

## **I. Introduction**

Calvary Chapel High School has now been in existence for 17 years. We went through our first WASC Accreditation in 2004. The accreditation experience, though daunting initially, has proven to be a tremendous benefit for our school. This process has helped our school clarify its mission and purpose. Since the last WASC visit, there have been great gains in the areas of technology, communication, guidance, academic standards, assessments/evaluations, as well as staff development. As we have prepared for our three year visit, it has been encouraging to see how much growth has occurred at CCHS. In any school, improvement is an ongoing process, and there are certainly areas that will need improvement. However, as this report will show, we believe we are on the right track.

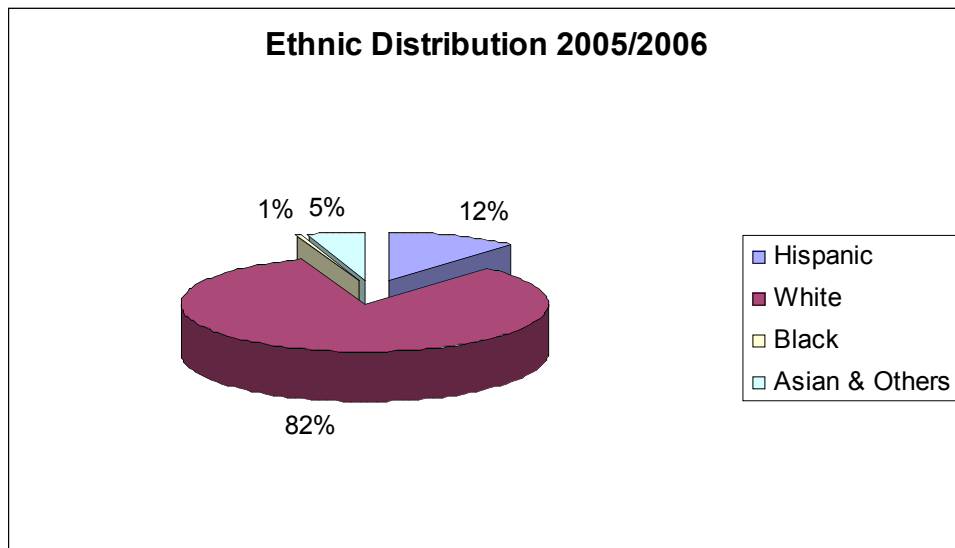
## **II. School Profile**

### **A. General Demographics**

Since 1990, Calvary Chapel High School of Costa Mesa has sought excellence in serving the spiritual, academic, physical, and social development of its students. The endeavor has required breadth and depth as the community we serve continues to diversify socially, economically, educationally, and spiritually. Calvary Chapel High School is located near the South Coast Metro area, but our student population is drawn from over 35 different cities. Most recently, teachers and staff have risen to new challenges presented by multi-leveled student body composition. The faculty/student ratio has been maintained at 1 to 17 and the median class size to 28, that faculty might better meet the specific challenges required by each group. Additionally, staff has further trained in brain-based learning and teaching techniques, the Socratic questioning method, and holistic teaching to create a learning environment that both challenges and supports individual student learner growth.

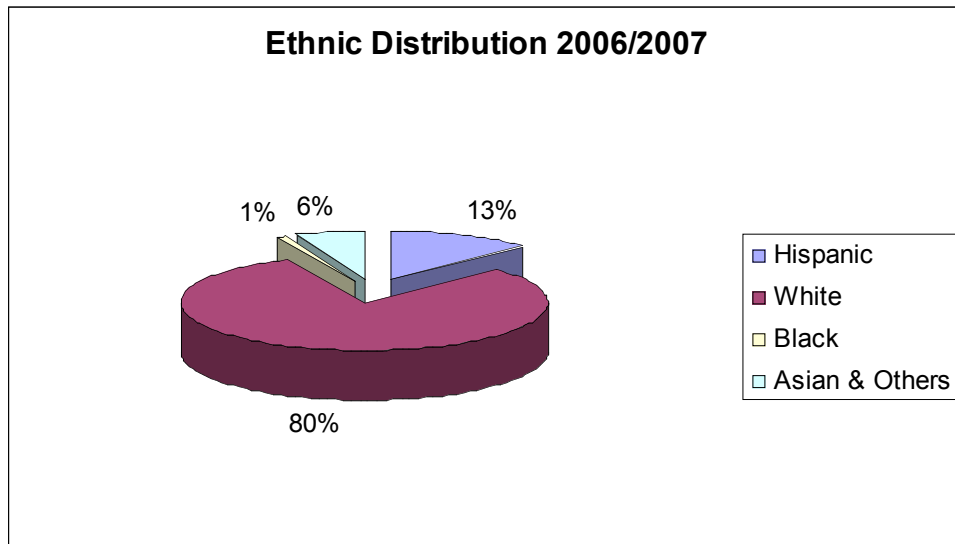
<b>Ethnic Distribution: CCHS 2005/2006</b>				
<b>Students</b>	<b>Hispanic</b>	<b>White</b>	<b>Black</b>	<b>Asian &amp; Others</b>
<b>626</b>	<b>12%</b>	<b>82%</b>	<b>1%</b>	<b>5%</b>

Figure 1



Ethnic Distribution: CCHS 2006/2007				
Students	Hispanic	White	Black	Asian & Others
660	13%	80%	1%	6%

Figure 2



Over the last three years, CCHS has continued to provide challenging and comprehensive college preparatory programs developing student competence in Bible, English, mathematics, science, fine arts, foreign language, history, and physical education. Students are equipped to serve and lead effectively and to grow academically, socially, and spiritually.

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Individual students are accepted on the basis of formal application, previous school records, personal testimonies of faith, and an interview with the guidance counselor and a member of the administration.

Calvary Chapel High School not only promotes breadth of learning to reach various student groups, but embraces innovation of vision and depth of knowledge as faculty engage in ongoing personal development. Educators are encouraged to continue in Master's programs provided by nearby colleges. The number of teachers now holding a Bachelor's degree has increased to 76 percent, while four teachers now hold a Master's degree. Additionally, 37 percent of teachers boast eight years plus as educators, a significant increase since Calvary Chapel High School's beginnings. Two staff members are currently enrolled in a Bachelor's program, and eight are currently enrolled in a Master's program.

Student performance and achievement is measured in correspondence with the California State requirements. Students may choose from college preparation courses that are University of California approved, honor and advanced placement courses, or standard courses that are designed to meet high school graduation requirements. Successful student educational outcome is validated empirically by standardized test scores. Since 2002, 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade Stanford Achievement Test (Stanford 9) scores have improved, and students taking both the SAT I and SAT II test scored above the national mean in math and verbal sections.

With the diversifying student population, Calvary Chapel High School has risen to meet the challenges of student and parent requests for Advance Placement programs. An increasing variety of vigorous course work is offered for college credit in almost every academic department including: Advance Placement (AP) English Literature, AP English Language and Composition, AP French, AP Spanish, AP Calculus A/B, AP Art History, AP Studio Art Drawing, AP Studio Art 2D Design Photography, AP European History, AP World History, AP United States History, and AP United States Government/Politics. Due to the size of our staff and student enrollment, a small number of classes are offered on a rotating rather than a continuing basis. Additionally, several honors courses are offered in various focus levels of English, Biology, Spanish, and French.

Calvary Chapel High School uniquely emphasizes student/community and student/world relations. Individuals must complete eight hours of service per semester in agencies of their choice including: hospitals, food closets, child care, Samaritans Purse, tutoring, blood drives, Race for the Cure, and other community and county outreaches. Students are able to better understand their world through mission opportunities in major cities such as New York and Skid Row in Los Angeles. Most recently, students

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traveled to meet the social and physical needs of Mississippi residents experiencing the aftershocks of Hurricane Katrina. School sponsored mission trips to Mexico, England, Poland, Spain, Brazil, and France provide relevant and broadening opportunities for many Calvary Chapel High School students.

Students are provided with a variety of opportunities to excel in areas of special interest. Examples include extra-curricular activities, such as drama, Orange County Academic Decathlon (OCAD), Key Club, National Honor Society, Choir Club, Associated Student Body (ASB), Worship Team, Pep Band, National Art Honor Society, and *The Premier*, the CCHS Newspaper.

## **B. General Population / Economic Profile**

As our students come from numerous cities in the Orange County metropolitan area, it is important to look at the demographics of the county as a whole. Of that number, 26.7 % are persons under 18 years old, and 7.5 % of that number is under 5 years of age. The population in Orange County is 2,988,072. The median household income in Orange County is estimated at \$55,861. The average home price has jumped from \$270,000 in 2000 to \$400,000 in the 2003-2004 report to \$710,700 currently, which is three times the national average. The unemployment rate is 3.8% while the rate in California is 5.4%. The majority of those employed in Orange County are occupied in either the trade, transportation and utilities industry, comprising 18%, or the professional and business services industry, with 17.8 % employed in that category. In the homes of Orange County, 41.4 % speak a language other than English. The percentage of residents possessing a Bachelor's Degree is 30.8% and the number of those who hold a high school diploma is 79.5%. The mean time to travel to work in Orange County is 27.2 minutes.

Calvary Chapel High School is located in Santa Ana, but its student population of 661 is drawn from numerous cities throughout Orange County. The largest concentration of our students can be found in the cities of Costa Mesa (117), Santa Ana, (102) Huntington Beach (65), Fountain Valley (61), Irvine (41) Newport Beach Area (35), Tustin (31), and Orange (30). Our students come from families of various income levels, though we do not ask their status. We ask only if they are financially able to pay the tuition. Families with financial need who desire to have students attend CCHS have opportunity to apply for the work-study program. This program provides full tuition for financially qualifying families. The program involves five hours of work on the school campus during the week. A second financial aid program helps

families by paying up to two months tuition when the family is unable to pay. The program is available twice a year to families who qualify.

### **C. Student Performance and Achievement**

In addition to a strong comprehensive Bible program, CCHS offers a standard curriculum that corresponds with California State requirements. Students may choose from college preparation courses that are University of California approved, honor and Advance Placement classes, or standard courses that are designed to meet high school graduation requirements. Standardized testing is a requisite of all students through eleventh grade. Figures 3, 4, and 5 list Calvary Chapel High School scores and national percentiles from the Stanford 9 Achievement Test. Figures 6 and 7 show our Advanced Placement and Scholastic Aptitude Tests (SAT).

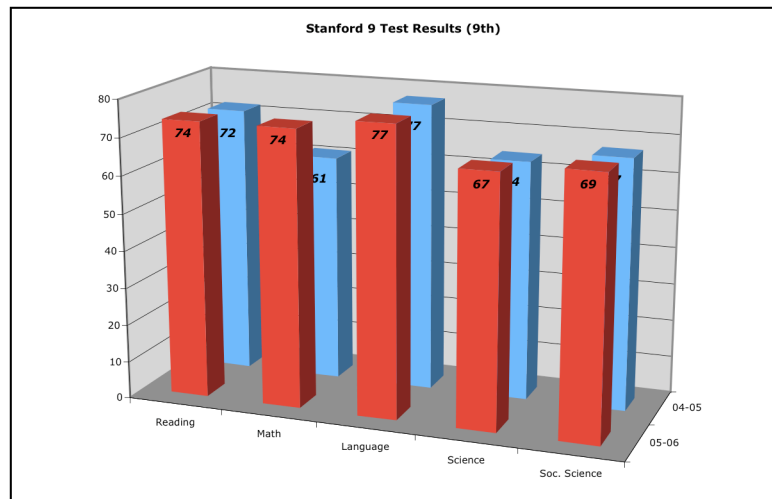
#### **1. Standardized Test Scores**

After the initial WASC visit, it was determined that the school would use Stanford 9 test results as one method of assessing our programs. One of our action plans was to improve our student performance in the area of math and science. As you can see from the following data, we had mixed results. Since the last visit, there has been a major change in our faculty in the science department, as three of the four teachers either moved out of state, resigned to spend more time with their family, or left to pursue other options. Our history and English departments have changed curriculum, and our math department evaluated their test results and adjusted their curriculum which contributed to significant gains.

