

U.S. Department of Education
2023 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 Dr. Daniel Moyer
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 12500 Sand Canyon Avenue Crean Lutheran High School
(If address is P.O. Box, also include street address.)

City Irvine State CA Zip Code+4 (9 digits total) 92618-1100

County USA

Telephone (949) 387-1199 Fax (949) 387-1200

Web site/URL <https://www.creanlutheran.org/> E-mail dan.moyer@creanlutheran.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.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Jeffrey Beavers E-mail jeffrey.beavers@creanlutheran.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pacific Southwest District Tel. (949) 854-3232

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.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Noel Fairchild
(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.

Date _____

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

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, leave blank.*

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 2023 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

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 in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	240
10	286
11	259
12 or higher	249
Total Students	1034

*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):
- 0.2 % American Indian or Alaska Native
 - 38.8 % Asian
 - 1.1 % Black or African American
 - 8.7 % Hispanic or Latino
 - 0.9 % Native Hawaiian or Other Pacific Islander
 - 40.2 % White
 - 10.1 % 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 2021 - 2022 school year: 5%

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, 2021 until the end of the 2021-2022 school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	32
(3) Total of all transferred students [sum of rows (1) and (2)]	45
(4) Total number of students in the school as of October 1, 2021	984
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Mandarin, Korean, Cantonese, Vietnamese, German, Japanese, Portuguese, French, Sudanese

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

7. Students eligible for free/reduced-priced meals: 12 %

Total number students who qualify: 119

8. Students receiving special education services with an IEP: 16 %
Total number of students served 170

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>14</u> Autism	<u>93</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>123</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>98</u> Specific Learning Disability
<u>78</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 16 %
Total number of students served: 170

10. Number of years the principal has been in the position at this school: 4

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	69
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

12. 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 20:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	96%	96%	98%	98%
High school graduation rate	100%	100%	100%	100%	100%

14. **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 2022.

Post-Secondary Status	
Graduating class size	203
Enrolled in a 4-year college or university	84%
Enrolled in a community college	13%
Enrolled in career/technical training program	1%
Found employment	1%
Joined the military or other public service	1%
Other	0%

15. 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.

16. In a couple of sentences, provide the school's mission or vision statement.

Mission: "Proclaiming Jesus Christ through Excellence in Education" Vision Statement: By the grace of God, Crean Lutheran High School will be... - A beacon that shines the light of Jesus Christ in a world of spiritual darkness. - A pursuit of excellence committed to providing Christian teachers and educational leaders who are empowered by the Holy Spirit and dedicated to establishing an exceptional educational framework that is innovative, future-oriented, and responsive to the changing demands and needs of high school students in an increasingly complex and technologically advancing world. - A partnership of students, parents, school, church, and community in pursuit of best educational practices. - A transformational experience for its students as they matriculate into disciples of Jesus Christ.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.creanlutheran.org/about> -- <https://www.creanlutheran.org/admissions>

Non-Discrimination Policy

Crean Lutheran High School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to the students of the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

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

PART III – SCHOOL OVERVIEW

Founded in 2007, Crean Lutheran High School's (CLHS) mission is "Proclaiming Jesus Christ through Excellence in Education." CLHS is a co-educational high school that serves the needs of approximately 1040 students and is located on 30 acres in Irvine, California. The diverse student body, composed of students from over nine countries, includes those who self-report as Caucasian (40%), Asian (39%), Hispanic/Latino (9%), African American (1%), Native Hawaiian/Pacific Islander (1%), American Indian or Alaskan Native (0.2%), and Two or More Races (10%). Over 12% of Crean Lutheran's students are English Language Learners. An additional 16% are enrolled in Crean Lutheran's Learning Success Program (LSP), which provides individualized accommodations to students with special needs. CLHS is accredited by the Western Association of Schools and Colleges (WASC) and National Lutheran Schools Accreditation (NLSA) and holds membership in CollegeBoard, the National Association for College Admission Counseling, the National Honor Society, the California Scholarship Federation, the American School Counselor Association, and the Association of Lutheran Secondary Schools. CLHS is recognized as an Exemplary School by NLSA and a Distinguished School by Project Lead the Way.

