

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. Rick White

Official School Name: Capistrano Valley Christian Schools

School Mailing Address:
32032 Del Obispo St.
San Juan Capistrano, CA 92675-3434

County: Orange State School Code Number*: 30664646937056

Telephone: (949) 493-5683 Fax: (949) 493-6057

Web site/URL: www.cvcs.org E-mail: rwhite@cvcs.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. David Baker

District Name: Tel:

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Ed Coss

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

Does not apply to private schools

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. 5 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	10	5	15	6	14	18	32
K	9	11	20	7	17	15	32
1	9	10	19	8	20	15	35
2	13	13	26	9			0
3	18	21	39	10			0
4	11	10	21	11			0
5	8	14	22	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							261

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
5 % Asian
2 % Black or African American
4 % Hispanic or Latino
2 % Native Hawaiian or Other Pacific Islander
80 % White
7 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

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

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	19
(4)	Total number of students in the school as of October 1.	263
(5)	Total transferred students in row (3) divided by total students in row (4).	0.072
(6)	Amount in row (5) multiplied by 100.	7.224

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals 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 %

Total Number of Students Served: 0

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<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> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>1</u>
Classroom teachers	<u>15</u>	<u>6</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>8</u>
Support staff	<u>0</u>	<u>6</u>
Total number	<u>16</u>	<u>21</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 14 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	99%	99%	99%	99%	98%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	14%	5%	30%	52%	9%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

In the school year 2008-2009, three of 21 teachers or 14% of K-8 teachers did not return to CVCS. Two of three teachers left due to spousal relocations. One teacher left to pursue a Masters Degree, but still coaches part-time at CVCS.

In the school year 2006-2007, six of 20 (30%) K-8 teachers did not return to CVCS. One teacher was married, one returned to school full-time and still substitutes for CVCS, one was let go for performance-related issues, one was laid off due to declining enrollment, one moved, and one accepted a teaching position at another school.

In the school year 2005-2006, eleven of 21 (52%) K-8 teachers did not return to CVCS. One moved to another state, one went on a mission trip outside of the country, three were let go for performance-related issues, two accepted teaching positions at other schools, one left and opened her own business, one retired, one died, and one wanted more time with family but has now returned to a full-time position at CVCS.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	<u>0</u> %

PART III - SUMMARY

Capistrano Valley Christian Schools is an independent, private school serving Orange County, California. Elementary and Jr. High consists of grades junior kindergarten through eighth grade. CVCS is fully accredited by the Western Association of Schools and Colleges and the Association of Christian Schools International.

CVCS' mission is to provide Educational Excellence in a Christ-Centered Environment. The vision is to be recognized for developing leaders prepared to impact their world for Christ for effective academic and educational practices based on a Biblical worldview. CVCS has four core values: Spiritual Transformation, Academic Excellence, Physical Education, and Social Responsibility.

Capistrano Valley Christian Schools is a leader in technology education. Beginning in kindergarten and continuing through eighth grade students become competent in a variety of Microsoft Applications including Word, Excel, PowerPoint, graphics, desktop publishing, Internet Explorer, and more. Teachers develop four technology integration projects each year for their students so all have an opportunity to use technology in the classroom. Technology education at CVCS is purpose driven and aligned with all ISTE (International Society for Technology in Education) standards.

Children who attend Elementary School at CVCS are immersed in one of the most comprehensive math programs in the nation, known as the M.I.N.D. (Music Intelligence Neural Development) Research Institute. The M.I.N.D. Program includes bi-weekly piano and music theory instruction from grades kindergarten through sixth grade, giving students an opportunity to become musicians before leaving CVCS. Next, a research-based computer software program is attended bi-weekly by each grade level, challenging students to learn complex geometric and algebraic concepts through the development of their spatial and temporal reasoning abilities.

In grades seven and eight, students are tracked according to developmental abilities. Junior High school students are given opportunity to advance through pre-algebra, algebra 1, or geometry, placing them in position to advance through AP Calculus in high school.