#### **Stanford 9 Test Results – 9<sup>th</sup> Grade**

	04-05	05-06
Reading	72	74
Math	61	74
Language	77	77
Science	64	67
Soc. Science	67	69

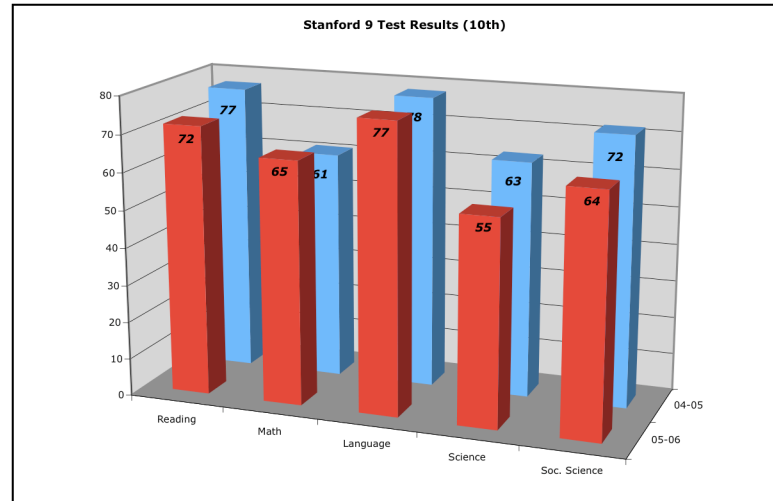
Figure 3



**Stanford 9 Test Results – 10<sup>th</sup> Grade**

Figure 4

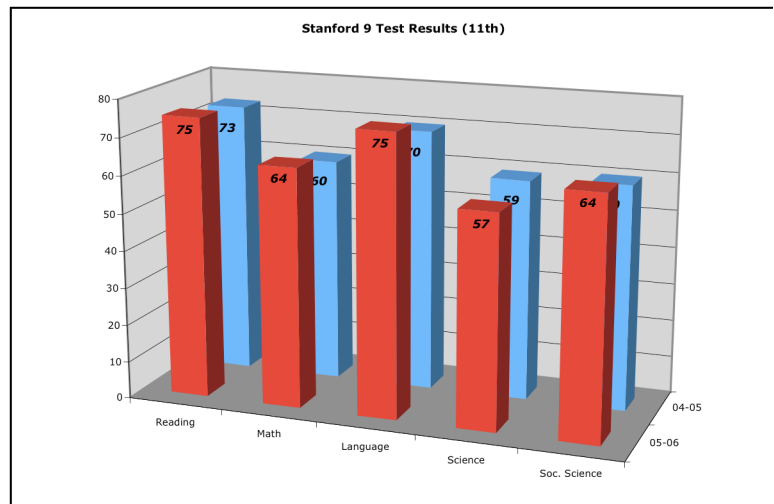
	04-05	05-06
Reading	77	72
Math	61	65
Language	78	77
Science	63	55
Soc. Science	72	64



**Stanford 9 Test Results – 11<sup>th</sup> Grade**

Figure 5

	04-05	05-06
Reading	73	75
Math	60	64
Language	70	75
Science	59	57
Soc. Science	60	64



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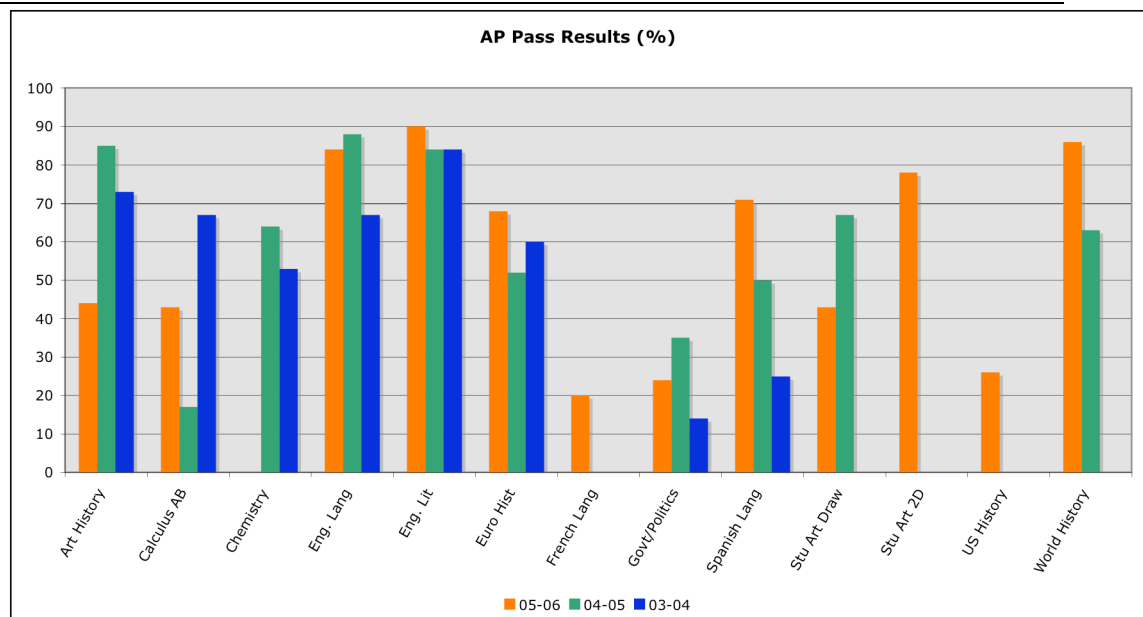
As our departments continue to evaluate these results and adjust their curriculum, we expect to see further gains in the future. When comparing the results of these last two years to archive results from 2002-2003, the gains were even more significant in almost every department and every grade level.

We also began using the students' SAT I and AP results to assess the performance of our departments. These results are not as useful since the results we receive do not break down individual categories within each department as the Stanford 9 results do. Among our AP courses, AP Chemistry was not offered in 2006 due to the instructor moving out of state. We also had a change of instructor for AP Government when the previous instructor left to pursue a master's degree.

AP Pass Results (%) - Passing with a score of 3,4, or 5.

	03-04	04-05	05-06
Art History	73	85	44
Calculus AB	67	17	43
Chemistry	53	64	
Eng. Lang	67	88	84
Eng. Lit	84	84	90
Euro Hist	60	52	68
French Lang	0	0	20
Govt/Politics	14	35	24
Spanish Lang	25	50	71
Stu Art Draw		67	43
Stu Art 2D			78
US History			26
World History		63	86

Figure 6



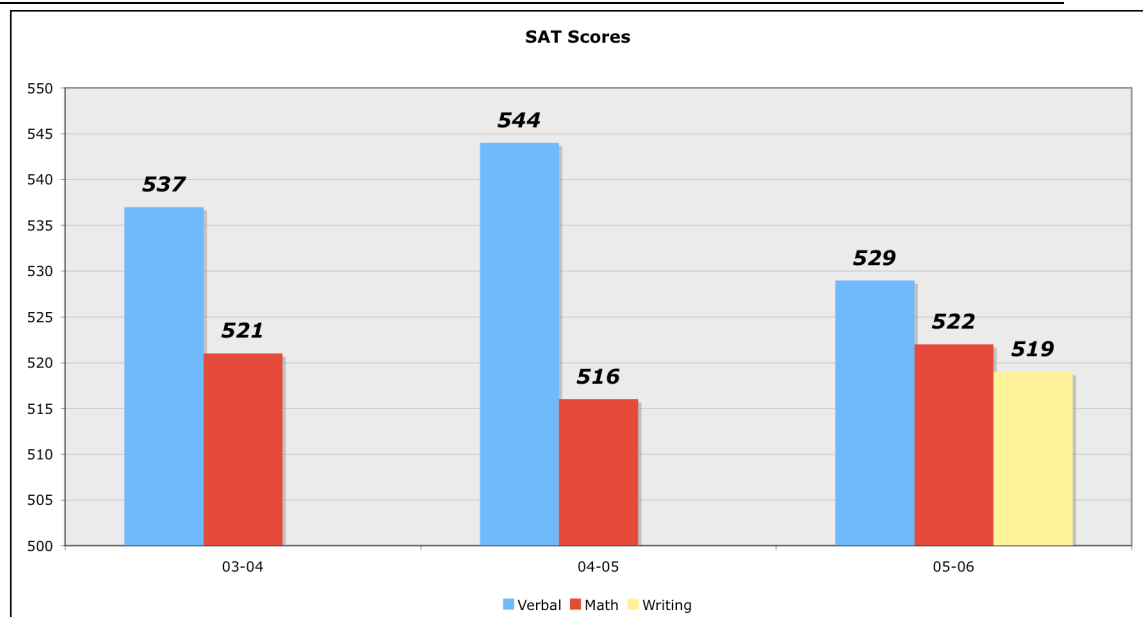
The SAT results may also have been affected by the change in format last year with the addition of the writing section and the increase in the length of time of the test. We will continue to use these results as an indicator for our instructors.

#### SAT Results

	03-04	04-05	05-06
Verbal	537	544	529
Math	521	516	522
Writing			519



Figure 7



## 2. Extracurricular

Students are encouraged to advance in sport interests as well. Calvary Chapel High School is a member of California Interscholastic Federation (CIF) as part of the Orange Coast League. CCHS fields varsity and junior varsity teams in seventeen CIF sanctioned sports. Further activity opportunities include: tennis, wrestling, baseball, softball, and boy's golf, track and field, sailing, surfing, cheerleading, and Boy Scouts. Other extracurricular activities include Orange County Academic Decathlon (OCAD), Drama Ministry, Choir Club, Key Club, National Honor Society, National Art Honor Society, Joyful Life Girl's Bible Study, and the Robotics Club. Enrollment at the school mandates entering students sign a contract underscoring the importance of positive attendance, appropriate behavior, and academic priority.

## 3. College Trends

Important factors in college choices for students are cost of attendance, amount of financial aid available, distance from home, and perceived academic quality of education.

Community colleges continue to be a top choice for graduates of Calvary Chapel High School. As the competition to get into top universities intensifies, many two-year colleges are becoming official feeder schools to highly competitive public universities,

and students continue to be drawn to them because of lower tuition.

Christian colleges are a popular choice for our students looking for a Christ-centered education, and four-year colleges and universities with campus living opportunities appeal to many. Even though most of our students meet the entrance requirements for these four-year institutions, tuition costs must be considered.

<b><u>Post High School:</u></b>	<b><u>2006</u></b>	<b><u>2005</u></b>	<b><u>2004</u></b>	<b><u>2003</u></b>
<b><u>College Bound:</u></b>	<b><u>98%</u></b>	<b><u>91%</u></b>	<b><u>88%</u></b>	<b><u>89%</u></b>
4 Year Colleges	52%	48%	46%	46%
2 Year/Bible Colleges	46%	43%	42%	43%
Military/Missions	1%	3%	5%	5%
Undecided	1%	6%	7%	6%

#### **D. Attendance Policy**

We take responsibility for our students' welfare and whereabouts seriously. Roll is taken by every teacher, every period. Regular attendance in all classes is one of the greatest contributing factors to success in school. We ask parents and students to keep this in mind and, whenever possible, to schedule all outside activities after regular school hours.

The policies below referring to excused absences, unexcused absences, and extended absences are taken in detail from the CCHS Parent/ Student Handbook.

Absences are defined by four categories:

##### **1. Excused Absences [Including partial day absences]**

Any unplanned absence due to personal illness or physical disablement, funerals, illness in immediate family, medical, dental, optometric appointments, legal/court appearance or personal emergency (verified in writing by parent/guardian) is defined as "Excused." Students are required to make up any work missed due to an excused absence. For every day of an excused absence a student has one day to make up school work missed. If the note from the parent does not state the reason for the absence, the absence will be "Unexcused."

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**2. Unexcused Absences [Including partial day absences]**

Any absence due to any activity without a participating parent, such as trips, personal business, beach days, etc., is defined as “Unexcused.” This will include leaving for athletic events or music events in which the student is not a participant. Any absence not specifically excused by the school will be considered unexcused. School work, assignment and/or tests missed due to an “Unexcused Absence” (day or partial day) cannot be made up.

**3. Extended Absences [Planned]**

Any absence that is planned (trips, personal business, etc.) or other event that will keep the student out of school for an extended period of time is considered an extended absence. Work needs to be completed in advance for all planned absences, unless other arrangements are made with the teacher. The student will present an “Extended Absence Contract” to each teacher. This is a contract between the student’s teachers and the student for work required to be done during the absence. The teacher will write an assignment for each day of the absence, sign the contract, and return it to the student. When the contract is signed by the parent, student and teachers, the student will return the contract to the CCHS receptionist prior to leaving on the extended absence. One copy goes to the student and one copy goes in the student’s file. It is also imperative that the parent notify administration regarding any extended absence.

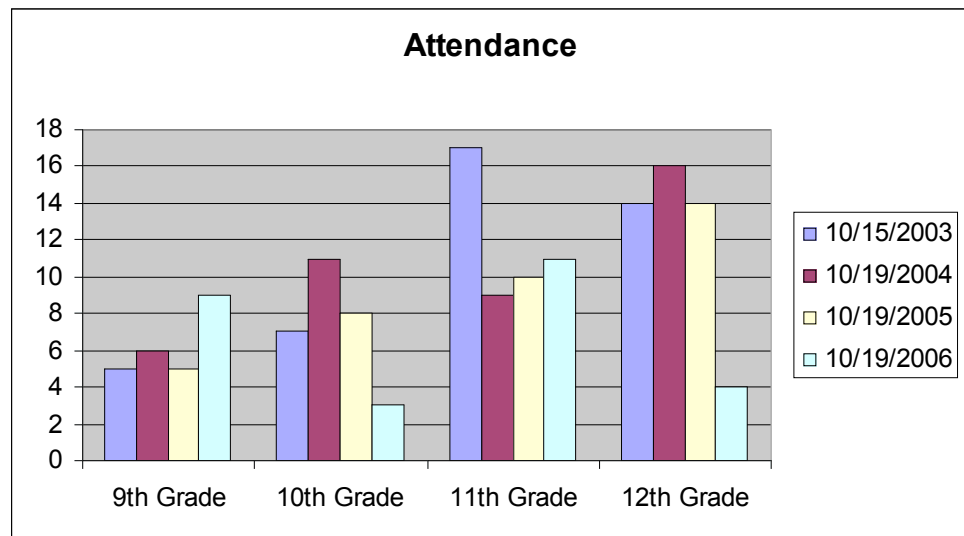
**4. Truancy**

Truancy is defined as an unexcused absence for either one period or the entire school day. A student who leaves campus during the day without signing out through the CCHS Attendance Office is considered “Truant.”