In addition to being a campus comprised of students from a diverse array of racial and ethnic backgrounds, Crean Lutheran is further diversified through a population of international students that make up just under 17% of the student body. While the international population is primarily composed of students from China and South Korea, over the years, students have come to CLHS from myriad countries, including Argentina, Australia, Brazil, Cambodia, Canada, Egypt, Finland, France, Germany, Indonesia, Italy, Japan, Mexico, New Zealand, Norway, Pakistan, Peru, Philippines, Romania, Russia, Singapore, South Africa, South Sudan, Sweden, Taiwan, Thailand, United Kingdom, and Vietnam. Student demographics closely match the local Irvine population, and this diversity adds to students' global and cultural awareness. Domestic students, who account for roughly 83% of the student body, come from 42 unique cities. The primary cities represented include Irvine (33%), Mission Viejo (8%), Lake Forest (7%), Ladera Ranch (6%), Orange (5%), Tustin (5%), Aliso Viejo (4%), Rancho Santa Margarita (4%), Trabuco Canyon (4%), Santa Ana (3%), Coto de Caza (2%), Foothill Ranch (2%), Laguna Hills (2%), Laguna Niguel (2%), Newport Beach (2%), San Clemente (2%), and San Juan Capistrano (2%).

Crean Lutheran's board, administration, faculty, and staff members are committed to preparing students to graduate as Christians, active learners, and servants. Occasions that provide an opportunity to work together for success, academic achievement, and community service are celebrated. Faculty development is supported by extensive professional development opportunities ingrained in the CLHS culture. For example, each Friday, school starts at 8:40 a.m. rather than 7:55 a.m. Teachers gather for Christian fellowship, devotions, and small-group meetings from 7:00 a.m. to 7:30 a.m. From 7:30 a.m. to 8:35 a.m., teachers gather in Professional Learning Communities (PLC). During this time, they learn and share research-based classroom practices based on identified student needs. Additionally, dedicated teachers serve student growth throughout the year through participation as coaches, club advisors, mentors, and Life Group leaders.

In an effort to further encourage students to develop their full potential, Crean Lutheran offers four scholastically rigorous "cohorts" that prepare students for academic and professional success in their chosen field of study, be it medicine, engineering, business, or law. Currently, over 40% of Crean Lutheran's students are enrolled in a cohort. Each cohort introduces students to high-level professionals, includes experiential field trips, and provides both independent research and internship opportunities. Cohort students take a variety of dual-credit college courses, which help them to become emerging leaders in a professional environment. Given the additional time, effort, and energy required of students involved in a cohort, cohort graduates receive special recognition at graduation as well as on their transcripts.

In addition to cohorts and other academic opportunities, CLHS provides students with opportunities for leadership in a variety of settings. Crean Lutheran's students have established over 50 clubs that provide for the vast needs of a diverse population. In addition, student-athletes, who represent over 60% of Crean Lutheran's student population, are led by coaches and captains guided by the principles of transformational leadership as described in the InSideOut coaching program. Accompanying InSideOut training, Crean Lutheran has established the "Saints Athletics Leadership Team" to mentor team captains and other team

leaders identified by coaches. Crean Lutheran's Servant Leadership Team (SLT) is comprised of two distinct but unified programs (SLT-ASB and SLT-Link Crew). SLT-ASB (SLT-Associated Student Body) provides a wide array of activities for students, such as dances, pep rallies, spirit weeks, lunchtime activities, student clubs, and more. SLT-Link Crew is a peer mentorship program where upperclassmen are trained to serve as mentors for incoming freshmen as they transition into high school. SLT seeks to create an environment in which all Crean Lutheran students are welcomed, have opportunities to get involved, and experience growth.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Crean Lutheran's English Department provides a rich and vibrant curriculum for students. Students are required to read novels, short stories, and poetry at each grade level while also being asked to write essays, research papers, poetry, and creative prose. In their freshman year, students take a Survey of Literature course, which provides an overview and introduction to pieces of literature from around the world. Students transition to British Literature as sophomores and American Literature as juniors. In their senior year, they return to a broad study of literature throughout the world in a course titled World Literature. In addition to these core courses and honors versions of these courses, students may take a number of other English courses, including Experiences in Writing and Literature, Advanced Placement Language and Composition, Advanced Placement Literature and Composition, and Journalism.

English Department teachers engage with students in class discussions as students' voices are viewed as incredibly valuable. Students become active learners when participating in peer, small group, large group, and whole class discussions. In addition to lively discussions related to the literature being studied, teachers lead students in studying authors, the time periods in which pieces of literature were written, and influences that may have led to the writing of each piece. Lesson formats vary and include concept attainment, jigsaw, direct instruction, and other models depending on how best information may be relayed to students. Crean Lutheran's English teachers are experienced and collaborative. Each Friday morning, they gather to discuss best practices, strategies for improvement, and the flow of curriculum throughout the year and from one year to the next.