Spalding Education International's Writing Road to Reading provides the foundation of the Language Arts curriculum at CVCS. It is a proven, research-based method of instruction that significantly improves students' classroom achievement in reading, spelling, comprehension, and writing. Spalding meets all criteria set forth by the National Reading Panel and is a strong phonics-based approach to reading. All Elementary teachers at CVCS are required to attend 45 hours of training each summer and become Spalding Certified Reading Specialists in order to teach in our elementary school. Our language arts program is supported by our school library and media center, which provides over sixteen thousand titles to our students. Students are actively engaged in the Accelerated Reader Program at CVCS as an additional opportunity to increase reading comprehension.

Our highly qualified and professional faculty hold valid California State Multi-Subject Teaching Credentials and ACSI (Association of Christian Schools International) Teaching Credentials as a condition of employment.

To enrich student education CVCS includes after-school athletic programs, honors choir, performing arts, Art Masters, and community outreach. Physical education is part of students' daily curriculum with active participation in the President's Physical Fitness Program. Students are offered annual opportunities to participate in ACSI district and regional Spelling Bees, Speech Meet, Math Olympics, and Science Fairs.

Each year eighth grade students have an opportunity to travel to Washington, D.C. for eight days to learn about their nation's history and government. Annual retreats are made available for seventh and eighth graders and sixth grade students attend an annual science camp.

CVCS has a positive reputation in the community and has had a number of teachers recognized by the City of San Juan Capistrano and the County of Orange with Teacher of the Year Honors. Students are offered a variety of educational opportunities at CVCS that makes their school experience exemplary.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Capistrano Valley Christian Schools administers the Stanford Achievement Test, Tenth Edition, published by Harcourt, Inc. to all students in grades first through eighth every April as part of the school's annual assessment program. Results over the past five years indicate that CVCS students score well above the national average in all academic subjects, most notably in reading and mathematics. This past April students in six out of eight grade levels scored in the top ten percent nationally in both categories. In reading, grades first, second, third, fourth, seventh and eighth surpassed the ninetieth percentile of national norms. In mathematics, grades kindergarten, first, second, third, seventh and eighth surpassed the ninetieth percentile of national norms.

Using data published by the Association of Christian Schools International, CVCS students perform exceptionally well when compared to their peers. For example, the percentage of students in grades first through eighth scoring in the advanced level of reading was significantly greater than that of their peers nationwide. This was true in seven out of eight grade levels. For example, in first grade 100% of our students were either proficient or advanced in reading, in second grade it was 85%, third grade 89%, fourth grade 91%, fifth grade 78%, sixth grade 62%, seventh grade 81%, and eighth grade 80%.

In mathematics, results were similar. In six out of eight grade levels the percentage of students in grades first through eighth scoring in the advanced levels of mathematics was greater than that of their peers nationwide. For example, in first grade 100% of students were again either proficient or advanced in mathematics, in second grade it was 85%, third grade 89%, fourth grade 90%, fifth grade 78%, sixth grade 62%, seventh grade 81%, and eighth grade 80%.

Further analysis over the past five years shows the following trends: In lower elementary (grades 1-3) in all cases in all grade levels percentile scores were higher in 2008-2009 than they were in 2003-2004 for both reading and math. At the upper elementary level (grades 4-6) the same was true. In addition, fourth grade improved every year in mathematics for the past five years and sixth grade reading improved four of the past five years with 2007-2008 scores being the best (83%).

In Junior High (grades 7-8) trends are equally as positive. For three years in a row scores went up in seventh grade math with 2008-2009 being 9 percentile points higher than three years ago. In eighth grade reading scores are 18 percentile points higher than in 2005 and up three of the last five years. Reading scores for eighth grade were up 9 percentile points in 2008-2009 from last year. In mathematics, eighth grade scores improved significantly in 2009 and are up 13 percentile points from 2006.

These assessment results provide evidence that the overall academic performance of students enrolled at CVCS is among the top in the nation and worthy of Blue Ribbon consideration. These results are also evidence of highly qualified, well trained, and dedicated teachers who deliver an effective research-based curriculum to CVCS students. Additionally, allocated instructional minutes are sufficient to promote student achievement in reading and math and support from the parent community is high. These factors contribute to a culture of success that is cultivated among the student body here at Capistrano Valley Christian Schools.

