

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Heather M. Harrison
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Mariners Christian School
(As it should appear in the official records)

School Mailing Address 300 Fischer Avenue
(If address is P.O. Box, also include street address.)

City Costa Mesa State CA Zip Code+4 (9 digits total) 92626-4523

County Orange

Telephone (714) 437-1700 Fax (714) 437-7976

Web site/URL http://www.marinerschristianschool.com E-mail hharrison@marinerscs.org

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

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Heather Harrison E-mail hharrison@marinerscs.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Santa Ana Unified School District Tel. (714) 558-5501

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Lewis Brewster
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
 - TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	20	18	38
K	36	33	69
1	35	31	66
2	36	36	72
3	29	40	69
4	36	38	74
5	30	43	73
6	40	41	81
7	49	47	96
8	54	42	96
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	365	369	734

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 10 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 74 % White
 - 12 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 4%

If the mobility rate is above 15%, please explain:

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1, 2018	684
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):

Mandarin, Korean, Spanish

English Language Learners (ELL) in the school: 0 %
1 Total number ELL

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

Total number students who qualify: 0

8. Students receiving special education services: 12 %

90 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>4</u> Autism | <u>10</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>30</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>23</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>3</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</u> Intellectual Disability | <u>5</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 0

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	32
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	22
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	97%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2007

15. In a couple of sentences, provide the school’s mission or vision statement.

To build a firm foundation through Christ-centered education.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Mariners Christian School (MCS) is an independent, private school in Costa Mesa, California. Since its founding in 1987, the school's mission has been "building a firm foundation through a Christ-centered education," driven by five core values: Love for Christ, Exemplary Academics, Whole-Child Focus, Connected Community, and Culture of Innovation. MCS began with a passionate group of parents who had a vision for Christian education paired with high quality academics. The school opened its doors with 44 students and 7 staff members. Today, MCS is a Transitional Kindergarten through 8th grade program with 734 students and 92 staff. All classroom teachers are credentialed with 70 percent holding at least one advanced degree. The student body is comprised of families from 27 surrounding cities throughout Orange County. Families represent 14 Christian denominations and 72 churches. The commitment of the staff upholds the mission and sustains a culture that values enduring community relationships which span beyond each student's educational experience at Mariners Christian School.

MCS is committed to a culture of continual growth and innovation. The learning environment, instructional practices, and educational programs are designed to support student success. In the summer of 2018, MCS launched a comprehensive capital improvement project called Bright Future. This work has focused on expanding and modernizing the facilities to enhance and support innovative academic programming. Additional physical space, next generation technology, and flexible learning environments will continue to foster active engagement, collaboration, and hands-on experiences. The anticipated completion of this capital project is fall 2020.

MCS holds a deep commitment to the support of the whole child. Exemplary academic programs prioritize rigor, creative problem-solving, scholarly habits, and critical-thinking skills. The inclusion of individualization ensures that every student is appropriately challenged. The academic focus is intentionally balanced with a dedication to character formation along with the development of skills necessary to build and maintain healthy peer relationships. Each MCS student is encouraged to be a responsible global citizen and to become a difference maker in the world.

Whole-child development provides opportunities for students to participate in programs including Bible, weekly chapel, physical education, after-school athletics programs, Spanish, specialist rotations in elementary, and electives in middle school. MCS has a distinctive TK through 8th grade Maker Education program including a state of the art Makerspace that offers innovative STEM opportunities. Led by a trained expert dedicated solely to Maker Education, the program provides exposure to essential career and Social Emotional Learning (SEL) skills focused on the design thinking process. Mariners Institute for the Arts (MIA) is an equally distinctive and innovative program. Through the expansive offerings, all students discover their talents within visual and performing arts.

Maintaining a connected community for staff, students, and families is integral to MCS culture. Partnership is solidified through continuous family communication and collaboration. Families and staff work closely to ensure that each student achieves his or her greatest God-given potential. Parents contribute to the school community by volunteering in classrooms and participating in schoolwide programs including Bible studies, parent education offerings, Parent Teacher Fellowship (PTF), weekly Parents in Prayer gatherings, annual community events, and as members of the school board. A full calendar of student activities and family events engage all. The connected MCS community fosters a healthy school culture and actively supports the development of well-rounded students.