Being off-campus without permission is also considered truancy. School work, assignments, and/or tests missed due to truancy (day or period) cannot be made up. Truancy consequences are outlined further in the Parent Handbook Discipline section.

A Typical Attendance Day at CCHS

Figure 8



	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Enrolled	% Absent
10/15/2003	5	7	17	14	618	7%
10/19/2004	6	11	9	16	636	7%
10/19/2005	5	8	10	14	626	6%
10/19/2006	9	3	11	4	660	4%

### E. Health

Calvary Chapel High School's EMT certified nurse provides medical care for the general student population, while our athletic trainer attends specifically to sports injuries. The nurse has her own fully supplied office equipped with a refrigerator to store any medications students may require during the day, as well as a state-of-the-art emergency defibrillator. The nurse's office also has beds available to meet the needs of students who are waiting for parents. The physical trainer also has an office supplied to treat the minor sports injuries.

The school is located a block from a fire station for swift response medical emergencies. There are also three hospitals near the school. Fountain Valley Hospital, Orange Coast Memorial Center, and Hoag Hospital are all located within a four mile radius of the school. All security personnel patrol on a cart and are supplied with two-way radios for fast response time in an emergency.

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## **F. Discipline and Behavior**

Calvary Chapel High School has a strict discipline policy supported by all staff and administration. The administration's goal is to raise the standard of behavior for all students, in order to promote a distraction-free environment for student learning. Students are expected to behave respectfully toward adults and peers in both word and action. Generally, a quiet, orderly room should be maintained with exception to activities which require livelier student interaction. In most classroom situations, students are expected to raise their hands and be recognized by the teacher in order to speak or leave their seats. Students should enter and exit classrooms quietly and in an orderly manner, taking care not to disturb others. The guidelines issued to staff from the *Calvary Chapel Schools Staff Handbook* state that students should show:

- Respect for individual persons and their property.
- Respect for those in authority.
- Respect for the learning environment and other students' right to learn without distractions.
- Respect for other students' rights within the learning process to express themselves without ridicule.

## **III. Significant Changes**

Calvary Chapel High School has continued to grow and change over the last several years. The CCHS action plan, our school goals, and the WASC visit created the catalyst for a majority of these positive transformations. The following are several significant changes since our 2004 visit: administrative and staff changes, a revision of the school goals or ESLRs, a change regarding the previous S.O.A.R. program, classroom discipline procedures and policy to enhance the monitoring of student behavior, the addition of the Renweb software program, and Ed Networks for the CCHS website.

### **A. Administrative Changes**

One of our critical areas for follow-up was that:

The school will need to examine their organizational structure. Failure to do this will be a major impediment to school improvement. To do this, the school will need to clearly define the responsibilities and examine the qualifications of each person with a major role in the school improvement process. The school will need to support and provide professional growth opportunities to insure that all staff will have the skills necessary to meet their responsibilities.

Following is a list of the previous administrative staff and our current administrative staff as well as the dates they began and ended serving in that capacity

**Year 2002- 2003**

**School Superintendent**

Brian Nixon  
2002-2003 Principal/Superintendent  
2003-2004 Superintendent  
2004-2005 Superintendent

**Principal**

Paul Woo  
2003-2006

**Assistant Principal Discipline**

Don Thompson  
1999 until present

**Guidance Counselor**

Mary Lallande  
1997-2006

**Assistant Principal Curriculum**

Jim Downey  
2001-2004

**Director of Staff Development**

Jan Luxembourger  
2003-2004

**Year 2006-2007**

**School Superintendent**

Jay Henry  
2004-2007

**Principal**

Jay Henry  
2006-2007

**Assistant Principal Discipline/  
Student Success**

Don Thompson  
1999-2007

**Assistant Principal Guidance**

Paul Woo  
2006-2007

**Assistant Principal Curriculum/  
Staff Development**

Linda Huffman  
2005-2007

These changes have been substantial, and we believe the current administrative staff is a strong one. Three of the current administrative staff members, Jay Henry, Paul Woo, and Linda Huffman have a Master's Degree in Education from Hope International University. Don Thompson is currently working on a Master's Degree in Organizational Leadership at Biola University, and Paul Woo is in the process of gaining a certificate in Counseling at the University of California at San Diego. Each of these individuals has been on staff for many years and is familiar with the workings of Calvary Chapel Schools in various capacities.

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Jay Henry has been the superintendent since 2005. He was the principal of both Maranatha Christian Academy (MCA) which is the elementary school, and Calvary Chapel Junior High (CCJH) since 2000. He was the principal of the Calvary Chapel High School from 1996 to 2000. He holds a Master's in Education and a teaching credential from Penn State University. Prior to joining the staff in 1995, he was a Marine officer for twenty years. Jay also is a graduate of Calvary Chapel Bible College as well as an ordained pastor for Calvary Chapel, Costa Mesa. These unique experiences, qualifications, and leadership skills create a strong foundation for building the organizational structure for Calvary Chapel High School.

Don Thompson was a Bible teacher and assistant principal at Calvary Chapel Junior High School before he took the position of CCHS assistant principal. He is the one administrator who has remained in his current position since the previous WASC visit and has helped add stability for the staff and students during the various changes.

Linda Huffman holds a California State teaching credential and has been the Director of Staff Development for the three schools. She was previously the assistant principal of MCA, and worked closely with Jay Henry. She helped develop/enhance curriculum and served as mentor/coach teacher to first and second year teachers at MCA for six years. She has led in-services and helped with student activities such as The Bible Bowl, Missions Day, The Variety Show and ACSI Events for the MCA students. She previously taught in the elementary school and was a grade level co-coordinator.

Paul Woo, who has been the Calvary Chapel High School principal, as well as the activities director, math department head, and Geometry teacher, brings to the guidance office his years of experience as an administrator, leader, and teacher as well as a strong, loving relationship with the students and parents of CCHS. He has always had a strong desire to work one-on-one with the students to help them achieve their college and career goals, so when our previous guidance counselor left, it was decided Paul Woo would be the one to fill that position. Because we understand that the area of guidance counseling is very important, a dedicated, experienced individual who is familiar with the students, their parents, the school and the guidance process was needed. CCHS Action Plan #3 was to "Improve guidance resources in order to enable students and parents to make informed decisions." Since it was a part of our school action plan, this move served to strengthen the guidance department and benefit all stakeholders of the school.

So, though there have been substantial changes in the administrative staff, these changes, as well as the educational background provided by these

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individuals and their past experiences, work together to comprise a strong team. The previous experiences within the administrative staff in the Calvary Chapel School system have been helpful to build collaboration and continuity between the administrators as well as between the elementary, junior high and high school collectively. This connection between schools was another area of felt need on the part of the school at the time of the 2003-2004 WASC visit.

Calvary Chapel High School has always benefited from its relationship with the church. This relationship has also contributed, however, to the turnover rate among our teachers. Since our last WASC visit, five teachers have moved to other ministry opportunities throughout the United States. Four others moved out of state for a variety of reasons. With the loss of these teachers, we have had to make adjustments to our curriculum offerings, such as AP Chemistry. Calvary Chapel School remains committed to its staff through salary and educational opportunities. Of our 35 teachers, nearly 37% have been on staff for more than 10 years. To bring more stability, some highly qualified staff members have been moved from our elementary and junior high to the high school. Although staff changes are inevitable each year, hopefully this issue will be lessened by the continuing stability of an intact administrative team, allowing teachers to feel supported and a part of the strong, ongoing ministry of Calvary Chapel High School. Happily, only five new staff members were hired this year. Of these five, two were Bible teachers. Other interesting staff transitions include strong elementary and junior high school teachers moving into high school positions.

### **B. Revision of goals (ESLRs)**

As noted in the WASC committee report, we needed to redefine and clarify the school's goals/ESLRs in order to be able to measure the achievement of those goals and to be able to assess the educational program at CCHS.

In assuming his new duties as Calvary Chapel High School principal, and in declaring his goals for CCHS as principal, Jay Henry led the administrative staff discussion of the previous mission statement and its goals (ESLRs). The previous goals were evaluated on the basis of being objective, measurable, and observable. We agreed to keep the CCHS mission statement and motto intact. However, measuring our attainment of ESLR goals proved somewhat difficult.

The CCHS staff then was asked for input regarding the stated ESLR goals. Teachers agreed that although the goals themselves were still important to our school and viable in the classrooms of CCHS, we needed to revise and



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clarify them in order to more accurately describe what teachers and administrators wanted to see as the expected school-wide learning results. Parents were told of the process at the parents meeting and in the *Wings* newsletter.

The entire staff gathers as a whole two Thursdays per month; one other Thursday is reserved for grade level groups meetings, and another for respective department meetings. Monthly department head meetings are also held with Jay Henry and the assistant principals. AP teacher meetings have begun this year, as well. The revision of the goals/ESLRs was discussed in many of the meetings. Groups discussed how current goals were being accomplished and how to better clarify, define, and measure these goals. Each grade level put together a revision of the goals, which were then presented, discussed and re-discussed. Finally, the staff members selected the revision that they felt best represented our school. These revised goals were presented to the school families in the *Wings* newsletter December 2006.

### **Revised Goals of Calvary Chapel High School**

#### **WISDOM (Academic)**

Calvary Chapel High School seeks to produce graduates who:

- Are well prepared in all academic disciplines and are skilled in reading, writing, speaking, listening, and thinking.
- Are exposed to literature, fine arts, and other cultures.
- Are able to utilize resources, including technology, to find, analyze, and evaluate information.

#### **STATURE (Physical)**

Calvary Chapel High School seeks to produce graduates who:

- Are exposed to the principles of healthy, moral family living based on a biblical standard.

#### **FAVOR WITH GOD (Spiritual)**

Calvary Chapel High School seeks to produce graduates who:

- Demonstrate the value of a personal relationship with Jesus Christ and can articulate and defend their Christian worldview.

#### **FAVOR WITH MAN (Social)**

Calvary Chapel High School seeks to produce graduates who:

- Serve the community.

### **C. S.O.A.R Program**

During our initial accreditation, Calvary Chapel High School created a program called SOAR to address the issue of special needs students. This program was designed to identify and remediate specific learning disabilities in our student population. Due to the low student population using this program (less than 1%) coupled with the financial commitment required to keep the program viable, we determined to replace the SOAR program. In place of the SOAR program, our school is collaborating with the Santa Ana Unified School District and making use of the services that they offer for identification and remediation purposes when deemed necessary.

The administration at Calvary Chapel High School recognizes the various degrees of academic ability represented by our student population. These various levels are addressed in several important ways. Advanced placement and honors classes are available for high achieving students. A slower paced English class and lower level math and science classes are offered for students who have a lower level of academic performance and do not expect to attend a four year university after high school graduation.

Calvary Chapel High School does not provide special education classes for students with special needs, nor do we provide accommodations and/or modifications for these students on a global scale. Individual teachers, however, do provide additional assistance for students having difficulties in their specific classes when it is deemed necessary and appropriate. Teachers are available at lunchtime and before and after school. A list of private tutors is available upon request for interested parents and students.

### **D. CCHS Discipline Policy**

The previous discipline plan with its procedures had been effective for numerous years and was not thought to be inefficient. However, it was thought important by the current principal/superintendent to add yet another level of connection between the high school and the junior high school. The junior high had tracked the effectiveness of a discipline system for several years, and the results of "The Points System" were unquestionable. The current plan continues to mirror the philosophy of CCHS under the section "The Classroom Environment," section II B: "...a classroom free from distractions." The new plan has proven to be an increasingly effective way for the classroom teacher and the

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administration to monitor and change student behavior in the day to day running of the classroom. The system itself is a simple one:

#### Classroom Steps of Discipline

First violation = 1 point

Second violation in the same period = 2 points

Third violation in the same period = 2 points and an immediate office referral

An office referral will be issued when a student accumulates 5 points in a single class period or when he has reached a total of 20 cumulative points. An office referral will begin administrative action, which can result in the following progressive actions: Saturday detention, parent conference with Saturday detention, suspension, and lastly, expulsion. Points are tallied daily from each teacher for every student and are carried over from class period to class period, which has a greater effect in behavior management than the previous system, which did not allow for the accumulation of points on a school-wide basis.

The administration has noted a positive change in the ability to get to the discipline problems more quickly and identify trouble spots more readily. We have actually seen a marked decline in discipline problems day to day and in the long term cumulatively. There is no longer a need for monthly Saturday detentions; instead the detentions have been held every other month, or as needed. The daily inputs from the teachers and the fact that the points are counted from each class cumulatively have been two keys to the success of the program. The need for a support staff to input the daily points acquired by students has been a small price to pay for the dividends achieved in the school classroom each day.

#### **E. Introduction of Renaissance Web (RenWeb) and Ed Networks**

The introduction of the Renaissance Web (RenWeb) in August 2006 has been a major change in the running of the school, and is affecting all stakeholders in a number of positive ways. This purchase was a substantial expense, which reflects the school's commitment to and support of the development and achievement of our technology goals. It also helps solve many of the communications issues the school has been addressing.