Assessment occurs in several ways. Traditional assessments in the form of reading quizzes, tests, essays, and research papers are given; however, students are also assessed through informal and formal classroom interactions, exit tickets, speeches, peer review, and other means. Teachers of the same English course use common formative assessments to ensure that content, standards, and grading practices are similar and that students are able to move on to the next level of English well-prepared, regardless of which teacher they may have. In addition to internal assessments, the progress and performance of students are assessed through the use of standardized tests. Many Crean Lutheran students take one or more Advanced Placement tests. A number of students qualify for AP courses; the AP test pass rates assist department members in confirming the quality of the education provided.

1b. Mathematics curriculum content, instruction, and assessment:

Crean Lutheran High School's Math Department is committed to collaborating in Professional Learning Communities (PLC) every week to reflect on instructional practices, student benchmarks, and student progress to ensure successful outcomes. The Math Department blends Math Content Standards for California with the Common Core State Standards for Mathematics in a curriculum progression that has been vertically and horizontally aligned via intensive efforts in curriculum mapping. The department is committed to synthesizing both sets of learning standards to ensure that students are being taught the most valuable content in the best possible way, with a focus on student engagement, interaction, and maximizing class time. Math teachers have found that both sets of standards have merit and, when used together, can provide a learning environment that blends the critical teaching practices of common core (e.g., group work, collaboration, critical thinking skills, etc.) with the content-based California State Mathematics Standards.

During PLC, teachers learn from one another as they reflect on their practice through data collection and analysis of formal and informal assessments. Through collaboration, teachers analyze instruction for subject area, horizontal, vertical, and interdisciplinary alignment. Teachers use a variety of teaching strategies, including discovery-based lessons, project-based learning, direct instruction, and more. Students are allowed to practice their learning, interact with one another, and assess the world around them through real-world applications in the classroom. To ensure that vertical alignment is in place and an effective learning

environment is present, all math teachers regularly provide students with common formative assessments. These assessments are varied and may occur informally as students practice material with think-pair-share activities; they also provide feedback as students complete standards-based activities. The assessments also occur through homework assignments, classroom assignments, warm-up problems at the beginning of class, student-learning quizzes with multiple attempts and critical feedback, and review games. Including formative assessments provides math teachers opportunities to collect data and collaborate with their fellow teachers to determine best practices for various types of content. When necessary, the material is retaught to enable students to fully grasp standards before transitioning to more challenging material.

Through activities, assessments, and processes, teachers are able to see specific areas that may cause difficulty for students and thereby lead to frustration. Teachers intervene, scaffold learning, and assist students in developing a higher level of competency with the material, correcting any misconceptions they have. In addition to the assessments described above, students are also given summative assessments in the form of examinations and projects for each unit. These summative assessments allow teachers to further assess student understanding and comprehension while collecting data that displays whether an appropriate level of student learning has occurred. Based on an analysis of that data, teachers re-teach material as needed and note adjustments that can be made when teaching these lessons in future years. Longitudinally, data is compared year-over-year, empowering teachers to further adapt lessons, units, quizzes, and tests to ensure that all standards are addressed in the most appropriate and efficient way possible.

1c. Science curriculum content, instruction, and assessment:

At Crean Lutheran High School, science is a priority for students. The majority of Crean Lutheran students go beyond graduation requirements, choosing to take four years of science. Many students even choose to take multiple science classes in one or more years of high school. As freshmen, students may take Introduction to Physical Science, Biology, or Honors Biology. Students in Biology or Honors Biology transition to Chemistry or Honors Chemistry. Students in Chemistry and Honors Chemistry transition to Physics or Honors Physics. As students complete various science courses, opportunities arise, and students may choose to take multiple science courses that exist outside of this core, such as Anatomy and Physiology, Honors Anatomy and Physiology, Advanced Placement Biology, Advanced Placement Chemistry, Advanced Placement Physics I, Advanced Placement Physics C: Mechanics, Advanced Placement Environmental Science, and science courses linked to one or more of Crean Lutheran's cohort programs.

Science teachers vary their instructional approach to the content being taught, creating a curriculum of mixed media through which student learning occurs. A common approach is inquiry-based learning, where students ask questions, make observations, and form conclusions. For example, in chemistry classes, teachers guide students through the process of forming a scientific model through exploration and observation. When studying the ideal gas law, students are encouraged to make observations, draw conclusions using demonstrations, and discuss the relationship between pressure, volume, and temperature. Physics teachers take a similar instructional approach integrating the development and use of models to describe the physical phenomena taught. The first semester of physics focuses on the creation of graphical and mathematical models that describe physical phenomena. To create these models, students are guided through the process of using best practices to design and carry out an investigation and then analyze and interpret data collected to draw conclusions. For example, when teaching Newton's second law, students identify the variables that might be dependent on one another -- force, mass, and acceleration -- and then set up a lab that can be used to identify the relationships between the variables. The outcome is that students use their lab skills to discover equations that describe law with various applications. Students are then guided in applying the model formed and where the law applies. The biological science teacher takes an instructional approach integrating science skills with content instruction. For example, over the academic year, students learn about biological systems through the dissection of owl pellets, cats, pigs, sharks, and frogs.