2. **Using Assessment Results:**

Capistrano Valley Christian Schools uses both formal and informal assessment data to determine student levels of achievement, analyze the effectiveness of teaching methods, plan instruction, and determine the proper placement of students.

Formal assessments, such as the SAT 10 provide more information than just percentile comparisons, mean scaled scores, and grade level equivalence. SAT 10 reports provide a detailed breakdown of content clusters for each subtest and indicate the percent of students who understand specific content areas at an average, above average, or below average level. This data allows teachers at all grades to target instruction toward the individual and group needs of students rather than to assume certain content areas are mastered.

Group summary reports and individual student results are given to teachers before the school year ends. Meetings are held to reflect upon assessment results, evaluate teaching methods and determine if they are consistent with Best Practices, and to help guide curriculum selection. Teacher collaboration meetings are scheduled each week for teachers to dialogue about issues connected with assessment data, delivery of instruction, curriculum resources and individual/group student needs.

Assessment results are used in placement of students in our honors courses. All sixth, seventh, and eighth grade students are administered the SAT 10, OLSAT, and The California State University Mathematics Exam. The combination of these assessments measure student competency in mathematics and help determine appropriate math placement for each student.

In addition to the SAT 10, CVCS students are administered the Otis-Lennon School Ability Test (OLSAT) each spring. Results allow teachers to compare student achievement levels with their school ability index to help them determine to what degree students are achieving to their fullest potential.

3. Communicating Assessment Results:

Capistrano Valley Christian Schools uses a variety of methods to communicate assessment results to students, parents, and the community.

Grades are posted weekly by teachers and can be viewed daily by parents through Net Classroom, an online grading program. In addition, every four and a half weeks parents receive a mid-term progress report that provides information about student achievement in each subject. Every nine weeks a quarterly report card is sent home. At the end of the first quarter and third quarter a parent/teacher conference is held for each student so direct face-to-face communication takes place.

Weekly tours are open to the community twelve months out of the year. During these tours schoolwide assessment results are shared along with our mission, vision, core values, and expected schoolwide learning results.

At the end of each school year every parent is mailed their child's individual SAT 10 assessment results. The principal contacts parents during the summer to see if they have questions regarding the results. Some parents have taken advantage of the opportunity to review these results with the principal and to monitor their student's ongoing improvement.

An annual Presidential Awards Dinner is held at the end of the school year to honor all sixth and eighth grade students who qualify for the U.S. Department of Education's Presidential Awards of Excellence and Achievement. Over 200 attendees are present each year including distinguished guests from our community, which have included the President of the Orange County Board of Education, City Mayor, Community College Board of Trustee, and the Regional Director of the Association of Christian Schools International. Students must have a 3.50 grade point average or higher and score in the top fifteenth percentile nationally in reading or mathematics to qualify.

4. Sharing Success:

As a member of the Association of Christian Schools International all administrators and faculty attend an annual teacher's convention at the Anaheim Convention Center along with 8,000 other educators in Southern

California. At this convention the CVCS faculty and administration regularly teach seminars and breakout sessions to share successes with others. CVCS has been given the opportunity to share its success at this convention by being featured for exemplary school programs as awarded by ACSI at their annual convention and in magazine articles relating the success of CVCS' International Student Program, Performing Arts Program, and Apologetics Program. These have been featured for the benefit of other schools.

This past summer CVCS hosted teachers from another private school to share in the 45 hours of Integrated Language Arts training with the CVCS faculty. The purpose for this collaboration was to help this school launch a new language arts program patterned after CVCS. In addition, teachers from other schools will come occasionally to visit classrooms here at CVCS to observe instruction in technology, mathematics and language arts.

Should CVCS be fortunate enough to be selected as a Blue Ribbon School a plan would be developed to host quarterly open houses for the community to share CVCS' success with other schools and the community. More importantly CVCS would reach out to other schools within the local area and provide educational forums and workshops to discuss the implementation of Best Practices, effective professional development opportunities, and curriculum/instruction methods.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Capistrano Valley Christian Schools provides a challenging, comprehensive, and relevant curriculum for all students in grades kindergarten through eighth. The school's curricular program is developed through Expected Schoolwide Learning Results (ESLRs), California State frameworks and standards, curriculum guides, textbook scope and sequences, evaluation of assessment results, and professional development opportunities.