Administratively, RenWeb manages all school information in one data base. It automates our school processes, such as admissions, enrollment, scheduling, health, and medical issues. It also connects our school staff and parents through email, thus eliminating the need for each teacher to

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maintain his or her own email list. Teachers can quickly and easily email messages to individual students, all the students in a specific period, and even the entire group of students enrolled in all periods. The email aspect alone has proven to be a major communication tool at CCHS. Administrators and teachers can post newsletters or announcements online and communicate with the entire school population via the ParentsWeb portion of RenWeb.

Parents with an internet connection are able to daily access school information from their work or home computers. They can review student attendance, daily grades, progress reports, and report cards, as well as teacher calendars and homework assignments. Families can also connect with the teachers or other staff members through the email portion of RenWeb.

For teachers, RenWeb provides the ability to manage grade books, lesson plans, and homework assignments online. The program helps to streamline attendance, print weekly progress reports, and compute grades. Teachers also have the capability to create their own class website and email parents.

In the first several months of use, RenWeb has been an effective tool. It was introduced to the staff in a step by step process, which has eased the transition to the new system. There have been a few technical issues; but that is to be expected in a school of our size. Most teachers have adjusted to the new program; others with less computer experience have been provided additional training.

Several of our stakeholders suggested establishing a school website to improve communication. One of the initial challenges was finding someone with experience in constructing a website. A parent of one of our alumni had initially volunteered to help put a site together. After some discussion, our website instructor helped construct a website. This website was for the high school only. The biggest challenge was keeping information updated. The formatting of material was a challenge, but we were able to get it up and running.

Although many stakeholders were happy to see us making some progress, there was frustration with the timeliness of the information. Initially, we had hoped that the students in the website design class would be able to help keep information updated, but it turned out that they did not have enough experience to make this a practical solution. Administratively, we began looking for other options.

During the search, we were referred to Educational Networks. After

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several meetings, we entered into a contract to construct a website for all three schools. The beauty of the Ed Networks solution was the ease of updating materials and the support from the company. The website has not only become a tremendous tool for passing information to parents and students, but it has also served as a marketing tool for our school.

As we interviewed our applicants for the 2006-2007 academic years, we found that the majority of our applicants had looked up information about the school prior to applying. The website has also helped us reconnect with our alumni. In the first few months of having the site up and running, we had over 100 alumni register. The website averages between 400 – 550 hits per day. Administratively, we have sent information regarding the website in each mailing. Our parent organizations, the Agape Board, and our Athletic Boosters have also been promoting the website at each of their meetings.

Our guidance counselor has been using the website to distribute information regarding college visits, application deadlines, and information nights. Our athletic department uses the site to post practice times, game schedules, and directions to games and events. Our high school drama ministries and girls tennis teams also have links to their websites from the high school homepage.

Due to the ease of use, information is readily updated and available to our stakeholders and the community. Community service opportunities are also posted so students can easily find information on where and when they can earn their community service hours. The feedback from all of our stakeholders has been very positive, and we anticipate that the website will be one of the main vehicles for disseminating information.

#### **IV. Implementation Procedures**

As noted previously, there have been significant administrative changes each of the three years since our 2004 WASC visit. However, remaining constant amidst the changes has been the commitment of the Calvary Chapel School superintendents Brian Nixon and Jay Henry to school improvement and to our CCHS action plans. These leaders have continued to advance plans, and have supported them professionally, financially, and unwaveringly. The suggestions put forth by the WASC committee were heard and valued as an important measuring stick by which to evaluate decisions and plans.

After the 2004 WASC visit, steps were taken to follow the action plans. As would be expected, some of the steps were easier to follow; whereas others took more time, planning, staffing, and various resources to plan and accomplish. Monies were set aside, plans were made, and people were hired so the process could

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continue. Annual progress reports were made by the principal to the superintendent on a continual basis.

In the fall of 2005, Linda Huffman was given the task of being the WASC committee chairman. She attended her first training in the fall. She worked alongside Principal Paul Woo last year and Principal Jay Henry this year and the WASC leadership committee to gather information regarding our CCHS Three-Year Term Progress Report. The individual committee chairmen, selected by the administration for their ability, leadership qualities, and interests met with the principal and committee chairman before the meeting to discuss their leadership roles, to receive materials, and to become familiar with the upcoming events. In January of 2005, the staff of CCHS met to select committee groups. Committees were formed on the basis of the action plan itself, rather than the previous Focus on Learning groups, since the progress report was to be about the accomplishments made from the action plan and many of the current staff members had not been part of the first WASC FOL endeavor. Teachers were introduced to the committee topics and chairmen of each group, and were then assigned according to personal preference. Each group also had a parent member and a student representative, although these members were not always included in every group meeting in the current school year. Individual groups were asked to meet on an ongoing, monthly basis. Notes from meetings were turned into the WASC committee chairman and the principal.

These guidelines were given by the committee chairman:

Meetings are to be regular, and have a consistent time, date, and place. They must start on time, end on time, and members should have an agenda ahead of time. Designate someone to take notes for each meeting. Establish group norms.

The frequency and consistency of CCHS WASC group meetings helped to establish a strong foundation of communication among staff. Here, all staff members worked together under commonalities perhaps not previously experienced. Though the number of meetings can sometimes be daunting, these meetings have woven us together in a positive way creating interest, concern, school spirit, and support for one another.

The leadership committee began meeting monthly in January 2005. Home groups, which consist of subject area departments Bible, English, fine arts, foreign language, history, math, physical education, and science have continued to meet together on a monthly basis as they have for many years. Grade levels 9 through 12 meet monthly now, as well. This year, department heads have begun to meet with the principal and an assistant principal each month. AP teachers have met with an assistant principal to discuss issues pertaining to the College Board AP

classes, testing concerns, in-service opportunities, and the upcoming AP audit. The desire is to continue these meetings on a more regular basis. Teachers in the induction program meet as a group each month, and meet individually with the staff development administrator each week. All of these various groups have opportunity to discuss school issues, and time is given to WASC concerns, as well.

As action plan groups met to investigate and document progress, they gathered data, administered surveys, discussed the findings, and reported progress or problems each month to the leadership committee. During the beginning of the school year 2006-2007, committees met again and began to finish the previous work in progress and to draft their reports. Report drafts were printed for each teacher and then were presented in an in-service on October 13, 2006. Each teacher was given a response sheet to add additional information, corrections, encouragement, or suggestions for further follow up. These were then taken to the next group meeting where they were read, discussed, and evaluated. The drafts were amended and rewritten and submitted to the leadership committee. The group of reports was then edited for cohesiveness and voice. This was reread and additional information was added by the administrative staff and the WASC committee chair. The draft of the report was given to the staff, church board, and interested parents and students in meetings during February 2007.

#### **A. Implementation of the Action Plan**

##### *1. Action Plan 1 - Math and Science*

- a. Administration and department heads met and reviewed the action plan.
- b. After evaluating assessment tools, it was determined to use the Stanford 9 Test, AP scores, and scores from the College Board Scholastic Aptitude Test (SAT) I and II.
- c. Curriculum was revised to correspond to the California State Standards.
- d. It was agreed to keep the current emphasis on staff development and research-based principles.
- e. The department continues to use the California State University of Fullerton Mathematics Diagnostic Test Project (MDTP) assessment each year in May.

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- f. After researching the establishment of the CSUF calculus class, it was determined that the class would not be viable for CCHS.
  - g. The viability of a statistics class was discussed and researched and plans are in place to begin to develop a class in the future for those interested in a fourth year of math.

## *2. Action Plan 2 - Technology*

- a. The administration explored ways to advance technology in the classrooms. The first priority was to make each classroom internet ready. In order to accomplish this task, each room had to be wired for the internet. Once this was accomplished, the administration investigated whether to issue desktop or laptop computers to each teacher.
- b. After each teacher was assigned a laptop computer, our technology consultant conducted training on the use of basic programs. We also took advantage of training that was available through the Santa Ana Unified School District.
- c. As stated above, we began by wiring a few classrooms and explored wireless options. Due to security and performance issues, it was determined that hard-wiring would be the best option. Every teacher was assigned a laptop computer and projection unit.
- d. A survey was conducted to determine the accessibility to technology and training of our students and staff. The results of this survey were then conveyed to the administration.

## *3. Action Plan 3 - Guidance Counseling*

- a. Previously, the guidance department met with all juniors and their parents to discuss their college and career plans. Upon investigation, it was determined that the academic planning process should begin earlier. So currently, the guidance department meets once a year with each individual class during their Bible class period and has



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conducted parent/student college and career planning workshops.

- b. As stated in point *a.*, the guidance counselor has utilized RenWeb to email parents about upcoming college and financial aid workshops. With the addition of the CCHS website, the guidance counselor has been able to disseminate information regarding college visits, scholarships, and ROP opportunities.
- c. The guidance counselor works closely with the registrar, the high school scheduler, and parents to ensure that students are making progress towards their college and career goals.
- d. The guidance counselor has scheduled a number of on-campus college visits and an ROP information session.

#### *4. Action Plan 4 - Communication*

- a. An initial website was created by one of our staff members. After a year we began looking for a solution that would be easier to maintain. After several meetings, we entered into a contract with Educational Networks to construct a website for all three schools.
- b. With the initial website, creating an alumni link was a difficult process. After meeting with the representatives from Educational Networks (EdNetworks), an alumni tab was added to the website. Our guidance counselor has been actively promoting the alumni section of the website, and it has continued to grow. This website is also being used to survey alumni, facilitate reunions, and inform alumni of campus events.
- c. Each teacher was issued a laptop computer and a school email address. This has been an effective means of communication between our teachers and our parents and students.
- d. Through staff meetings and the *CCHS Staff Handbook*, guidelines were given regarding returning phone calls and emails. Responses to initial phone calls and emails are expected within 48 hours. Responses to a second contact

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should occur within 24 hours. This has proven to be satisfactory according to our stakeholders.

- e. Since the last WASC visit, the superintendent and the principals from each school have been submitting a monthly letter to the Calvary Chapel church board apprising them of all school operations, student discipline, and faculty issues.

#### *5. Action Plan 5 - Academic Standards*

- a. The administration met with department heads to determine minimum competency standards within their departments. Each department determines the criteria necessary to advance from course to course.
- b. Overall, the school uses the results from the SAT (tests) and each department was given the freedom to use additional assessment tools. For example, the mathematics department has used the California State University of Fullerton Mathematics Diagnostic Test Project (MDTP) test.
- c. Faculty members refer students who are in danger of not meeting proficiency levels to the administration. These students typically meet with the Assistant Principal of Student Success and our guidance counselor. Intervention conferences with the student, his parents and all of his teachers are held to determine the best course of action for those individuals.
- d. Administration met to construct a timeline reviewing the curriculum of each department. Since our initial WASC report indicated a need in the areas of math and science, those were the first two departments assessed. The following year, English and history were reviewed.

#### *6. Action Plan 6 - Orientation for New Teachers*

- a. The superintendent/principal researched methods to improve summer meetings to help new teacher preparation.
- b. Department heads are invited to the summer training meetings which are held for one week before school starts

in September. Department heads continually meet with new teachers all year long. While general training is provided by the Director of Staff Development, each department head helps mentor new staff members by answering subject area questions.

- c. Funds were specifically allocated in our yearly budget for staff development materials. The use of NCLB Title 2, Part A funds has been a tremendous help to us as well. Videos, tapes, and books were ordered and made available to the teachers and to the Director of Staff Development for both personal enrichment and small and large group staff training. The Harry Wong DVD series was purchased for use in training before school begins. The book *The California Standards for the Teaching Profession (CSTP)* is given to each teacher.
- d. After investigation, we found that assigning a mentor to each teacher was less effective than we thought. Mentoring is accomplished by the Director of Staff Development and individual department heads, while fellow teachers on staff come along to help new teachers each day.

Note: The large amount of money Calvary Chapel Schools has allocated in Title 2 Part A, NCLB funds has proved a boon to our school staff, as it can be set aside to use for their continuing education. Hope International University partnered with Calvary Chapel Schools in this endeavor and was able, at one point, to offer several cohort groups on our school campus. Individuals were able to complete their BA degree, MA Ed, and California State Multiple Subjects Teaching Credentials. Teachers have also received educational training through Biola University, Vanguard University, Concordia University, Orange Coast College, and University of California at Fullerton by using NCLB funds.

The support of both superintendents to earmark funds for individual educational opportunities is commendable and has been greatly appreciated by our teachers. Currently, our superintendent has committed to pay for individual teachers to further their education by paying all of their tuition from this fund, as long as we are able to have access to the monies from NCLB for our school. The resulting academic effect on our staff and student body is profound. As a side note, teachers enrolled in MA Ed programs have provided the administration with valuable research information concerning the various aspects of CCHS.

## V. Critical Areas for Follow-up

### A. Critical Area #1

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“The administration and staff further define quality achievement of the Expected School-wide Learning Results and develop a variety of assessments to accurately measure student progress toward ESLRs.”

Serious consideration was given to each of the critical areas for follow up. Since our initial WASC visit in 2004, we have redefined our Goals (ESLRs), and have developed a number of strong assessment tools to measure our students’ progress towards these goals.