All science teachers, regardless of content area, teach and integrate the Science and Engineering Practices (SEPs) found in the Next Generation Science Standards as appropriate for their content area. Over the last five years, the Science Department has developed a Common Formative Assessment (CFA) which has provided data regarding students' progress in the SEPs over the course of their four years at Crean Lutheran. That data has been utilized to identify areas of improvement within the curriculum and vertical alignment of

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classes so that when students leave Crean Lutheran, they are proficient in the SEPs.

Assessments come in varied forms. When a science course has multiple teachers, these teachers use CFAs to ensure that their students receive an exceptional education. Teachers plan, prepare, and strategize together to determine how best to teach a given concept and how labs and activities may support learning. While some direct instruction is necessary and does occur, labs and activities allow for student engagement and interactions and are used regularly. Formal assessments occur through quizzes, tests, and end-of-semester final examinations. In addition to these assessment methods, roughly 40% of Crean Lutheran students choose to take one or more Advanced Placement tests. Their ability to take these tests and perform well on them speaks to the development acquired through the vertical progression of Crean Lutheran's science courses.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Content and standards for Crean Lutheran's social science courses are drawn from California's History-Social Science Standards and Framework. This framework has been helpful for teachers and students as it organizes grade-level content around questions of significance, is designed to promote the use of inquiry as an effective and engaging instructional method and incorporates the most recent scholarship in a given field. Teachers use this framework as a guide to plan lessons, develop assessments, and evaluate student progress. The framework, along with content, assessment tools, and best practices, is reviewed through weekly PLC meetings. Time spent in these meetings has led to improvements in instructions, revisions to materials, and the acquisition of updated textbooks. Social science teachers are also able to provide one another with advice through a rotation of peer observations. Before a class is observed, teachers discuss the content to be taught. At the conclusion of the observation, teachers ask questions of one another and invest in mutual growth.

Social science teachers, like English teachers, value class discussions. Students' voices are powerful tools for learning as they can consider multiple perspectives versus only their teacher's perspective. Teachers use various tools to ensure that lessons are creative and engaging, such as interactive screens throughout the classroom, reviews of primary and secondary sources linked to the event being discussed, and a study of individuals central to events to better understand how decisions came to be made. A schoolwide community service day, regular opportunities for community service, service projects, and mission trips support what is learned about the world, diverse cultures, American history, and world history as students progress through a number of social science courses.

Traditionally, assessment is based on a combination of tests, quizzes, essays, and research projects. These assessments are designed to evaluate students' understanding of the content and their ability to analyze and interpret historical materials. The Social Science Department has also implemented a yearly assessment of students' historical writing skills. This assessment is based on the A.C.E. (Answer, Cite, and Explain) writing strategy and allows teachers to track and adapt to students' progress in historical thinking and writing over the course of their high school years. In addition to formal assessments, the Social Science Department utilizes informal assessments to guide students throughout the learning process. Point-in-time tools such as journaling, observing, student self-evaluations, exit slips, Kahoot, Google Forms, discussions, Quizizz, Flip, Pear Deck, Edpuzzle, and Gimkit provide teachers with varied strategies to acquire data and improve instruction. Informal assessments provide vital student feedback, allowing teachers to reflect on their teaching and determine areas needing further explanation or reteaching.

1e. For schools that serve grades 7-12:

Crean Lutheran High School's curriculum provides comprehensive support for college and career readiness through rigorous and relevant academic standards. Despite Crean Lutheran's moderate size (i.e., 1040 students), 22 Advanced Placement (AP) courses, 61 honors courses, and 47 college prep courses are available for students. CLHS also partners with universities to provide dual credit courses, which allow students to earn college credits while still in high school. Currently, 27 dual credit courses are available, providing a total of 80 unique college units. In addition to AP, honors, and dual credit courses, Crean Lutheran offers four Christ-centered and scholastically rigorous cohorts.