More importantly, the highest standards have been established, moving the school toward a continued commitment to excellence. This standard has influenced educational enhancements such as a data-driven culture, universal screenings, multiple measures of assessments, increased instructional minutes, Common Core State Standards (CCSS) alignment, consistent curriculum review practices, and the implementation of Multi Tiered System of Support (MTSS). Reflective practices have also led to the expansion of the arts, Science, Technology, Engineering, and Mathematics (STEM) initiatives, student support services, and professional development.

The awarding of National Blue Ribbon in 2007 significantly affected the trajectory of Mariners Christian School. Receiving this award is an extreme honor for all recipients and, as a private school, this honor has established MCS as a leader in education amongst both private and public institutions.

Today, with historic enrollment and a thriving community, Mariners Christian School attributes its success to the implementation of core values. The dedication to continual improvement has solidified its reputation as a leading institution accomplishing its mission to “build a firm foundation through Christ-centered education.”

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Mariners Christian School's instructional approach is based on academic rigor, biblical truth, and data-driven practices. The programs are aligned to Common Core State Standards. The California MTSS Framework provides universal supports to all students. Curricula are adopted to support vertical alignment across all content areas in grades TK through 8.

Throughout the year, interim assessments, universal screenings, and standardized assessments are administered to all students. The administration of varied assessments supports the implementation of data-driven instruction providing academic baselines and progress monitoring. A variety of instructional strategies are utilized including project-based learning, inquiry, differentiation, and individualization. Scaffolded direct instruction within the curricular areas supports learners requiring targeted interventions, while advanced learners are given extended thinking and application challenges. Under the umbrella of MTSS, the RTI process is used for targeted interventions.

1b. Reading/English language arts

Across all grade levels, English Language Arts (ELA) is aligned to CCSS with a formal scope and sequence to ensure the continual progression of reading and writing skills. This development strengthens critical-thinking in the areas of synthesis, analysis, and interpretation. Instructional strategies focus on active student engagement, achievement of essential knowledge, biblical wisdom and understanding, and complexity of cognitive processes. Students hone writing skills by organizing ideas into clear passages that are appropriate to the task, audience, and purpose. Writing workshop allows students to enthusiastically compose self-selected topics, collaborate and edit with peers, publish writing, and share work in an environment that honors the student-author. Students apply skills across all genres, including narrative, opinion, and informational. In addition, students build effective speaking and listening skills by working collaboratively with partners and small groups.

ELA in grades TK-5 utilizes a systematic approach through explicit direct instruction and individualization. Multi-sensory techniques meet the various needs of all students, regardless of levels or learning styles. In the primary grades, beginning readers learn phonemic and phonological awareness through movement, music, and engaging activities. As children gain phonetic competencies comprehension instruction increases. Elementary has fully adopted and implemented an individualized balanced literacy approach using Units of Study (UOS). Students are supported through read alouds, shared reading, reading workshop with strategic mini-lessons, one-on-one conferring, small-group instruction, guided reading support, and independent reading opportunities. In the upper grades, complex text is combined with a focus on metacognitive and text-dependent questions. Using the Fountas and Pinnell Reading Benchmark Assessment System, teachers use data to quantify specific reading behaviors and plan strategic instruction.

The middle school ELA program continues the commitment to well-balanced literacy while developing scholarly habits and practices of the discipline. Students develop enduring understandings to extend learning beyond the literature. Strategies and instructional practices, such as literature logs and dialectical journals, build context for engaging with text. These consistent practices require application and analysis of content. Vocabulary development focuses on Greek and Latin roots alongside content academic vocabulary. Comprehensive grammar instruction progresses through middle school grades ensuring mastery of language mechanics and use. With this foundation, students develop as focused writers across all genres. While emphasizing grade-level content, a focus on the implementation of college and career readiness skills is maintained. Increased rigor is provided through collaborative assignments, Socratic seminars, and inquiry-based learning. The incorporation of Kaplan's Depth and Complexity promotes critical-thinking. Advanced learners are provided with Honors English courses. The curricular approach provides a bridge where students successfully transfer skills across content.