**Wisdom: Calvary Chapel High School seeks to produce graduates who:**

- **Are well prepared in all academic disciplines and are skilled in reading, writing, speaking, listening, and thinking.**
- **Are exposed to literature, fine arts, and other cultures.**
- **Are able utilize resources, including technology, to find, analyze, and evaluate information.**

We utilize a number of tools to achieve these goals, including:

- Novel reports to assess reading and writing skills
- Writing assessments for each grade level to gauge writing skills
- Presentations to give students an opportunity to hone their speaking skills
- Tests to evaluate comprehension
- Research papers to evaluate skills in finding, analyzing, and reporting information
- Essays to evaluate writing and thinking skills
- Training in computer technology to enhance the student skills and knowledge in gathering and using information and technology
- Homework to monitor student learning and evaluate areas that need reinforcement for student achievement

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- SAT 9s and Benchmark Tests to help the administration evaluate where student progress may be enhanced by focusing on areas of weakness as well as strength

**Stature: (Physical) Calvary Chapel High School seeks to produce graduates who:**

- **Are exposed to the principles of healthy, moral family living based on a biblical standard.**

To help achieve and monitor these goals we use a number of tools:

- Discipline records to help identify and correct students who exhibit unsportsmanlike qualities on the field and on campus
- Sports activities and team competitions for students who wish to participate
- Christian values that are reinforced by coaches and team captains
- Physical education and health classes that focus on how to maintain a healthy body
- Moral family living, which is encouraged by biblically-integrated lesson plans used in all of our classrooms and by all teachers on staff
- Observations and interviews of our students on a random basis, which help us monitor and evaluate our goals of producing students who are growing in stature

**Favor with God: (Spiritual)**

- **Demonstrate the value of a personal relationship with Jesus Christ and can articulate and defend their Christian worldview.**

This is one goal that is the most difficult to measure. Since we do not have the mind of God and cannot look either into the students' minds or hearts, we have to look at external evidences to measure this. Some of the areas we use are:

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- Grades and evaluation by each student's Bible teacher give us a way to measure, to some degree, how a student may be doing spiritually
  - Discipline records can help us identify a student whose behavior may indicate a worldview that is possibly non-Christian
  - Student-led Bible studies help us evaluate students who participate and contribute
  - Students are also encouraged to give their own personal testimonies and explain what God is now doing in their lives
  - Student participation in Mission Trips

**Favor with Man: (Social)**

- **Serve the community.**

The areas in which we serve the community are

- Each student is required to complete eight hours of community service each semester. These all have to be activities sanctioned by the administration and must somehow contribute, in a positive way, to the betterment of our community.
- Each reporting period allows teachers to contribute to the Grading Comments section by highlighting positive qualities for each student. This goes on the four progress reports and two grade reports.
- Mission trips help students reach beyond the community to help other people in foreign lands or far-away places. An example would be our trips to ground zero in NYC, or New Orleans to minister to the victims of Katrina, etc.
- Our church camps give students an opportunity to volunteer as counselors.
- We also have students who volunteer for "Beach Clean Up" city events and The American Society.
- Students who have an opportunity to join our ASB and who help their fellow students plan activities and fun outings.

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- Students who help out at our annual Harvest Festival or students who volunteer to aid our local cancer society group.

## B. Critical Area #2

“The administration and staff design and implement systematic procedures for collecting, measuring, interpreting, and using data for curriculum and instruction improvement.”

Another critical area for follow-up was to design and implement systematic procedures for collecting, measuring, interpreting and using data for curriculum and instruction improvement. Previous to our initial WASC visit, none of these things had been done formally. As a private school, we do not have access to some of the standardized tests public schools use. After meeting administratively and with our department heads, we decided to use standardized test scores from the Stanford 9 tests as the primary vehicle for collecting and measuring data on student performance. We also used information gathered from our AP and College Board SAT results, and our grade distributions.

The Stanford 9 tests reports proved particularly useful as they detailed specific areas for school improvement. For example, results from the 2004 test revealed a lack of student proficiency in basic Algebra and probability skills. After meeting with the department, we discovered that most of our students were not receiving instruction on probability, and that some of the foundational Algebraic concepts were not being covered in enough detail. Given this information, the mathematics department agreed change was necessary. In conjunction with our junior high, the Algebra course was divided so that core concepts and probability could be covered in more detail. This adjustment has resulted in moderate improvement each year for the past two years.

Some of our AP scores have fluctuated due to changes of instructors; however, when examining the data from courses where we have had long-term instructors, we see that our AP scores have continued to improve. Although our instructors have not always received a complete breakdown of results from the College Board, they have used their pass rates to determine the effectiveness of their instruction. We are currently receiving the breakdown results from the College Board for teachers. We have also examined the student College Board SAT results as an indicator of relative student preparedness in math and English. Since the test results do not breakdown actual areas of weakness, we are not able to pinpoint specific areas for improvement.

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At the end of each semester, we have examined our grade distributions by class and by teacher. Using these results, we have made general assessments as to the effectiveness of the class.

### C. Critical Area #3

“Though the school has made progress in initiating a staff development program, there is a continued need to maintain support for the faculty through training in ongoing mentoring programs in researched-based instructional strategies and formal educational opportunities for the faculty (B.A., credentialing, and Masters degree programs).”

Calvary Chapel High School has continued to make progress in this third area of follow up. The school has addressed the suggested areas in several different ways. There is an ongoing New Teacher Induction Program for all first and second year staff members, scheduled in-service training for all teachers, continued professional growth training, and allocated funds for ongoing teacher education.

The biggest financial asset for staff support has been the Title 2 Part A funds for staff development under the No Child Left Behind Act. The fund for our school is quite large as it is located within the Santa Ana Unified School District lines. So, although our tuition budget could not support this large expenditure, these funds and the commitment of our administration in its usage have provided an enormous benefit to our staff in many ways.

#### 1. Induction Program

When they are hired, our teachers are told that they will become a part of an ongoing two-year New Teacher Induction Program. This program is directed by the assistant principal, who is responsible for running it throughout the year. She is assisted by the administrative staff, department heads, and numerous experienced teachers. The program has three different emphases of support for new teachers and was modeled loosely after the book written by Rosemary Wong on teacher induction. The first emphasis is on training before school starts. Second, is a weekly 30 minute session between the teacher and administrator called “One on One Wednesday.” Finally there is a monthly group lunch time meeting to learn and review the *California Standards for the Teaching Profession*. Another component is the weekly meetings which all CCHS staff attend. Each teacher meets with her grade level colleagues, with her subject area department once each month, and with the entire staff every other week.



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Before school begins in September, the first and second year teachers gather together for training. They come to CCHS for five days of intensive training. Teachers are given CCHS staff handbooks, CCHS parents/student handbooks, a lap top computer, and their curriculum, if not previously acquired. Each teacher is given a copy of *The First Days of School* by Harry Wong and the *California Standards for the Teaching Profession (CSTP)*. Usually, new staff meet initially with their department heads during the interview/hiring process, but department heads are invited to attend trainings as well. Our superintendent/principal welcomes the teachers, the human resources staff gives pertinent employee information, the assistant principal discusses discipline issues, and our previous resource specialist speaks about learning disabilities and school policies for addressing students with them. The DVD series *The Effective Teacher*, by Harry Wong is shown throughout the week. Teachers are given numerous handouts and evening homework assignments to help develop their own classroom standards, habits, procedures, yearly calendar, lesson plans, and the like. Most homework assignments are discussed with the group the next morning. Each new teacher gives a demonstration and a handout of an activity or game which the other teachers could use in their classrooms too. The week is filled with practical hands-on ideas, practice, and interaction. By the end of the week, there is a sense of communality between teachers and familiarity with the school. This attitude and the bonding continue throughout the year and has been a fine way to develop staff morale and a sense of mutual caring.

Further support is given to new teachers through “One on One Wednesdays.” Although all administrators have an “open door policy,” the Wednesday meeting is a time set aside for the assistant principal to meet for 30 minutes with individual first and second year teachers. The time is spent talking about various topics. Sometimes the administrator sets the topic and it is consistent with all the teachers, such as going over grades and lesson plans, fire drill procedures, or other things not specifically covered in the summer preparation time. Other times the teachers are free to bring up issues of concern, problems, questions, or successes experienced throughout the week. Time is taken to praise or encourage specific areas in the new teacher’s job performance by the administrator and to pray for the teacher’s needs, as well.

Monthly new teachers meetings are held at lunch time, when the teachers are treated to a pizza or burger lunch. The first several meetings are informational, and presented by the staff

development. Then, either the teachers work as partners to present one aspect of the CSTP, or it is presented by the administrator. The lunches are casual and appear to be another way to support research-based staff training and development, as well as give teachers time to be together and develop as a team. Teachers who have moved out of the program say they miss the lunchtime activity and camaraderie.

Mentoring by peers, department heads, and administration takes place with the new staff on a continual basis. Research does not conclusively reveal that specifically assigned mentors are of tremendous help to new teachers. Rather, a new teacher needs to feel comfortable in a mentoring situation since there is often a feeling of inadequacy which accompanies a first year teacher. So rather than assigning a new teacher to a specific person who may not be a good "fit," CCHS offers many opportunities where teachers can find help and support from many different people, administrators, department heads, fellow staff members, and fellow new teachers, too. In offering these opportunities, and the openness of other experienced teachers, it seems most new teachers find mentors in a natural way.

## **2. In-Service Training and On-Going Staff Development**

CCHS teachers are provided a variety of opportunities for development and training. Before school starts in September, teachers are given training. In 2004, the year began with Bob Jones University Press presenting an all-staff in-service in August. It consisted of a main session and various grade level and interest group sessions. At our three-day staff retreat that year, two sessions were based on the book, *Inspiring Active Learning* by Merrill Hamin. Teaching Techniques/Co-operative Learning Groups and Presentations were several of the topics which were covered. Lesson Planning and Biblical Integration were presented by Glen Schultz, the author of *Making the Connections*, in 2005. This past year, with the introduction of the RenWeb system, computer training took our attention as a staff. Training was provided for several days by RenWeb staff and by our own computer trainer. These trainings occurred both in a main session and in separated school sessions.

The ACSI Convention, held during the week of Thanksgiving break, has been an enormous opportunity for our entire staff to receive useable information, helpful training, and further education. We attend the convention all day Monday and Tuesday, and on Wednesday we meet at school for breakfast and discussion

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of various lessons, insights, and tools gained at the conference. This year, Harry Wong was the main speaker on Tuesday, so all teachers were able to attend his lecture. This gave us a chance to discuss, as a school, positive implementation options of grade level and school-wide procedures. CDs of various speakers were purchased for the staff to use on an individual or group basis.

Time is set aside for valuable training sessions at the end of each 6 week grading period. These normally half-day sessions are presented by an in-house staff member who presents researched based topics such as Kagan Structures for learning, cooperative learning, *What Works in Schools* video series, and the Harry Wong *Effective Teacher* series. Recently, this time has been utilized to discuss issues pertaining to our WASC visit. Discussing and revising our school goals or ESLRs and sharing committee findings have been useful to us as a staff and to the school because we have an extended time to gather together as a staff, break into groups for discussion and then reunite to share group points or thoughts together.

An all-school training day is serviced on the Thursday before Easter break. On this day, the school provides outstanding speakers specialized in various topics of education. In past years we have hosted insightful StrengthsQuest trainings, and have learned from Anne Anzelone (a noted professional presenting ways to help all students be successful). Kagan Learning Structures are booked for this year. These special days have been encouraging and beneficial to all.

Additionally this year, all teachers are required to choose and participate in a specific staff development opportunity. Certain teacher groups are viewing one of the several DVD/video series CCHS owns; some (including all first and second year teachers) are participating in the "2 + 2 Peer Observation" group; and others are following the plan of their choice. Our art teacher has chosen to hear a series of lectures at a local art museum, the health teacher is taking The Red Cross training, and our drama teacher is attending a series of plays produced by The Orange County Performing Arts Center.

### **3. Allocated Funds**

As noted earlier, many teachers have been able to further their education by using NCLB staff development funds. Teachers have utilized these monies to obtain B.A. degrees, master degrees in education, and formal credentials.

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Hope International University (HIU) has assisted CCHS in its furthering education endeavor by offering cohort groups on our Calvary Chapel campus. Both the School of Professional Studies and the Graduate Education Department have held sessions on our campus (a new masters cohort group is beginning this month). These groups and the funding provided by NCLB have enabled teachers and administrators to continue and/or complete their educational endeavors in a convenient manner and to do it with their fellow colleagues. This opportunity has clearly enriched our school. Other teachers have been able to attend additional universities including: Biola, Vanguard, Concordia, and National University, as well as California State University at Fullerton. Our staff has been provided with educational opportunities they may have missed had NCLB funding not been available to help make them highly qualified teachers.

Note: Due to our ongoing relationship with HIU, both Doctor George West and Doctor Everett Henry have graciously made themselves available to CCHS in an advisory capacity, which has been another valuable benefit to the school.

#### **D. Critical Area #4**

“The administration and staff develop and implement a long-range master resource plan particularly in the area of technology and infrastructure.”