Crean Lutheran's four cohorts, which include law, business, medicine, and engineering, prepare students for academic and professional success while allowing them to acquire knowledge related to potential career choices and hear from professionals in the field. Each cohort introduces students to experienced and high-level professionals in various positions within the associated field. Students also participate in a series of experiential field trips, conduct independent and group-based research, and complete internship opportunities. Cohort programs serve as a guide to four-year planning efforts and take advantage of many of the courses and opportunities available to all students at Crean Lutheran; however, Crean Lutheran has also developed a number of specific courses to benefit students who choose to be in a cohort. For example, Medical Careers, Medical Assisting, Principles of Engineering, Aerospace Engineering, Marketing, Accounting, Introduction to Law, and Philosophy of Law.

Through CLHS College and Career Center, all students are provided with information and resources to help build knowledge and awareness of CLHS academic offerings and programs, college and career planning, financial aid, scholarships, community service, and volunteer and internship opportunities. The Academic Advisor provides workshops and individual conferences with students to provide information regarding colleges, careers, and various pathways for their future. Additional college and career support are provided to students via college tours, college fairs, and acknowledgment of transitions into military service. CLHS partners with parents and the community to offer educational opportunities to enable students to function effectively in the global society. Professionals in a variety of fields regularly speak to students, and students are invited to participate in Shark Tank and Wharton School of Business competitions, HOSA (Health Occupation Students of America) leadership conferences, career nights, mock trials, robotics competitions, and more. Personal and individual highlights at graduation celebrate students' broad achievements, allowing for gap year plans, military service, transitions to two-year colleges, and transitions to four-year universities to be equally recognized.

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

NA

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Crean Lutheran High School supports the Visual and Performing Arts (VPA) by developing the individual creative gifts of each artist. In 2021, three Crean Lutheran students were named "Orange County Artist of the Year" by the Orange County Register. Ongoing and diverse opportunities for engagement with the arts, including the creation and development of portfolios, have allowed students to grow and track their growth throughout their time at Crean Lutheran. Also, students are able to perform and showcase their art in a variety of settings. While internal facilities exist, faculty have fostered various partnerships allowing students to visit and display their art at incredible facilities, such as the Segerstrom Center for the Arts. These real-world experiences provide students with valuable memories that will assist them as they transition to college, auditions, and jobs.

Within VPA, students participate in a creative cycle, engage in project-based learning, and showcase their talents through performances and art exhibitions. Specifically, students participate in journal reflections, sectional practice, rehearsals, concert observations, art exhibits, art history, written critiques, and performance critiques. Through these interactions and settings, they are given the opportunity to display and speak about their personal art and analyze, consider, and discuss art of all types, both historical and contemporary.

Visual and Performing Art teachers collaborate constantly as combined performances abound and allow for mixing visual art with performing art. For example, student artists will often display their art and share information about it prior to the start of a concert, play, or musical. These teachers also meet as a

Professional Learning Community each Friday morning to discuss student expectations, best practices, student engagement, upcoming events, and vertical and horizontal alignment.

2b. Physical education/health/nutrition

Crean Lutheran's entire student body is blessed with the opportunity to utilize a newly constructed collegiate-level Strength & Performance Center. A full-time and certified Strength & Performance Director manages this facility and provides customized workouts for interested students and all student-athletes. His efforts are supported by three individuals, one full-time and two part-time. These individuals serve as on-campus coaches, are certified, and strive to build relationships with students while maximizing their physical potential.

Workouts emphasize overall optimal athletic performance while also accounting for sport-specific excellence. Workouts are research-driven, and data is collected during each workout through traditional means and technological tools that measure velocity, distance, power, and output. Workouts are continually fine-tuned to meet individual needs and abilities and to ensure proactive steps are taken to prevent injuries.

The Strength & Performance course, which includes the workouts described in the preceding paragraph, is offered throughout the school day and after school, allowing students flexibility in scheduling. As part of this course, students not only run and lift; rather, they learn about anatomy, biomechanics, self-assessment protocols, training program design, strength training, power training, cardiovascular endurance training, body composition, body movements, and performance concepts. This course allows students to improve their knowledge, strength, power, speed, and agility through a safe, structured, and periodized strength and conditioning program.

Crean Lutheran students have another option when considering physical education, as Crean Lutheran also offers a Physical Education course. This course exposes students to a plethora of sports and fitness activities, along with knowledge related to health, physical and mental well-being, fitness, and practices that can be used daily to reduce stress and anxiety. In addition to traditional high school sports being covered in this course, students have the opportunity to experience sports they would otherwise not be exposed to, such as rock climbing, archery, fencing, and others. The unit plans, lessons, equipment, and student engagement considered in the design of the course have led to this course being exceptionally popular. Crean Lutheran maintains a 2-to-1 ratio of students to equipment, which allows for maximum participation and experience. An active teacher passionate about the subject, who was willing to seek donations of equipment, has also greatly aided the development and expansion of this course offering. In this program, the teacher aims to make fitness as fun as possible to counteract the cultural concerns of inactivity in today's youth.