1c. Mathematics

The mathematics program at MCS uses a combination of CCSS and practices from the National Council for Teachers of Mathematics (NCTM). The adoption of Envision Mathematics K-8 was a strategic choice that has allowed for vertical alignment across the elementary and middle school programs. Content reflects a balance of conceptual understanding, procedural skill, fluency, and applications. The MCS instructional approach includes data-driven instruction, problem-based learning, visual learning, and inclusive academic instruction. This approach promotes mathematical literacy and extended reasoning skills.

Based on analysis of multiple sources of academic data, MCS teachers identify and prioritize multi-level instructional strategies. Instructional supports include differentiated small group and one-on-one instruction, individualized learning tasks, and math intervention specialist support. Data are collected through pre-assessments, benchmark/interim, formative, and summative assessments.

Problem-based learning allows students to analyze real world math problems, evaluate options, collaborate, and present solutions. Daily visual learning bridge builds complexity of cognitive processes within classroom conversations. Teachers explicitly present problems related to new concepts or procedures.

The MCS mathematics curriculum includes a progression of skills across grade levels, strengthening mastery for all student groups. Students in grades 6-8 are grouped according to foundational knowledge, and are provided with accelerated, remediated, and on-grade level classes. Both digital and print resources are used for differentiation, intervention, and assessment, providing immediate feedback to students and teachers. Student-driven collaborative math conversations allow construction of viable arguments and abstract reasoning. The supplemental math programs form a foundation where students build on number sense and fraction/decimal problem solving. The inquiry method challenges students to reason abstractly and quantitatively.

1d. Science

The MCS science program includes all of the Disciplinary Core Ideas (DCI's) of the Next Generation Science Standards and is taught from a biblical worldview. MCS students are led in inquiry-based phenomena-driven lessons using the Five-E Model of instruction. Crosscutting Concepts help students make connections across all domains of science: Physical, Life, Earth and Space, and Engineering.

In middle school, fully functioning labs continue the focus on the three-dimensional learning of the NGSS. Key components of student learning include collaboration, research, experiments, dissections, inquiry-based projects, and engineering challenges. Student learning is assessed through labs, formative, and summative assessments. Outdoor education and service opportunities include beach cleanup days and a multi-day environmental science field trip. In alignment with the 2020 NGSS rollout of environmental literacy standards, the MCS science program is poised to incorporate local phenomena to build awareness of impacts between humans and their environment, empowering MCS students to take action.

1e. Social studies/history/civic learning and engagement

The MCS history program provides students with a comprehensive course of study focused on historical content, inquiry-based learning, and the fostering of civic responsibility. The program is grounded in the California History-Social Science Framework, biblical worldview, and research-based instructional practices. Simulations, primary sources, and literary and historical texts facilitate the development of critical-thinking skills. Students are encouraged to view history not as isolated past events but to understand its relevance as they connect the past to the present.

In elementary, specific highlights include the learning of citizenship and community roles. Second grade students ideate, plan, and build a marketplace where they sell goods or services to other students. Fourth grade students extend their study of California history by not only building mission models, but also by using their knowledge of the state's history to design and create a hypothetical 22nd Mission. In fifth grade, students integrate their learning of the American Revolutionary War through the Walk Through the

Revolution reenactment.

The middle school history program concentrates on developing scholars of the discipline who read, think, and write like historians. Interactive curriculum and experiential lessons ensure student engagement. Learning is brought to life through simulations, problem-solving, group work, gallery walks, and act-it-outs. Document-Based Questions (DBQs) require students to analyze primary and secondary sources, evaluate their importance, and defend a position. Socratic seminars and debates help students achieve deeper conceptual understanding of the ideas and values within the text. Students experience history beyond the classroom through assemblies, grade-specific reenactments, the 6th and 7th grade field trips to the Getty Museums, and the culminating 8th grade trip to Washington, D.C.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

The MCS Transitional Kindergarten (TK) curriculum is designed to bridge the gap between preschool and kindergarten. The MCS TK program builds upon the essential foundations of preschool with kindergarten standards to support the academic, social, and emotional growth of the school's youngest students. Through balanced literacy, math, science, history, PE, and visual and performing arts, TK prepares students to meet or exceed rigorous standards by the completion of their kindergarten year. Each teacher's focus on spiritual formation infuses a distinct Christian worldview across all subjects. In order to further develop self-regulation, language, cognition, and social competency, intentional play is valued as a vital piece to the success and readiness of TK students. MCS TK students enter kindergarten prepared to achieve success.