The commitment to improve technology at the high school starts at the elementary level. The administration placed computers in each elementary school classroom, and purchased 30 laptops that can be rolled from room to room in a mobile lab configuration. They have also committed funds and have built a junior high computer lab. All Calvary Chapel Junior High students are now required to complete one year of computer training prior to high school. The high school has upgraded its computer lab as well. We have purchased and are in the process of installing state of the art library software for all of the libraries on campus. The commitment to improve staff technology at CCHS is seen though the purchase of a laptop computer for each teacher. Also, the purchase of projectors allows teachers to utilize their computer capabilities more widely within the classroom. The vision is that the more exposure to technology at a lower level, the better the use of technology at the high school level.

A technology plan was written to facilitate Action Plan #2. We have completed the staff assessment of their current technological capabilities, and have developed technology staff training plans for both new and seasoned teachers.

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This training includes not only the technology skills that meet levels I to III of the California Technology Assistance Project (CTAP) proficiency standards, but those needed to use the newly acquired RenWeb software.

CCHS has been wired to provide network drops in every classroom since all teachers have laptop computers. Calvary Chapel High School currently has a Local Area Network (LAN) with a fiber optic backbone that enables all classrooms to connect with the Wide Area Network (WAN) and the Internet. Internet connectivity is provided via a T1 line that connects the CCHS WAN. All learning areas of Calvary Chapel High School are wired for network and Internet connectivity.

Our goal is to maximize the use of technology within our limited space. We don't want to limit the use of technology to the computer lab only. Using the new school-wide software, teachers daily employ their knowledge of technology. With proper training and more time, the utilization of technology will significantly increase. The pieces of hardware and most of the software are in place. We recognize the importance of continual staff and school community training in technology, as it seems to constantly change, opening new and adventurous doors. We have a strong start down this path of technological improvement, and are committed to travel it both as a school and as a school community.

#### **E. Critical Area #5**

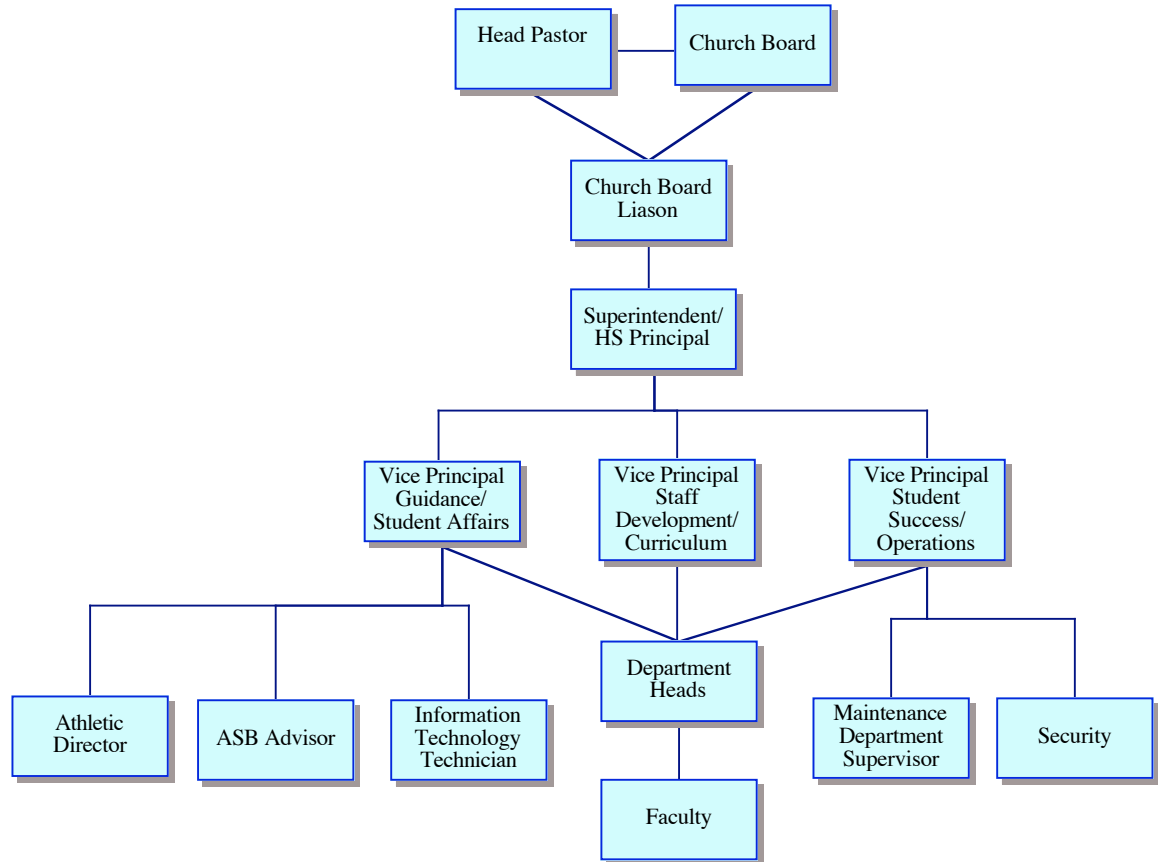
“The administration further clarify the organizational structure of the school, articulate said structure, and continue efforts towards including all stakeholders in the decision making process.”

The administration has worked hard to clarify the organizational structure of the school. Its structure is well defined, both by written organizational charts and in daily practice. Although some of the administrators are new to their current position, the superintendents have made their duties clear from the beginning. The administration team cooperatively follows the guidance of the superintendent/principal and works collaboratively with each other. The group is open to fielding differing opinions, and various perspectives are valued. The weekly administrative meeting and the “open door policy” adhered to by all of the administrative staff makes for open, up-to-date communication.

The *Calvary Chapel Schools Staff Handbook* has been a helpful tool to communicate the vision, structure, policies, procedures, and standards of CCHS staff.

2006-2007 Calvary Chapel High School Organization Chart

Figure 9



Throughout the month, teachers and administrators meet in various groups. These groups are led by different individuals. Teachers meet by grade levels, subject areas, as a whole staff group, and as WASC groups. First and second year teachers meet both as a group and as individuals with an administrator. Each administrator meets with a specific grade level in their monthly meetings. Department and grade level meetings take notes which are given to administration; administrators meet afterwards to discuss issues brought forth in each grade level meeting.

Students can meet with any administrator, teacher, or staff member to discuss any issue at any time. Administrators and teaching staff are outside daily at breaks and lunches to provide supervision; however, this time of availability has also allowed a casual way for students to meet with an administrator. These meetings occur without an appointment or a visit to the office.

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Parents are given opportunities to learn of school events and issues, and are able to voice their opinions through parent surveys, Agape Board meetings, *The Wings Newsletter*, the CCHS website, email addresses provided by every staff member, and by making a personal phone call or appointment with any one on the administrative staff. Obviously, parent voices are heard and their input valued by our school.

When decisions are made (major or minor), thought is given to the impact of the decision on all stakeholders. Where possible and feasible, input is received from any and all stakeholders before a decision is made. Obviously, in a school many decisions must be made quickly, and policies must come from the CCHS superintendent and Calvary Chapel church. So at times, just the knowledge of the values of our school and church community gained from the above methods must guide the decision making process.

To further illustrate our continuing effort to include all stakeholders in the decision-making process, the administration has taken a number of steps to motivate and assist our teachers as they seek to educate our students.

In September, administration met with all departments separately to assess the positive aspects of their classes. All of the findings were recorded and distributed to each teacher. In October we met again to assess their wants, desires for the school, and personal goals in education for the students and our school. Listening to teacher's needs and desires allows the administration to help facilitate teacher goals.

We are meeting on February 1, 2007, to review the minutes of those meetings. Our superintendent will then advise us as to what we can do to support our teachers and to help them realize they do have a voice in the school's governing process.

A copy of those meetings and the findings is available for review.

## **VI. WASC Action Plan Committee Findings**

### **A. Action Plan #1 Goal**

#### **Increase Math and Science Standardized Test Scores**

Thorough investigation, detailed research, and strategic assessment are the essential tools wielded to monitor and improve school-wide development within the focused fields of math and science. Department heads and leaders within the curriculum development committees have, in their ongoing evaluation of student mathematics performance, discovered new

venues revealing student progress and improvement. Group participants analyzed AP Calculus exam results to effectively determine student understanding. Results revealed a significant recent increase in student participants. Testing results analysis note a decrease in scores from 2002 to 2005; however, change is positive as student attitude toward and preparation for the AP Exam is increasingly involved. One major contributing factor is due to a change in instructors and the daily motivation and stability most recently provided. The calculus instructor continues to enhance classroom application as he attends advanced level mathematics workshops and seminars.

**Below are the results for the 2002 AP Calculus Exam:**

25 students total took the exam in 2002.

7 students scored a 5.  
8 students scored a 4.  
6 students scored a 3.  
3 students scored a 2.  
1 student scored a 1.

**The results for the 2003 AP Calculus Exam:**

13 students total took the exam in 2003.

2 students scored a 4.  
7 students scored a 3.  
3 students scored a 2.  
1 student scored a 1.

**The results for the 2004 AP Calculus Exam:**

3 students total took the exam in 2004.

2 students scored a 5.  
1 student scored a 2.



**The results for the 2005 AP Calculus Exam:**

13 students total took the exam in 2005.

1 student scored a 5.  
1 student scored a 3.  
4 students scored a 2.  
7 students scored a 1.

Additional assessments targeting student mathematics scores found an increase in eight of the ten categories including Algebra, Statistics, Probability, Functions, Geometry from a Synthetic Perspective, Geometry from an Algebraic Perspective, Discrete Math, and Conceptual Underpinnings of Calculus. Percentage score increase in Stanford Test (SAT 9) are most substantially evidenced in Algebra, rising from 37% above average in 2001-2002 to 66% above average in school year 2004-2005. Trigonometry scores remained unchanged from year to year, but were consistently 35% above average in both years. Testing revealed a drop in Problem Solving Strategy scores (14% above average in 2001-2002 to 7% above average in 2004-2005). Tenth grade scores improved from 2002 to 2005 in five of the ten categories. Geometry from a Synthetic Perspective evidenced the highest substantial increase. Scores rose from 32% above average in the 2002 school year to 69% above average in the 2005 school year. Scores for eleventh graders revealed an increase as well, of 5.5%, and seven of the ten categories improved. Statistics and Calculus remained the same and Trigonometry decreased five percentage points for similar school year.

The ninth graders in 01/02 had a mean national (percentile) of **50.6%**.

The ninth graders in 04/05 had a mean national (percentile) of **56.2%** (an **increase of 5.6%**).

In 01/02, the ninth graders scored (of 48 problems):

15% were below average  
71% were average  
14% were above average

In 04/05, the scores improved:

7% were below average  
65% were average  
29% were above average

In 01/02, the tenth graders scored (of 48 problems):

24% were below average  
57% were average  
19% were above average

In 04/05, the scores improved:  
12% were below average  
57% were average  
37% were above average

The eleventh graders in 01/02 had a mean national (percentile) of **50.1%**.  
The eleventh graders in 04/05 had a mean national (percentile) of **55.6%**  
(an **increase of 5.5%**).

In 01/02, the eleventh graders scored (of 48 problems):  
13% were below average  
71% were average  
15% were above average

In 04/05, the scores improved:  
13% were below average  
56% were average  
31% were above average

Assessment was effectively implemented and action plans established as mathematics teachers compiled and analyzed clear, objective results of student performance from both the AP Calculus and Stanford Test exams.

Similarly, student science scores for the Stanford Test provided clear evidence of student growth from school year 2002 to 2005. Grade nine testers increased mean national percentile scores 4.4%. Earth and Space, and Life Science classes improved in two of four categories while Physical Science and Science Process Skill remained the same. Grade ten testers increased mean national percentiles 8%, and all four categories improved. Similar percentiles revealed an increase in grade eleven testers national mean in all four categories.

The ninth graders in 01/02 had a mean national (percentile) of **53.4%**.  
The ninth graders in 04/05 had a mean national (percentile) of **57.8%** (an **increase of 4.4%**).

In 01/02, the ninth graders scored (of 40 problems):  
9% were below average  
71% were average  
20% were above average

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In 04/05, the scores improved:  
     7% were below average  
    67% were average  
    25% were above average

The tenth graders in 01/02 had a mean national (percentile) of **48.9%**.  
 The tenth graders in 04/05 had a mean national (percentile) of **56.9%** (an **increase of 8%**).

In 01/02, the tenth graders scored (of 40 problems):  
     17% were below average  
    65% were average  
    18% were above average

In 04/05, the scores improved:  
     10% were below average  
    60% were average  
    29% were above average

The eleventh graders in 01/02 had a mean national (percentile) of **50.0%**.  
 The eleventh graders in 04/05 had a mean national (percentile) of **55.6%** (an **increase of 5.6%**).

In 01/02, the eleventh graders scored (of 40 problems):  
     13% were below average  
    72% were average  
    15% were above average

In 04/05, the scores improved:  
     15% were below average  
    55% were average  
    29% were above average

In eleventh grade, all four categories improved in scores from 01/02 to 04/05. The two most significant increases were Physical Science (from 15% above average in 01/02 to 29% above average in 04/05, and Science Process Skills (from 22% above average in 01/02 to 32% above average in 04/05).

As subject educators discussed recent Stanford test results for mathematics and science, they integrated a critique of the specific testing tool and considered possible variables affecting scores. First noted was that the test, usually given in March or April, assessed student knowledge of materials yet to be covered. Certain teachers plan to rearrange their curriculum

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schedule in order to cover by March or April all the material appearing on the test.