2c. Foreign language(s), if offered (if not offered, leave blank)

The Languages Other Than English (LOTE) Department at Crean Lutheran supports students in acquiring essential skills and knowledge by providing them with opportunities for linguistic and cultural proficiency and competence during their four years of high schools. The languages offered at Crean Lutheran include Spanish, Mandarin, American Sign Language (ASL), and Latin. Courses begin at an introductory level and, when possible, culminate with an Advanced Placement level course and dual credit opportunities. Small class sizes allow teachers in this department to facilitate one-on-one communication in the target language and maximize opportunities for student feedback.

Teachers emphasize the development of all four language skills (verbal and non-verbal), including listening, speaking, reading, and writing. Interpersonal, interpretive, and presentational modes of communication are covered. This approach is aligned with the World-Readiness Standards for Learning Languages, which was established by the American Council on the Teaching of Foreign Languages (ACTFL).

The LOTE Department uses a variety of modes of instruction to ensure support for students who thrive in various learning modalities. Among the methods incorporated are interactive classroom activities, group simulations, group work, and direct instruction. A great deal of instructional time is spent in the target language. Interactive opportunities include structured exercises, practice games, in-class presentations, and

audio and video resources. Activities from the textbook, workbooks, and readings further supplement these exercises.

The courses within each language are vertically aligned to ensure a smooth transition from one-course level to the next. Where multiple teachers are teaching separate sections of the same course, co-teachers ensure horizontal alignment to make sure that all students, regardless of the teacher, achieve the same terminal learning objectives for the course.

The LOTE Department uses both formative and summative assessments in evaluating student progress. Formative assessments help identify gaps in students' learning, while summative assessments determine whether students have achieved requisite mastery milestones in each course. The formative assessments are also particularly helpful in developing and implementing scaffolding for students needing additional support.

2d. Technology/library/media

Integrating technology into the curriculum is a hallmark of Crean Lutheran teachers. Teachers understand and follow the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model and ISTE (International Society for Technology in Education) Standards, engaging students while building up technological skills and higher-order thinking (i.e., Bloom's Taxonomy). Crean Lutheran subscribes to a vast array of technology tools, which teachers utilize (e.g., Edpuzzle [a video lesson creator], Pear Deck [for interactive presentations], Mat Lab [mathematics software], Pivot [interactive software], Gizmos [science simulations], Quizlet Pro [vocabulary software], Grammarly [writing assistance], and Turnitin [plagiarism checking]). These tools assist teachers in designing engaging lessons, providing accountability, and allowing for differentiated instruction.

In addition to technology and learning tools, Crean Lutheran distributes student survey course evaluations at the end of each semester. These surveys provide an opportunity for students to share feedback related to courses, teachers, and the effectiveness of provided technological tools used in each course. Teachers use this feedback to reflect on and adjust their technology integration to better support student learning through better-suited tools, new resources, and enhanced practices.

All new students must attend a Technology Orientation Workshop upon enrolling at Crean Lutheran. The Technology Orientation is designed to help new students get started with the Canvas Course Management System (CMS) prior to the start of classes. Through Canvas, students can submit homework, download class content, take quizzes, communicate with teachers, and monitor grades. In addition to traditional on-ground courses, Canvas has aided Crean Lutheran personnel in providing students with 15 online and 16 blended courses. These courses provide needed flexibility for some students and allow these interested students to complete work in a flexible timeframe.

Crean Lutheran is a "bring your own device" (BYOD) campus. While students are required to bring a laptop to school each day, they may use any operating system (e.g., Windows, Mac, Chromebook, etc.). From online research to group collaboration in Google Workspace for Education, students use their laptops daily. Crean Lutheran personnel also encourage students to use their laptops to access digital textbooks through Follett's eLibrary and academic journals through the school's JSTOR (Journal Storage) subscription. While each student is required to bring a personal laptop to use for coursework, each classroom is equipped with a Chromebook to account for missing devices and dead batteries.

In addition to software and laptops, Crean Lutheran also utilizes next-generation technology such as 3D printers, laser cutters, programmable engravers, CNC (Computer Numerical Control) machines, Microsoft HoloLens, touchscreens, and other various technologies. While some of these tools exist across the campus, others exist in an innovation lab, which also hosts courses that are part of the Engineering Cohort. Touchscreens, for example, exist in multiple locations and increase student collaboration and engagement through interactive simulations that provide hands-on learning experiences. In Visual and Performing Arts, Crean Lutheran offers state-of-the-art recording facilities for instrumental and vocal performances, thereby supporting students in developing their musical abilities.