2. Other Curriculum Areas:

Comprehensive enrichment courses provide MCS students with opportunities to explore, create, and collaborate within innovative environments. Electives engage students through dynamic content and essential knowledge. Daily participation in specialists is prioritized as part of the development of the whole child. Bible is integrated throughout each subject area and taught as a subject in all grades TK-8. Weekly chapels teach biblical truth, build character development, and provide opportunities for worship.

Students in the TK-8 Makerspace program learn the Design Thinking Process while also experiencing elements of innovation such as 3-D design and printing, robotics, coding, engineering, and design challenges. The Design Thinking Process further benefits students by encouraging empathy, allowing them to identify common needs. Students practice the 21st century competencies of communication, collaboration, critical thinking, and creativity. In addition, deep integration of core content standards is carried out as an extension through innovative projects.

The MCS technology curriculum for grades K-8 has been developed around ISTE Standards (International Society for Technology in Education) and CCSS. Developing a strong foundation of digital citizenship is a key component of the technology program. Students participate in weekly classes in addition to integrated technology-based projects within their classrooms. Digital Learning Coaches for both elementary and middle school assist teachers in the development of cross-curricular projects. The SAMR model (substitution, augmentation, modification, redefinition) guides the coaches in altering tasks and transforming student learning experiences. Technology-based electives for grades 6-8 include Educational Technology, Digital Media Design, and Introduction to Game Programming. In addition, a one-to-one device program is implemented in grades 4-8. After school, students have the opportunity to participate in an app development program with mentor support from local university students.

Based on the physical education model content standards for California schools, the evidenced-based SPARK PE curriculum uses a strategic progression of fine and gross motor skill development in grades TK-8. PE teachers work with all students on teamwork, game strategies, and overall physical health. Students demonstrate knowledge of physical fitness including ways to increase health and performance. PE is used to improve social interaction with peers through group activities that rely on cooperation and collaboration. Bible-based lessons of fairness, good sportsmanship, and hard work are integrated throughout the program.

In addition, middle school participates in after-school sports programs such as flag football, golf, volleyball, and basketball. MCS is also a partner in the Newport Mesa Unified School District Pilot Cup Soccer Tournament for students in grades 3-6.

MCS recognizes the importance of second language acquisition in preparing students for cultural competencies. Through the study of Hispanic cultures, students develop an understanding and appreciation of diversity. Weekly Spanish classes begin in kindergarten and continue through 8th grade. In the elementary years, emphasis is placed on the acquisition of new vocabulary and preliminary grammar concepts through a variety of strategies including TPRS (Teaching Proficiency through Reading and Storytelling), songs, and games. In the middle school years, students build upon this solid foundation and complete a high school accredited Spanish 1 course by the conclusion of 8th grade.

Mariners Institute for the Arts (MIA) has been a distinguishing feature of MCS for the past two decades. Aligned to California's Visual and Performing Arts Standards, all students discover, practice, and develop their artistic talents as a way of serving the school and local community. Grades K-5 participate in both art and music classes each week with an additional 35-minute ensemble class weekly for grades 4-5. Student voice and choice is provided through the selection of orchestra, band, or general music. In middle school, a variety of electives are offered including Theater, Production and Design, sewing, Art I and II, Photography, Culinary Arts, Woodshop, Band, Orchestra, Choir, and Worship. Student teams are responsible for leading worship and providing audio-visual technical support in weekly chapels and events. Opportunities beyond electives and enrichments are provided throughout the year. This includes a fall middle school play, winter elementary musical, and spring middle school musical. One fourth of the student body elects to participate in elementary and middle school productions.

3. Academic Supports:

3a. Students performing below grade level

No barrier should inhibit a child from reaching his or her highest potential. Critical to MCS student success is the effective implementation of individualized instruction guided by data-driven practices.

Following the California MTSS Framework, MCS takes a proactive approach to identify and support students' academic, behavioral, and social-emotional success. Across grade levels and content areas, identified performance bands determine proficiency levels to support mastery. Guided by the performance bands, teachers administer multiple assessments to understand and address learning needs.