In mathematics, students are taught from the California standards-based curriculum textbooks published by Harcourt Inc. There is an emphasis on hands-on learning and the use of manipulatives in grades K-5 where each classroom is fully equipped with manipulative sets for every child. Math instruction is integrated with technology and music through the M.I.N.D. Research Institute's software and music training for students. Beginning in seventh grade students are given the opportunity to take math courses based upon their individual abilities and are offered courses in pre-algebra, algebra 1 and geometry.

Spalding Education International's Writing Road to Reading provides the foundation of the Language Arts curriculum at CVCS. It is a proven, research-based method of instruction that significantly improves students' classroom achievement in reading, spelling, comprehension, and writing. Spalding meets all criteria set forth by the National Reading Panel and is a strong phonics-based approach to reading. All elementary teachers at CVCS are required to attend 45 hours of training each summer and become Spalding Certified Reading Specialists in order to teach at CVCS. The language arts program is supported by the school library and media center, which provides over sixteen thousand titles to students. Students are actively engaged in the Accelerated Reader Program at CVCS as an additional opportunity to increase reading comprehension.

Science is taught from Scott Foresman's California State standards textbook in grades kindergarten through sixth and Holt Reinhart's California standards-based curriculum in life and physical science for seventh and eighth grade. A dedicated science lab, which is fully equipped, is used on a regular basis for hands-on lab activities.

Social Studies is taught from Abeka Publications at the Elementary level and in Junior High from Prentice Hall's California standards-based curriculum. Students learn to recognize, analyze, participate in, and engage the central issues of human existence in a secular and religious, historical and political context. The curriculum provides both theoretical foundation and practical experience to prepare students for future endeavors while pursuing integration of faith in learning and living.

Visual Arts - Elementary students participate quarterly in the Art Masters program. This program involves lectures on famous artists and their techniques. It is subsequently followed by an art activity that allows students to produce their own work and explore various skills associated with the visual arts. In Junior High there is a semester class in art that is available to students. The art elective meets daily for 50 minutes throughout the semester and students are taught by a qualified art instructor. Student art work is placed in venues on campus and displayed at local businesses in the community.

Performing Arts - The performing arts program has been recognized by ACSI as an Exemplary School Program here at CVCS. The program continues each year to win MACY Awards for musical performances and student involvement, which is open to all grade levels.

Foreign Language - Elementary teachers provide a foundation for students at CVCS to learn Spanish by providing time during the year to expose students to basic vocabulary of the language. This includes introducing the pronunciation of basic words such as numbers, colors, etc. Spanish is offered as a full-year

course to all seventh and eighth grade students. This is a popular elective because the class meets five days per week all year for 50 minutes and is taught by a well-qualified high school teacher. The seventh and eighth grade program guarantees that students entering high school will be able to start their freshman year in Spanish 2 with successful completion of Spanish 1 in Junior High School. CVCS is in compliance with the Foreign Language requirement as determined by the U.S. Department of Education.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Spalding Education International's Writing Road to Reading is the reading curriculum used in the Elementary school. This curriculum was chosen based upon evidence for its effectiveness in teaching speech, spelling, writing and reading. It is a proven, research-based method that has nearly 50 years of success.

In primary grades children are explicitly taught phoneme manipulation tasks such as isolating, segmenting, and blending phonemes. They are also taught symbols that represent speech sounds. Teachers model, then coach children to simultaneously say and write 70 common phonograms until automaticity is achieved. Since being able to identify high frequency words is the foundation for vocabulary instruction, students learn the meaning of words as well as word parts. Vocabulary is extended through use of quality literature in daily reading lessons and extensive independent reading.

As students mature into upper elementary grades emphasis shifts to reading comprehension. Expository text structure becomes an important focus at this stage. Students are taught to use five mental actions to comprehend text: identification of unfamiliar words, making connections within the text and based upon prior knowledge, making predictions, categorizing information, and summarizing information to confirm main ideas.

