Test

Edition/publication year 9/19/96

Publisher Harcourt, Brace & Company

What groups were excluded from testing? Why, and how were they assessed? No Groups were excluded

Scores are reported here as (check one): NCEs Scaled scores Percentiles

READING SCORES	2001-2002	2000-2001	1999-2000
Testing month	March	March	March
SCHOOL SCORES			
Total Score	66	68	69
Number of students tested	32	31	32
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES (# Students)	11	9	7
1. Hispanic	75	53	56

MATH SCORES	2001-2002	2000-2001	1999-2000
Testing month	March	March	March
SCHOOL SCORES			
Total Score	68	66	71
Number of students tested	32	31	32
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES (# Students)	11	9	7
1. Hispanic	76	47	43

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade **4th**

Test **Stanford Achievement Test**

Edition/publication year **9/19/96**

Publisher **Harcourt, Brace & Company**

What groups were excluded from testing? Why, and how were they assessed? **No Groups were excluded**

Scores are reported here as (check one): NCEs Scaled scores Percentiles **X**

READING SCORES	2001-2002	2000-2001	1999-2000
Testing month	March	March	March
SCHOOL SCORES			
Total Score	61	60	62
Number of students tested	23	29	44
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES (# Students)	9	7	16
1. Hispanic	55	54	62

MATH SCORES	2001-2002	2000-2001	1999-2000
Testing month	March	March	March
SCHOOL SCORES			
Total Score	68	64	69
Number of students tested	23	29	44
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES (# Students)	9	7	16
1. Hispanic	53	50	62

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 5th

Test Stanford Achievement Test

Edition/publication year 9/19/96

Publisher Harcourt, Brace & Company

What groups were excluded from testing? Why, and how were they assessed? No Groups were excluded

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

READING SCORES	2001-2002	2000-2001	1999-2000
Testing month	March	March	March
SCHOOL SCORES			
Total Score	64	70	70
Number of students tested	25	42	28
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES (# Students)	7	15	10
1. Hispanic	56	67	75

MATH SCORES	2001-2002	2000-2001	1999-2000
Testing month	March	March	March
SCHOOL SCORES			
Total Score	61	74	65
Number of students tested	25	42	28
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES (# Students)	7	15	10
1. Hispanic	42	70	60

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade **6th**

Test **Stanford Achievement Test**

Edition/publication year **9/19/96**

Publisher **Harcourt, Brace & Company**

What groups were excluded from testing? Why, and how were they assessed? **No Groups were excluded**

Scores are reported here as (check one): NCEs Scaled scores Percentiles **X**

READING SCORES	2001-2002	2000-2001	1999-2000
Testing month	March	March	March
SCHOOL SCORES			
Total Score	75	79	81
Number of students tested	44	30	29
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES (# Students)	15	12	9
1. Hispanic	71	83	72

MATH SCORES	2001-2002	2000-2001	1999-2000
Testing month	March	March	March
SCHOOL SCORES			
Total Score	87	82	88
Number of students tested	44	30	29
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES (# Students)	15	12	9
1. Hispanic	83	80	76

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 7th

Test Stanford Achievement Test

Edition/publication year 9/19/96

Publisher Harcourt, Brace & Company

What groups were excluded from testing? Why, and how were they assessed? No Groups were excluded

Scores are reported here as (check one): NCEs Scaled scores Percentiles

READING SCORES	2001-2002	2000-2001	1999-2000
Testing month	March	March	March
SCHOOL SCORES			
Total Score	81	85	75
Number of students tested	29	31	31
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES (# Students)	11	10	9
1. Hispanic	83	74	76

MATH SCORES	2001-2002	2000-2001	1999-2000
Testing month	March	March	March
SCHOOL SCORES			
Total Score	81	89	81
Number of students tested	29	31	31
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES (# Students)	11	10	9
1. Hispanic	82	83	82

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade **8th**

Test **Stanford Achievement Test**

Edition/publication year **9/19/96**

Publisher **Harcourt, Brace & Company**

What groups were excluded from testing? Why, and how were they assessed? **No Groups were excluded**

Scores are reported here as (check one): NCEs Scaled scores Percentiles **X**

READING SCORES	2001-2002	2000-2001	1999-2000
Testing month	March	March	March
SCHOOL SCORES			
Total Score	83	78	77
Number of students tested	30	31	24
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES (# Students)	9	8	5
1. Hispanic	76	78	68

MATH SCORES	2001-2002	2000-2001	1999-2000
Testing month	March	March	March
SCHOOL SCORES			
Total Score	87	81	78
Number of students tested	30	31	24
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES (# Students)	9	8	5
1. Hispanic	79	79	85