Early assessments help determine interventions for students and academic progress toward grade-level mastery. Students in grades K-5 take a norm-based universal screener and use a diagnostic assessment tool three times each school year to identify individual student competency in math and reading. In grades 6-8, readiness assessments are administered twice a year in math, reading, and writing. Quarterly interim assessments are administered in all subject areas. Data analysis of assessments guide daily instruction, placement, and interventions.

Students performing below grade-level receive additional support to target specific learning needs. MCS classroom teachers provide universal supports and interventions including scaffolded instruction, small group, and one-on-one support. In English Language Arts, Special Education credentialed teachers trained in Response to Intervention (RTI), meet with students performing below grade-level. Students receive foundational interventions in phonics, reading fluency, comprehension, spelling, writing, and vocabulary. Assessment and progress monitoring are integral parts of the RTI program. Groupings are fluid as student proficiency determines needs.

For math intervention and support, a push-in and pull-out program is used for grades K-5. In grades 6-8, a Math Intervention Specialist provides a math support block. In each of these grades, leveled math courses including Fundamentals of Math and Integrated Math are offered. Students receive additional small-group instruction, scaffolded support, and individualized pacing to guide them toward mastery of mathematical concepts.

3b. Students performing above grade level

As a high-performing school, maintaining a level of academic excellence is paramount. The community of educators reflect and act to improve student achievement. Formative and summative assessments are utilized to redefine academic goals that support each student. During weekly PLC meetings, instructional teams collaborate to plan enrichment to support greater levels of depth and complexity.

In addition to MAP and readiness tests, pre-assessment data are used to inform instruction. Teachers create flexible groupings and provide additional rigor for students working beyond grade-level expectations. Through conferring, teachers guide students to set individualized reading goals. Students cultivate skills on the highest levels of the literacy continuum while reading appropriately challenging literature. Guided reading groups provide further individualized support through the introduction of more complex literary themes.

Advanced math students benefit from enriched instruction and Project-Based Learning (PBL) with real-world application and advanced problem solving. In grades 5-8, assessment data place students in homogeneous math groups. This includes an advanced track through grade-level honors and an accelerated track leading to Geometry in 8th grade.

3c. Special education

MCS elementary and middle school teachers work collaboratively to include best practices of pedagogy for students with diagnosed learning differences. Service plans are created for students who qualify through public or private assessments based on federal guidelines of the Individuals with Disabilities Education Act (IDEA). Service plans outline in-class accommodations as well as academic modifications that students are entitled to receive based on academic, psychological, or behavioral needs. Interventions are also provided for students demonstrating need regardless of eligibility for special education services.

The MTSS team works with parents of identified students needing formal assessment, and meets to collaborate on next steps to support behavioral, academic, and social-emotional needs. At these meetings, parents are given information, and referrals are made to identifying agencies or the student's local public school to gain formal assessment information. Once assessments are completed, the SST team meets to create individualized support plans. The support team uses multiple measures of assessment, including standardized testing, report cards, classroom observations, and teacher feedback to create a tiered RTI process of support for students performing below grade-level. The MTSS team meets bi-weekly to discuss students who fall above or below grade-level norms to determine intervention updates. The intervention team creates and monitors the progress of literacy and math groups that utilize core support materials. Students qualifying for intensified support receive individualized or small group instruction three-to-five days each week. This comprehensive instruction focuses on executive functioning and study skills.

MCS believes that tailored individualized instruction, strategic intervention, and systematic practices allow all students to achieve academic success. Students participating in these programs show significant growth based on advancement data from progress monitoring and benchmark assessments, some advancing three-to-four reading levels in a nine-week session of intervention.

3d. ELLs, if a special program or intervention is offered

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Mariners Christian School is dedicated to providing a thriving environment grounded in engagement across every area. Teachers and staff intentionally build meaningful relationships with all constituents. Vibrant student life and an abundance of engagement opportunities create an inclusive community where all are positive contributors.

With the implementation of Positive Behavior Intervention and Support (PBIS), teachers and staff provide students with social-emotional support to become responsible, respectful, and safe citizens. Each year begins with school-wide PBIS assemblies to establish the LIONS Pact (Listen, Include, Ownership, Notice, and Support) and REACH (Respect, Accountability, Community, and Honoring God and Others) expectations. Throughout the year, all staff positively reinforce these behaviors and corresponding practices. To recognize positive behaviors in action, staff distribute Power Paws and REACH cards. These cards provide monthly incentives and special privileges. Discipleship rather than discipline is the end-goal of behavior correction. Social-emotional support tools ensure that every correction becomes an opportunity for learning and growth. Developmentally appropriate strategies including reflections, restorative circles, and conflict resolution help students maintain positive relationships and make responsible decisions.