There are a number of ways teachers document skill development and persistence in reading comprehension. For example, teachers are able to track student gains in reading comprehension in different ways. First, each classroom is equipped with a computer dedicated specifically for Accelerated Reader. This means students can take comprehension quizzes daily in the classroom on books that they have recently read. The school librarian provides monthly monitoring reports that show how each child is performing. In addition, teachers send home reading logs at the beginning of each month. This log specifies the number of minutes that must be read at home for the month. Parents log student reading minutes, then sign and return the log to the teacher. Students win prizes for reaching their targeted goal. Daily oral reading of poetry helps students continue to build on fluency and expression skills.

3. Additional Curriculum Area:

Implementation of the award-winning M.I.N.D. Research Institute's Math plus Music curriculum has significantly helped raise student math scores at Capistrano Valley Christian Schools. Investment in a state-of-the-art math and music lab for elementary students has provided the teaching hardware and curricular resources necessary to implement a strong math plus music program based upon the research of neuroscientists at the University of California, Irvine.

CVCS provides 25 keyboards in a dedicated classroom specifically designed for elementary students to be taught how to read music and play the keyboard. In addition, CVCS provides 25 computers in a second dedicated classroom to provide an appropriate venue for teachers to implement course software. Twice weekly, as part of students' math instruction, keyboarding lessons are taught by a trained musician using the research-based music curriculum. Music training improves spatial temporal reasoning, the cognitive skill used to teach and illustrate math principles. In combination with music training and course software, students have achieved dramatic gains in test scores. Music has a mathematical architecture, and as a young person learns music they are also learning to recognize patterns and symmetries, and experiencing and hearing the concepts of counting and fractions.

In addition to music instruction students attend a bi-weekly computer lab. Course software consists of over 200 visual, language-independent computer games that teach math content aligned to state standards. These games promote mastery-based learning and mathematical understanding through integrated development and practice of math concepts, skills, and applied problem solving.

Student performance on course software is captured via the Internet. An online Teacher Console generates on-demand teacher reports for monitoring the pace and performance of each student. Class reports help teachers identify student difficulty in mastering standards and allow them to implement timely interventions.

CVCS uses this program to supplement its traditional, daily math instruction.

4. Instructional Methods:

Capistrano Valley Christian Schools is committed to meeting the needs of every student it enrolls. The instructional program is designed to meet the needs of a variety of students with mild to moderate learning disabilities including dyslexia, visual and auditory processing challenges, language processing challenges and ADHD. The instructional program is also effective with students who may not be diagnosed with a specific learning disability but need a small group with multi-sensory instruction to achieve academic success. The following methods are utilized:

Multi-Sensory Instruction - Teachers are trained in Orton-Gillingham principles and utilize the visual, auditory, and kinesthetic pathways simultaneously in their instructional methodologies.

Small Group Instruction - CVCS has an after-school cognitive development program available to all students. Using technology and research-based strategies students work on various cognitive functions such as auditory and visual processing, working memory, word attack skills and more.

Mainstream Classroom Support - Teachers and staff provide a variety of support for students in their mainstream classes. This includes in-class support, test and project preparation, alternative testing strategies, and practical accommodations for classroom assignments, tests, and projects.

Modifications and Accommodations - Together with the parent, teacher, and if appropriate student, an individual education program may be agreed upon. Teachers may provide extra testing time or alternative testing methods for students depending upon their needs. Reduced work load may be necessary and after-school extended learning opportunities may be needed.

Students with varying learning styles and abilities have opportunities for success through the integration of technology, hands-on laboratory work, student presentations, and cooperative learning.

5. Professional Development:

Capistrano Valley Christian Schools requires as a condition of employment that all elementary teachers hold valid California State Multi-Subject teaching credentials and valid teaching credentials from the Association of Christian Schools International (ACSI). In addition, all Elementary teachers are required to attend 45 hours of training each summer in pursuit of or keeping current a valid certification as a reading specialist with Spalding Education, our integrated language arts program for the elementary school. Our Junior High teachers must teach in their area of expertise and hold valid ACSI Teaching Credentials.

Each fall teachers are provided a six-hour inservice program upon returning to school. Additionally, at semester break, a full day is dedicated to inservice training. The school has invested in professional development that directly impacts student achievement, for example, Spalding Education's integrated language arts training each summer. CVCS' technology education program provides faculty with 30 hours of

inservice training per year in computer technology training and technology integration planning. Teachers over the past two years have developed over 100 classroom computer integration projects in grades K-8 during this time.