Teachers also considered effectiveness of present texts with relation to test assessment. The Stanford tests employed a large percent of graphs and charts (pictorially expressed data) to test student analysis skills. Since finding that present textbooks have few charts and graphs; the mathematics department is exploring the possibility of upgrading curriculum with newer textbooks. Supplemental materials and visual aids present another teaching alternative. All teachers were asked to make sure that they possessed all of the materials their specific curriculum needed. New materials in the form of overhead transparencies, worksheets and unit and benchmark tests were provided for the geometry and algebra II/trigonometry teachers. Two new computer software programs have been purchased to enhance student learning. Both software programs, *Algebra in Motion* and *Calculus in Motion* have received positive feedback from the students as they are able to actually see the concepts such as graphing, functions, definition of the derivative, and integration in motion as it is being taught. The science department has already implemented new curriculum for chemistry and anatomy.

The following suggestions are being implemented to improve test scores:

- Employ more multiple choice questions on quizzes and tests.
- Give more multiple choice questions on quizzes and tests. This would give students more practice for the standardized tests.
- Provide more visualization of what the students are learning by utilizing *Microsoft PowerPoint*, *Algebra in Motion* and *Calculus in Motion*.
- Give students more quizzes on a weekly basis, depending on the academic level of the class. This would allow the teacher to assess the students' comprehension on a regular basis.
- All tenth and eleventh grade students should take the Stanford 9 during the regular school year for an additional test for assessment.
- Explore the Key Curriculum Press for new mathematics curriculum.

Recognizing the need for a school-wide application of California State Standards, the action plan committee generated a survey for math and science teachers. The following summary reveals percentages of teachers utilizing specific state standards within the curriculum:

- Instructor curriculum met state standards 90-100% of the time.
- All subject teachers have a copy of relevant California State Standards

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- Students are informed of unit objectives the majority of the time. Methodologies employed include: PowerPoint presentations, calendar, board notes, worksheets, and assigned readings.

The following recommendation draft was generated from survey results:

- Enhance student outcomes by using department meeting time to discuss how to present unit objectives so students understand each correlation with its state standard. Then, ensure stated objectives are uniform throughout departments.
- Strategize lesson focus by implementing state standards in the planning process

Calvary Chapel High School has sought to maximize staff development in addressing California State Standards. Each year, all teachers attend the ACSI conference. It is an annual two-day event covering pertinent educational topics. Teachers can choose from 500 seminars as well as visit over 350 exhibits to view the latest educational products, teacher supplies, and instructional materials.

Teacher in-services are held quarterly and feature such topics as Harry Wong's "The Effective Teacher" and helpful StrengthsQuest training. Additionally, teachers seek to revolutionize their advanced placement courses through College Board seminars, from which they can glean valuable lesson strategies, class resources, or complimentary examination copies of textbooks.

In order to best pinpoint student achievement problem areas, the math department has implemented a Cal State Fullerton evaluation program. This free-of-charge program tests student readiness from one course to the next and results are conveniently made available in only a few days. As areas of deficiency are revealed, the math department continually evaluates how to best utilize data and make necessary changes. To facilitate student performance evaluation, the math department will begin to utilize the CSUF assessment tool both at the beginning of the year and at the end, as well for a more complete assessment.

A step listed on the action plan to further options to best prepare students for college included a California State University at Fullerton calculus course to be implemented by a qualified high school instructor. However, the mathematics department concluded that the minimal flexibility it offers to the high school schedule and the requirement that the instructor hold a Master's Degree makes this program less desirable than the CCHS curriculum which, in effect, proves more universal.

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In order to maximize student potential for college and future occupations, mathematics focus group participants explored offering a high school level Statistics class. When students were surveyed concerning interest level, the following results were shared:

- 1) Of the 9<sup>th</sup> grade students; 46% indicated they would take a Statistics class and 46% indicated they would not.
- 2) Of the 10<sup>th</sup> grade students; 32% indicated they would take a Statistics class and 40% indicated they would not.
- 3) Of the 11<sup>th</sup> grade students; 31% indicated they would take a Statistics class while 44% indicated they would not.
- 4) Of the 12<sup>th</sup> grade students; 45% indicated they wished Statistics was available to them and 52% indicated they did not wish that Statistics was available to them.

Many of the students surveyed indicated they felt a Statistics class would be beneficial to them in preparing them for college and they would be able to apply the subject matter to careers and personal use. Some students felt the more options they were given, the better it would be for them. The juniors and seniors seemed very aware of the need to satisfy college requirements.

Based upon favorable survey data, the math department has initiated the recommendation to offer a high school level Statistics class for the 2007-2008 school years. This possibility was noted by administration and will be evaluated for feasibility and financial considerations.

## **B. Action Plan #2 Goal**

### **Improve student and staff access to and training in technology**

In an ever increasingly technological world, it is imperative that students be able to utilize a variety of technological resources to find, analyze, and evaluate information, to solve problems and make informed decisions. In an investigation to improve technology for students and staff at CCHS, administrators interviewed the technology director of Santa Ana Unified School district to review their technology plan. Private school administrators from Downey and Orange were interviewed as well.

To improve technology as an educational tool at CCHS, each teacher from MCA to CCHS was provided with a personal laptop computer in 2006, and each classroom was wired to access the internet. Wireless internet access was instituted in fall 2006, and Cat 5 cable and fiber optic backbone systems were installed for networking with servers and T1 service. The project took about two years to complete and staff, students,

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and parents were surveyed to assess accessibility and training needs. Also information regarding technology has been included in administration meetings and letters to the board.

In August of 2006, teachers were able to attend five specific informational laptop trainings sessions. In December and January, trainings were also held. Office staff received specific training in RenWeb, as well. Previously, CCHS coordinated resources with Santa Ana Unified Schools to provide relevant PowerPoint teacher training at their technology center.

August 2006 sessions introduced teachers to our newly implemented RenWeb computer system, familiarizing them with a more highly effective and congruent school-wide grading system. There was a large general session, followed by sessions in the computer lab to enable teachers to set up their attendance, grade book, lesson plans, and to become familiar with the various aspects of the program. The RenWeb program itself offers online tutorials on most aspects of the program which are available at a click of the mouse. The October 13 in-service also was used to provide hands on computer lab training for teachers getting ready to do progress reports.

Computer classes offered at CCHS now include: Computer Graphics Web Graphics/ Journalism, Visual Basic, and Multimedia.

When CCHS students filled out a survey questioning areas of their own computer skills and the effectiveness of computer training received at CCHS, grade 9-11 surveys revealed a majority of students have taken computer classes in high school, and feel fair to good in their competence. The survey also revealed that less than half of the students are required to use such computer programs as Excel and Power Point and that most felt they would benefit from taking additional computer classes. So, further investigation will take place on how teachers and administration plan to implement these requirements in each department.

When teachers completed a survey concerning their own computer skills, technology training at school, and amount of technology used in their classes, results returned by 23 teachers of the 34 surveyed revealed that most teachers have received training in the use of their laptop computers and its features, and that many teachers are interested in further technological training. Improvements in technological hardware include projectors ordered for teachers, which allows teachers and students to use Power Point Presentations to enhance their daily lesson presentations and student oral reports. A newly installed intercom and clock system will allow for immediate consistent communication to all classes in the school in case of emergency, and allows the administration or office staff access

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to each individual classroom, should the need arise. The system is needful on campus since there are three different schools which have 6 different bell schedules.

### **C. Action Plan #3 Goal**

#### **Improve guidance counseling to enable students and parents to make informed decisions.**

The CCHS guidance department offers its services and seeks to meet with every member of the student body. In order to facilitate student focus and academic planning, the guidance department counsels all students from their freshmen year concerning a four-year academic plan. For the succeeding three years of high school, the guidance department tracks each student to make any necessary changes concerning their academic plan. Students meet yearly to review school resources and strategic planning skills to fulfill their future career goals. Yearly meetings are not the only time when a student and their parents can meet with the guidance department. Parents and/or students can schedule a guidance meeting at any time during the school year.

Interaction between students and future colleges are facilitated by the guidance department. Annual visits by schools such as UCI, FIDM, USC, and Point Loma help CCHS students plan the remainder of their high school. An ROP program has also been developed.

The CCHS library and the school guidance reference library have many resources on college planning, test preparation, and academic standings for colleges worldwide. Career focus group resources are also available. After meeting with our guidance department, a student can continue their research by using the library's college resources.

The guidance department has implemented college/career workshops for students and parents to discuss issues regarding SAT testing, course planning, and collegiate options. Further opportunities for students and parents are provided through Agape Board and specific grade level parent meetings that are scheduled throughout the year. Here, parents are kept up to date on UC standards, financial aid, and other pertinent college/career information.

To better meet student needs, CCHS has implemented grade level advisors. Students are informed at the beginning of the year of their grade level advisor and how they can help. Advisors act as a helpful liaison between student and administration. To bridge the gap for more in-depth



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questions, each student can receive academic answers at a personal level. Each year, the National Honor Society organizes Career Week. This provides students with an opportunity to meet members of the local community who share their career experiences. The goal of this program is to spark interest within the students for various careers.

Because CCHS has invested much of its resources in RenWeb, parents have the ability to be much more informed and involved with their student's academic program and progress. Students, too, are more easily and frequently informed of their grades, assignments, and overall progress, and are consequently further empowered to take personal responsibility for their academics, all of which lead to an improvement in CCHS's overall level of academia. The available information also encourages parent/student communication while heightening parental involvement in planning a student's future. The CCHS website: [www.calvaryschools.org](http://www.calvaryschools.org) optimizes academic planning by extending tools such as scholarship information, FAFSA planning, and university links.

A number of assessments are now in place to assist students in college and career planning. For example, in CCHS's freshman health class, teacher Megan Worth administers an assessment named StrengthsQuest. This assessment ranks a student's top five strengths, providing suggestions of where students' strengths might best be used when considering academic and career choices. Students then take several weeks to follow a unit designed to help them maximize their talents and look at options for their future. They also are given suggestions regarding ways to maximize their study times and to plan their future taking their strengths into consideration.

Another place where personality/career assessment is taking place is amongst the senior English classes. As students prepare to write their college essays, they are given the opportunity to assess essentially who they are and where their interests and gifts lie. In completing these assessments, students are able to couple their interests with their gifts.

Once a student has determined both of these elements, he has a much better chance of finding a career, and subsequently a college specializing in the field that best suits him.

When considering future options for guidance counseling, the focus group foresees a variety of assessments like those in freshman health and senior English taking place at each grade level.

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**D. Action Plan #4 Goal**

**Improve communication between staff, administration, and parents regarding policies, goals, and decision-making processes.**

A variety of avenues are available encouraging free-flowing communication between staff, Administration, and parents. Teachers are the first to field parent issues. If the situation requires further attention, the parent and teacher together meet with our assistant principal. Next, the parent and the assistant principal meet with the school principal/superintendent, who is the designated conduit of communication with the church pastorate. These clearly defined steps of authority facilitate student progress by allowing each administrative element to perform his duties most efficiently.

Church Board Representative Joe Dyer provides an essential stable link in our communication network. As a permanent member of the church board, Joe effectively represents the school in decision-making processes. He conveys concerns to church administration and, in turn, facilitates church directives for the high school. Joe also helps heighten school accountability as he regularly and continuously meets with the principal and assistant principal in charge of overseeing the school accounting office. From immediate and long-term financial issues to interests concerning school events, Joe communicates school developments to the church board for review.

CCHS also sends a monthly letter to the church board informing and updating them on school events, student or teacher honors, field trips, and ministry opportunities. Keeping lines of communication open builds an increasing trust between church and school, and generates enthusiasm to reach new educational landmarks.

Weekly meetings involving high school, junior high school, and elementary school administrators are helpful, as well. Here administrators coordinate the three school branches and campuses. They work together to address disciplinary issues, scheduling conflicts, funding needs, mission opportunities, ministry concerns, and plans for the future.

Students are able to communicate their opinions, showcasing their thinking and writing skills in *The Premier*. CCHS's student newspaper is developed and maintained by the students. Writers work together with their chosen staff advisor to discuss such interests as: school activities, class content, and current world events. *The Premier* is a high quality, quarterly publication, which provides an effective platform by which students can share evidence of their Christian faith and worldviews.

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Up-to-date information concerning school sporting events, class activities, and important testing times are communicated on the CCHS electronic billboard. Students, parents, and community members can read these prominent messages displayed immediately and visually on an outside wall near the school office. Here, CCHS is also able to demonstrate its core values and desire to encourage through sharing select biblical Scriptures.

Along with keeping parents informed through six-week progress reports, CCHS mails its quarterly *Wings Newsletter* to each student family. This newsletter engages parents in school development, heightens community interest, and cultivates further student involvement in special clubs, sports opportunities, and Associated Student Body participation. *Wings* not only connects student groups with the body at large, but also relays detailed information about various school aspects such as announcements about upcoming events, like The Winter Formal, upcoming PSAT, ACT, AP Testing days and sign up information, messages from the guidance office, updates on WASC activities, uniforms, Class Meetings, Agape Board Meetings, Club events and opportunities, ASB Events, and Athletics. Here, the four high school administrators extend informative and personal letters concerning CCHS core learning goals. Space is made for the athletic director to share team statistics, player awards, and personal notes. Also, students will find educational tips in *Wings* as well as messages from ASB and club leaders.