In addition to daily recognition of positive behaviors, MCS recognizes character and academic success. Outstanding citizenship is celebrated during monthly Exemplar Lion Awards assemblies. The quarterly Lion Pride Award acknowledges exceptional character and leadership. Academic achievement and excellence are recognized through semester Honor Roll and subject specific awards assemblies. At the end of each year, teachers give Character Quality Awards highlighting and honoring a distinct character trait in each student.

Students' social and emotional development is of paramount importance. Peer relationships are shaped through activities such as lunch clubs, weekly staff-facilitated lunch games, after-school enrichments, and multiple events. Field Days build camaraderie with schoolwide Teal versus Black competitions promoting school spirit. Monthly Share-to-Wear days encourage spirit and service as students "share" a specified donation item then "wear" the dress day theme.

Developing leadership skills is another key component of the engagement of students. Students develop as leaders through programs such as Associated Student Body (ASB), Peer Assisted Leadership (PALs), and Carpool Ambassadors. Primary and upper grade students are connected as buddies and meet weekly to participate in a collaborative lesson. In middle school, 6-8th graders are placed in small groups across grade-levels called Unity Groups. Monthly activities are planned and led by 8th grade students to build collaborative skills and relationships.

2. Engaging Families and Community:

The connected community of Mariners Christian School maintains deep roots beyond graduation. All stakeholders prioritize community relations and partnership. In this institution, all are welcomed, informed, and engaged. MCS believes a student's success is dependent on the extent to which families are involved in their child's education. Formal parent-teacher conferences are provided twice a year, but all staff are dedicated to being available at any time to ensure consistent success.

MCS has a highly engaged parent community. Ninety-nine percent of the families attend evening events including Back-to-School and Open House nights. This high engagement is also demonstrated in parent volunteering and leadership opportunities. As stated in the summary, parents are invited to serve in a variety of ways. Avenues of parent leadership include the School Board, Parent Teacher Fellowship (PTF), and Parents in Prayer (PIP).

A Community Connections Coordinator and a Parent Connector develop a multitude of experiences for parents and families to be involved and build relationships. These opportunities include new family

welcoming events, Bible studies, book clubs, Fall Festival, Christmas boutique, parent education nights, and Grandparents' Days.

The utilization of a variety of communication methods engage and inform families. These include weekly eNews, online learning management platforms, weekly teacher newsletters, Annual Report, Alumni News, and social media.

Maintaining healthy reciprocal relationships with the community at-large is a priority. The admissions department connects regularly with local preschools. Middle school administration and faculty collaborate with feeder high schools to ensure students are prepared for the next stage in their educational career. Youth pastors from churches represented in the student body are invited as guests to speak at chapel and attend the annual pastor's breakfast. Established partnerships with multiple foundations are integral to MCS success.

A distinguishing feature of the MCS community is the continued relationship with alumni. The MCS Alumni Association coordinates events throughout the year and invites former students to participate in a variety of ways. The annual Heritage College Scholarship, funded entirely by staff, is awarded to as many as three alumni graduating from high school. Also presented annually, the Distinguished Alumni Award recognizes an alumnus whose career and accomplishments honor the MCS legacy. The relationships between former students and faculty at MCS are uniquely long-lasting.

3. Creating Professional Culture:

The staff at MCS is engaged in continuous cycles of learning which promote a growth mindset culture. Professional learning, reflective practice, and weekly Professional Learning Communities (PLC) are all trademarks of the MCS teaching community which have significantly improved student achievement. All professional learning aligns with school goals, California Standards for the Teaching Profession, and teacher needs.

Strategic goals at MCS begin with the school's core values. Elementary and middle school teachers design Strategic, Measurable, Achievable, Realistic, and Timely (SMART) annual goals. These objectives inform PLC and professional development throughout the year. PLC collaborative teams meet weekly to review and analyze data to better support academic achievement. This process guides teachers in the development of systematic interventions and enrichment support.