Regularly scheduled grade level meetings allow teachers to share knowledge regarding professional inservices they have attended. Teachers share valuable information they have learned regarding innovative methods, effective teaching strategies and activities that enhance student engagement and commitment to learning.

In November, CVCS pays for all teachers to attend the ACSI regional convention in Anaheim. At this two-day convention there are three plenary sessions and hundreds of breakout seminars covering everything from technology, performing arts, visual arts, science, mathematics, reading and language arts, history, Bible, social issues, and more.

The result of this commitment to staff development has been a positive impact on classroom instruction and an increase in student achievement. CVCS is confident about the educational quality it offers the community and the qualifications of our instructional faculty.

6. School Leadership:

The Principal reports directly to the Head of Schools and the Head of Schools directly to the Board of Trustees. The Principal is responsible for the effective implementation of school policies, ongoing improvement of instructional programs, planning of professional development of faculty, cultivating positive morale among students, parents, and faculty, and directing financial resources that focus on improving student achievement.

Through a policy governance model established by the Board of Trustees the administration evaluates through monthly monitoring reports how effectively the school's ends policies are being achieved. Faculty members, staff, and administration meet together with the Head of Schools ten times per year to provide measurable and direct evidence that policies and programs are either meeting school objectives or that evidence exists, which suggests improvement is needed.

Through an annual review of targeted subject areas, curriculum is evaluated by department heads, teachers, parents, and administration to determine if students and teachers are being provided the most fundamentally sound and up-to-date textbooks, teacher resources, and other material to ensure that all the tools necessary to cultivate student achievement is being provided.

Fall planning conferences are conducted by the principal with each individual teacher at the beginning of the year. Teachers are given a written copy of the specific teaching standards and examples of exemplary practices the school expects will be implemented. Teacher and principal agree upon and write down four goals the teacher wishes to attain by the end of the school year. Goals focus on improving instructional methods, integration of technology into the classroom, improving student achievement, or increasing professional development. Although the principal conducts many informal observations through classroom visits during the year, two formal observations are required for each teacher. Subsequently, a reflection meeting is conducted to discuss both individuals' perceptions about the lesson. At the end of the year summative evaluation is given to the teacher by the principal.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Christian
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$8240</u> K	<u>\$8240</u> 1st	<u>\$8240</u> 2nd	<u>\$8240</u> 3rd	<u>\$8240</u> 4th	<u>\$8240</u> 5th
<u>\$8240</u> 6th	<u>\$8770</u> 7th	<u>\$8770</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$0</u> Other				

4. What is the educational cost per student? \$ 9000 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 4000
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
10 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
60 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 1 Test: Stanford Achievement Test

Edition/Publication Year: 10/2002 Publisher: Harcourt

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	90	86	91	78	83
Number of students tested	19	30	31	27	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 2 Test: Stanford Achievement Test
Edition/Publication Year: 10/2002 Publisher: Harcourt
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	89	85	76	71	82
Number of students tested	26	28	24	28	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 3 Test: Stanford Achievement Test
Edition/Publication Year: 10/2002 Publisher: Harcourt
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	84	78	76	73	80
Number of students tested	39	24	27	32	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 4 Test: Stanford Achievement Test
Edition/Publication Year: 10/2002 Publisher: Harcourt
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	73	81	81	78	73
Number of students tested	21	20	32	27	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 5 Test: Stanford Achievement Test
Edition/Publication Year: 10/2002 Publisher: Harcourt
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	81	74	80	71	85
Number of students tested	22	31	34	34	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 6 Test: Stanford Achievement Test
Edition/Publication Year: 10/2002 Publisher: Harcourt
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	76	76	75	76	67
Number of students tested	32	36	34	25	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 7 Test: Stanford Achievement Test
Edition/Publication Year: 10/2002 Publisher: Harcourt
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	84	84	77	74	77
Number of students tested	32	36	30	48	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 8 Test: Stanford Achievement Test
Edition/Publication Year: 10/2002 Publisher: Harcourt
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	91	79	70	74	67
Number of students tested	35	35	51	44	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