Information meetings are set up to help parents keep abreast of school policies, plans, and the like. Parents get many important questions answered at the Agape Board meetings held each month. Whether they have specific issues of concern or are interested in the school's vision for the future, parents and educators can come together during these times to freely discuss their thoughts. Different department leaders share specific information concerning their departments and explain the course of study, curriculum, ideas for field trips, and successful innovations they have used. Various Agape Board committees meet throughout the year to discuss issues specifically pertaining to their interest such as the Uniform Exchange, Mother and Son Banquet, Senior Activities, Class Fundraising, and The Snack Committee. The Agape Board encompasses all three schools—Maranatha Christian Academy, Calvary Chapel Junior High School, and Calvary Chapel High School. These branches work together in support of the schools, but also separately to serve the needs in each specific school.

Since our last WASC visit, CCHS has significantly improved lines of communication with parents and with students. Our new website is kept current with information for parents, students, alumni, and staff. The new

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RenWeb system has opened a whole new world of communication for the school, as parents can now, at any time, view their student's grades, attendance, homework assignments, and class calendars. All of this can also be accessed from the school website. The administration also demonstrated their commitment to improving the lines of communication by investing in laptop computers and email addresses for each teacher. This has proven to be an invaluable investment for our community. One way communication is specifically facilitated between the school and the high school pastoral staff is through the high school ministry's website, [refuge.org](http://refuge.org). This link can also be accessed through the Calvary School website.

The new website has also created effective ways to connect with CCHS alumni. Whether it is used to share information, maintain ties, or invite alums' participation, this line of communication avails students a wealth of information from the pool of alumni's shared experiences. They are able to register themselves, participate in surveys, and be invited to school events. These ties with alumni also help to determine if CCHS adequately prepares students for their future. Alumni are also invited to return and share, in person, their life experiences with our current high school students. (An upcoming visit from an alumnus who is now a professor at Biola is anticipated this spring.)

To keep students and teachers informed of daily events, in-school communication is maintained through an intercom system. Student representatives are scheduled intercom time each morning during which they are able to share information with peers. As a backup to the intercom system, our librarians type out the announced events, providing a concrete reminder for each teacher. Lines of communication will be made readily available even in student locker halls. As students are passing from class to class, they are able to check the TV monitor located in the Trophy Case on the first floor displaying times of various sport practices, games, and school events.

Conveniently located in the school office, is an area that displays a variety of flyers and bulletins for parents and students to take with them; its informative literature specifically targeting the needs of CCHS parents, students, or others interested in applying to the school. Topics found on the display range from announcements for guitar lessons, sporting events and opportunities, after school community service opportunities, Bible Study Lessons from the weekly Girls' Joyful Life Study, and a continuing assortment of offerings from the school, church, student body, and community. Tying together all important school dates, holidays, testing days, student progress reports, and more is the Master Calendar mailed home to each family. The Master Calendar is also printed in the

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Parent/Student Handbook, and made easily available on the school website.

School operations, student discipline, and faculty concerns are communicated clearly through our RenWeb system. As this technology rapidly increases and becomes more user friendly to all stakeholders, CCHS will employ the use of daily email to facilitate an in-school means of communication. This information will be more readily disseminated to students, parents, teachers and support staff.

Since Monday morning chapel is mandatory, information from the high school pastoral group is verbally communicated appraising students of camps, mission opportunities, outreach activities, and more. Additionally, our church bulletins are handed out during weekly services, informing students, parents, and the church community of most information students hear during Monday chapel. These modes not only provide smooth communication between pastoral staff and students, but between student and their parents as well.

In addition to our printed bulletins, school information concerning ministry is conveyed through bulletin inserts, fliers, and posters placed around campus announcing such activities as camps, concerts, guest speakers, activities and mission trips. Another type of printed communication is found on the very sweatshirts and tee-shirts the high school *Refuge* ministry periodically creates.

Communication between high school pastoral staff, students and, in some cases, parents is maximized through both interactive and hands-on experiences. Planned activities such as ice cream socials, Sunday afternoon barbeques, and Battle of the Bands reach out to students on their level. Each grade level attends a Retreat at the Calvary Chapel Youth Camp in Green Valley, as well, which provides a time for the class to bond with one another and Christ. These activities provide a non-threatening atmosphere where they are encouraged to relate socially both with each other and with pastoral staff.

So that students can easily access the high school pastor's office, it is located on school grounds, near the student lunch area, and on the path to and from chapel. A continual open-door policy allows students to stop in on their breaks or during lunch if they have needs. Both men and women high school ministry leaders are available during the school day for questions, counsel, or prayer. If students desire accountability or prefer sharing in a small-group setting, leaders and mentors provide group fellowships outside of school.

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**E. Action Plan #5 Goal**

**Establish and strengthen academic programs in order to more clearly assess student progress and to facilitate smooth and accurate educational transitions.**

Establishing and honing academic standards is an ongoing process, to be reviewed continuously. As CCHS seeks to prepare students well in all academic disciplines, department notebooks have been recognized as important tools to aid newer teachers and experienced educators, parents and administration. Among other helps, these department notebooks lay out expectations for each grade level in individual subject departments. The English Department, for example, is developing notebooks containing sample writing assignments to help students understand what is expected and to function as a tool of communication between English teachers as they work to define standards for marks given and for transitions between grade levels.

Benchmark tests are the defining element to determine grade level readiness. Teachers' goal, then, is to coordinate benchmark tests and their curriculum so as to meet common standards in a timely fashion. During grade level or specific subject meetings, this type of hands-on resource also provides teachers more objective terminology with which to discuss standards. Also, sample assignments often help new teachers, students, and even parents better understand assignment guidelines and objectives, and clarify what may not be understood through verbal explanation or even written directives alone. And when students, for whatever reason, transfer in to CCHS midyear, these tests would help determine where exactly they should be placed for each different subject.

Since department notebooks are such helpful tools, the academic focus group suggests they be made readily accessible. However, to secure confidentiality, such items as benchmark tests should be kept locked in office storage. Notebooks available to the public would contain homework, study guides, sample essays, and the like.

Academic standards are also firmly established through advanced placement entrance examinations. Students in AP classes who receive a D grade or below may be transferred to a lower class if one is available. The Bible classes also developed a plan to design school standards for their classes. For example, tenth grade is assigned church history, eleventh grade overviews individual books, and apologetics is emphasized in twelfth grade.

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Many of the above standards are being better enforced through the school-wide adoption of the RenWeb computer system.

#### **F. Action Plan #6 Goal**

##### **Improve the mentoring process for new teachers in order to improve student learning.**

The director of staff development and the high school principal have researched and devised newly improved methods to help prepare recently hired teachers for the upcoming school year. Actually, new teachers are defined as either first or second year teachers. These teachers attend a week long rigorous training session before the school year begins. Linda Huffman, Jay Henry, and Don Thompson lead these sessions in August. To better expedite learning, new teachers are organized into subgroups according to grade level, with high school teachers meeting as one large group. Initially, training for teachers covered only three and a half days; however, due to the large amount of material to be processed, there are now five full days of training.

During these days, mentor teachers and trainees view and discuss select Harry Wong (expert speaker, author, and teacher mentor) video sessions. New teachers have found Wong's videos along with his book *The First Days of School* a very effective jump start for the year. Using these videos and corresponding handouts, trainees learn to distinguish between procedures and rules, how to best organize and manage a classroom, how to motivate students, and how to avoid possible pitfalls common to the new teacher. True life example stories and photos help trainees visualize a personalized, smoothly running, and effective learning atmosphere.

In order to better meet the broad range of student needs, Cheryl Howard a former public school special education teacher who holds a special education and a multiple subjects credential and Calvary Chapel grade school principal, has recently added to the regular teacher preparation sessions with a helpful lecture covering how to best empower students with learning disabilities. Various mentor teachers also cover such issues as classroom management, state standards, ESLRs, and lesson planning.

To help new teachers fully understand school regulations and discipline procedures, high school Vice Principal Don Thompson explains the newly adopted school-wide point system. This unifying system of conduct bolsters new teachers' confidence by providing them with a fair and clear step-by-step discipline system. Now students can expect a standard response for their actions. Clarifying student boundaries allows them a

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greater freedom for positive expression within these set limitations. It also prevents newly hired teachers from expending precious emotional energy on “making the call” on how to best treat the infinite variety of student behaviors. Finally, new teachers can focus more on teaching their subject as the point system assures them a fair backing from administration.

New teachers receive an abundance of printed resource material. Employing URL addresses for helpful teacher websites, studying curriculum guides, and utilizing the Student Handbook are just a few of the many ways new teachers can begin preparing themselves for the upcoming school year.

With the formal adoption of our new RenWeb system, it is especially important that new teachers be trained concerning how to use equipment and software. Joseph Trevino, Computer Technology Consultant, performs each of the previously mentioned with rigor and professionalism. Even before teachers are allowed to touch a computer, he explains technical issues ranging from effective email use to the proper handling of equipment.

Mentors also appoint time to explain the concept of the high school’s open house. New teachers learn what to expect as they prepare their talks on the essence of and expectations for their classes. They find out what class standards to cover and how to address parent concerns. A staff meeting follow-up session reviews any further open house preparation needs, and a summer in-service meeting provides time for questions on computer usage while allowing hands-on teacher training.

Another effective means to help new teachers is our before-school training—times when department heads are available to speak on past experiences or best ways to expedite teaching strategies for various subjects. Throughout the school year, Director of Staff Development Linda Huffman meets weekly with teachers on an individual basis in order to assess their progress or specific needs. She also organizes monthly lunch meetings with the group of new high school teachers, encouraging them in their first and second years, and explaining such issues as: meeting the six state standards, using the *Beginning Teacher Support and Assessment* manual, and utilizing important teaching techniques.

Linda Huffman also conducts classroom observations at least twice a year to make sure teachers are on the right track. After the lesson, she debriefs with the teacher, discussing the observation and suggesting ways to improve classroom instruction and management, as well as noting and encouraging the many fine aspects noted in the classroom. Numerical ratings are given, usually on a scale of one to three, or a check rating that a



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certain aspect or trait was seen in the classroom observation which allows the learning teacher to target areas of personal strength and weakness.

Being most acquainted with their subjects, department heads set times to observe new teachers within their corresponding subject areas. Mentor involvement and teacher assessments enhance an overarching unification of each subject area and tend to cultivate additional mentor/teacher relationships. Linda Huffman reviews the department heads' critiques so as to stay continuously abreast of new teachers' needs or to help maximize their unique gifting. Critiquing others' actual lessons stimulates discussion about how to improve teaching techniques for all teachers and combines best ideas together.

One student representative, Garrett Laudenback, noted that with time new teachers improve in areas of time management and creative teaching techniques. From his perspective, improvements were due in part to mentor teacher observations.

Most recently, "2+2 Observations" modeled after *Collaborative Peer Coaching that Improves Instruction*, by Dwight W. Allen and Alyce C. LeBlanc, has exposed new teachers to a wide variety of teaching styles, methods, and techniques. New teachers schedule times to observe both veteran and fellow beginning teachers two times per month. They then complete simple observation forms commenting under such headings as: compliments, suggestions, and reflections upon the executed lesson plan. There is nothing quite as educational as watching another teacher in action, and teachers have found these times often unleash innovation the observer may have never previously imagined.

An abundant library of resources is available to new and veteran teachers alike. School funds have been used to build a library of instructional materials for every teacher's learning or review. The following are now available to all CCHS teachers and have been made easily accessible through Linda Huffman's office:

- Harry Wong's video series *The Effective Teacher* including the following topics:
  - The Effective Teacher
  - The First Days of School
  - Discipline and Procedures
  - Cooperative Learning and Culture
  - Lesson Mastery
  - The Professional Educator
  - Positive Expectations

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- *Learning Styles* by Marlene LeFever
  - *Disciplines by Design* by Jodie Kapehart
  - *ABC's of discipline*
  - *7 Laws of Teaching* by J.M Gregory
  - *Making the Connections* by D. Johnson
  - *The First Days of School* by Harry Wong
  - ACSI special speaker messages (list attached)
  - Santa Ana School District teaching videos
  - Training and instructional videos available in CCHS library (list attached).
  - Annenberg on-line streaming teaching videos at [www.learner.org](http://www.learner.org).

New teachers have a variety of mentor resources from which to choose or to mix and match according to their personal style. The majority of new teacher staff development is accomplished through department heads, fellow teachers, monthly training sessions, and weekly individual appointments with Director of Staff Development Linda Huffman. Mentors also help new teachers determine ahead of time which ACSI sessions would be most helpful to attend. Finally, resources such as hard copies of previous teachers' calendars and daily lesson plans have been organized and made available to incoming teachers. These subject specific plan binders are invaluable tools to help teachers transition into their new position, sketch out a year's structure, or discover effective and innovative lesson ideas.

Note: The funding for the Masters in Education Programs and credentials was earmarked by the CCHS from their No Child Left Behind, (NCLB) Title 2 Part A funds, and funds continue to be earmarked for this purpose for all Calvary Chapel School teachers and instructional aides.