2e. Any other interesting or innovative curriculum programs you would like to share

Crean Lutheran offers several innovative curricular programs that enhance the educational landscape for students. Several examples exist, including Robotics, an engineering program, Servant Leadership Team programs, academic teams, a Cornerstone course, and a summer international program. While other exciting and innovative programs exist, these examples represent a great deal of the rich flavor of Crean Lutheran offerings.

Crean Lutheran provides two robotics courses, Robotics and Honors Robotics. Students can take the course without prior knowledge and learn about the structure of robots, associated technology, mechanics, and programming. Knowledge is assessed through the year both informally and formally at school, but more directly through a series of competitions where the performance of their robots is compared to the robots of students from other schools.

A comprehensive engineering experience is provided at Crean Lutheran High School through a partnership with Project Lead the Way (PLTW), a national provider of STEM-related curricula (Science, Technology, Engineering, Mathematics). Each of Crean Lutheran's engineering courses engages in project-based learning, problem-solving, and transformative learning experiences. Crean Lutheran offers several engineering courses, including Introduction to Engineering Design, Principles of Engineering, AP Computer Science Principles, and Aerospace Engineering.

Servant Leadership is accomplished in a number of ways, including a program titled SLT-Link Crew. SLT-Link Crew is a two-semester course that combines high-level critical thinking, writing, and analytical skills with mentorship and entrepreneurial project experiences. Enrolled students study team building, personal organization, institutional organization, leadership, communication, self-awareness, and personal development. The most important aspect of this program is the engagement provided. Members of Link Crew meet with freshmen and talk to them about high school, the transition to high school, opportunities to be involved, and connectedness. This program has served to increase student retention.

Academic teams allow students to pursue areas of interest and passion competitively. Academic team offerings include Science Olympiad, Physics Olympiad, Chemistry Olympiad, Biology Olympiad, Math Olympiad, Mock Trial, Model United Nations, Robotics, and Speech and Debate. Teams practice regularly, participate in competitions throughout the academic year, and require great commitment. Students are supported and mentored by dedicated coaches who provide individualized instruction to prepare students for competitions.

A course unique to Crean Lutheran High School, Cornerstone provides students with the foundational skills needed to successfully navigate the rigorous challenges of a high school education and the world beyond. Cornerstone is designed to highlight Crean Lutheran's Schoolwide Learner Outcomes (SLOs). The course structure supports the current state of students and their future growth through self-reflection, journaling, and a strengths assessment. Customized major and career-based research activities, service projects, and speeches are assigned and complement these elements. In addition, efforts are made to ensure that all activities, projects, and assignments meet one or more of the ISTE (International Society for Technology in Education) Standards.

Crean Lutheran offers many opportunities to support the needs of international students. One example is an international summer program that benefits international students transitioning to high school. Through an active, engaging, and meaningful curriculum, students develop intercultural knowledge and competencies, English language fluency, and academic and social skills required for success. The course emphasizes Crean Lutheran culture, intercultural communication, academic writing, team projects, and presentation skills from the lens of the American academic and interpersonal context. Students apply their skills through a variety of instructional, individual, and team activities and projects, and co-curricular experiences.

3. Academic Supports

3a. Students performing below grade level:

Crean Lutheran High School provides additional academic support for students performing below the expected grade-level standards. The supports involve a partnership between the student, the family, counseling staff, faculty, support staff, and administration. Counselors actively monitor student grades through Canvas and set up regular meetings with struggling students. Teachers communicate regularly with parents and, before each grading period, are required to meet with struggling students to discuss their progress and make recommendations. Once a month, Crean Lutheran's Director of eLearning exports a grade report that allows administrators to filter by students, student grades, etc. Administrators process this data, meet with teachers, counselors, department chairs, and directors as needed, and ensure that plans are in place to meet the needs of students who may be struggling.

Student Support Agreements are utilized when necessary to aid students further who struggle academically. Student Support Agreements allow students and families to meet consistently with counselors, teachers, and other support staff to address the student's specific academic needs. Support agreements contain specific action items and expectations and are reviewed at each grading period. Student support provided by faculty and staff members is supplemented by subject-specific afterschool learning centers, required faculty office hours, peer tutors vetted by department chairs, an afterschool study table program, and a comprehensive list of free tutors.