Each month, core content departments devote an entire day to collaboration. Curriculum review, refinement of practices, and meeting annual department goals are action items during this time. MCS also engages with educational consultants who provide expert training aligned with strategic goals and student outcomes. An Instructional Facilitator provides dialogical coaching to support teachers' individualized goals. Coaching cycles enable deep reflection directly connected to student achievement.

The administrative team values teacher growth and invests in a variety of learning opportunities: the Institute for Reading and Writing Workshop at Teachers College at Columbia University, ISTE, and the California Mathematics Council (CMC) Southern Conference. Teachers are also encouraged to attend trainings through the Orange County Department of Education and online webinars. With annual funds from a Title II grant, newly credentialed teachers participate in the California Teacher Induction program. Additionally, a school endowment fund provides 50 percent matching grants for any MCS teacher pursuing an advanced degree.

4. School Leadership:

The shared leadership structure of MCS consists of a school board, administration, and staff leadership teams with specific responsibilities assigned to each respective role. Together these leaders are tasked with managing all operations of the school. In collaboration with the Head of School and Chief Operations Officer, the board governs and determines policies, oversees the financial sustainability of the school, and ensures alignment to the established mission and vision. In conjunction with the board, the Head of School ensures the effective implementation of policies and oversees all operations and personnel. The Head of

School directly collaborates with senior administrative leaders including: Chief Operations Officer, Admissions Director, Director of Development, Director of Educational Technology, Elementary and Middle School Principals, and Student Deans. The daily operations of the school and direct supervision of personnel are assigned to the senior leadership team. The support and collaboration provided by the Instructional Leadership Team is key to the success of MCS. The team includes an Instructional Facilitator, grade-level leads in elementary, departmental leads in middle school, and two Digital Learning Coaches.

The shared leadership philosophy is critical to success and progress. Alignment across all areas relies on the collaboration and leadership of this team to fulfill the mission of the school. Shared leadership builds an empowering culture that values the voice of all personnel. Furthermore, it builds capacity for learning and growth in all constituents to work together to achieve common goals and identified objectives. Most importantly, it leads all to pursue the highest standards of excellence and determines the necessary avenues through which all learning outcomes are met.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

As an established core value, it is the collective responsibility of every staff member to teach the whole child with the intention of developing students in every area: academically, socially, emotionally, behaviorally, and spiritually. This practice focuses on personal growth, future success, and the empowerment of students as global citizens and influencers of culture. Across grade levels, the Whole-Child Approach is intentionally integrated into every program and content area. Understanding the whole child drives decision making in long-term strategic planning and determination of annual schoolwide goals.

Academically, the MCS Whole-Child Approach cultivates expert learners. The students are purposeful, motivated, resourceful, reflective, and goal-directed. Individualization appropriately engages and challenges students through targeted academic support. This holistic academic approach moves beyond content mastery as students develop the necessary skills, habits, and practices to grow as scholars. A multitude of specialist and elective courses expose students to creative outlets while giving them opportunities to develop real-world skills.

MCS has designed a biblically-integrated character education program to encompass the Social Emotional Learning (SEL) and behavioral components of student life. The program cultivates a unified culture with practical social skills. Identified expectations are taught in chapels, on the playground, and in the classrooms with consistent student reflection. In elementary, the LIONS' Pact specifically teaches students to Listen, Include, take Ownership, Notice, and Support others. As students progress into middle school, character development transitions to the REACH program focusing on Respect, Accountability, Community building, Honoring God and others.

The outcome of these programs is seen in students who engage in a variety of individual and grade-level service projects. Through the MCS Difference Maker (DM) program, students identify a need within the community, design a project to meet that need, then apply for grants that fund and support the implementation of their passion projects with ongoing mentor guidance. DM also includes ongoing partnerships with local and global organizations leading to schoolwide giving drives and philanthropic events. Through the Difference Maker program, students' experience passions coming to fruition and witness their impact in the world.

Mariners Christian School is successful because of the Whole-Child Approach. The students are critical thinkers, competent communicators, cooperative citizens, and conscientious learners. The Whole-Child Approach has allowed MCS to place the highest value on truly knowing each student and seeing the entirety of his or her person.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Christian

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

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

3. What is the educational cost per student? \$11151
(School budget divided by enrollment)

4. What is the average financial aid per student? \$5635

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 8%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 15%