3b. Students performing above grade level:

Crean Lutheran High School offers a robust and comprehensive college preparatory curriculum designed to prepare students for post-secondary education and life beyond. Crean Lutheran encourages students who want to challenge themselves academically to take Advanced Placement, honors, and dual credit courses. While students offer some courses typically only found at the college level (e.g., Honors Linear Algebra), there are limitations as to what can be offered on campus; therefore, counselors work with students and local junior colleges to ensure that the needs of students performing above grade level can be met, even if that means taking one or more courses through a junior college.

In addition to Crean Lutheran's extensive list of courses, CLHS offers four cohort programs for students interested in exploring various professions within the fields of medicine, engineering, business, and law. The cohorts emphasize project-based and experiential learning, service, professional interactions, and community outreach. Students have the opportunity to attend workshops, conferences, and lectures led by industry experts. They also complete internship opportunities.

Outside of coursework and cohort offerings, students have the opportunity to pursue their academic interests and passion areas through participation on academic teams. Students participate each year on one or more of the following teams: Science Olympiad, Physics Olympiad, Chemistry Olympiad, Biology Olympiad, Math Olympiad, Mock Trial, Model United Nations, Robotics, and Speech and Debate. Participation on these teams provides opportunities for rich discussion, preparation, regular practice sessions, and competition.

3c. Students with disabilities:

Crean Lutheran High School provides support for students who learn differently and have documented learning or mental health challenges. Service is provided through Crean Lutheran's Learning Success Program (LSP). The Learning Success Program is designed to provide special education services that include academic support, executive functioning support, personal support, social support, college and career readiness support, and spiritual support.

Students enrolled in the Learning Success Program are required to meet all of Crean Lutheran's graduation requirements. To support this effort, all students enrolled in the program have an academic accommodation plan written and tailored to their specific needs. Accommodation plans are reviewed each year -- and as needed -- and modified based on information provided by teachers, parents, and medical professionals. LSP accommodation services are available for each of Crean Lutheran's classes, and teachers are trained regularly regarding the implementation of accommodation plans.

In addition to LSP accommodation plans implemented in classes throughout the school day, many LSP

students are also enrolled in a learning support class, which provides a distraction-free environment for a limited number of students (i.e., 4 to 12). These small class sizes allow LSP specialists time to work with students, build relationships, and meet needs. Students may use this class time to do homework, connect with a teacher, and have extended time on tests. Learning support classes provide for individualized attention and thereby support both academics and socialization.

Learning Success Program staff and teachers serve as advocates for and liaisons between parents and teachers. Program members are in regular communication with teachers and parents with regard to the progress of each student enrolled in LSP. One of the primary goals of the LSP is to ensure that after graduation, the student has acquired the tools necessary to self-advocate appropriately, understand their learning differences, and how best to maximize their potential for their future plans.

3d. English Language Learners:

International students identified as English Language Learners (ELLs) are eligible for classroom accommodations assigned by the Director of English Language Education (ELE). Accommodations ensure that Crean Lutheran's ELLs encounter success in the classroom and help ELL students more effectively understand course content, complete assignments, improve their English language proficiency, and feel connected in their classes. ELLs are also tested annually to assess their growth in English language proficiency during the academic year, and accommodation plans are updated to reflect the changes in their proficiency levels.

The Director of ELE must observe identified ELL students in core academic classes to ensure best practices are implemented, and student learning is maximized. Classroom observations are initiated to gather information about students so that they are provided the most appropriate support and services.

CLHS also designs specific courses to support international students as needed. For example, an international summer program was designed for international students transitioning to high school, emphasizing academic culture, intercultural communication, academic writing, and team project and presentation skills. A customized "Survey of Literature" was designed for international students to master material at a slower pace as a double-block course to accommodate students who need language support. A supplementary English Writing and Communication course provides foundational skills in reading, writing, listening, and speaking. The course is designed to be taken with a traditional Survey of Literature course and supports students in acquiring the skills needed for success in standard English courses. A course titled Introduction to Christianity introduces students to an overview of the Bible and Christianity. Finally, a Western Culture and Social Dynamics course provides international students with an interdisciplinary study of topics and skills essential for a rich understanding of western culture and social dynamics. Students review western culture and consider social settings, interactions, and perspectives in various academic disciplines, such as history, sociology, science, art, and business.

All of Crean Lutheran's teachers receive professional development led by in-house TESOL-certified individuals. Professional development efforts related to ELLs are designed to ensure that these students' diverse needs are met in all classrooms and that teachers approach these students with competence, understanding, and empathy.

3e. Other populations, if a special program or intervention is offered:

NA

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

In addition to relational teachers, coaches, and administrators, Crean Lutheran provides comprehensive counseling services for students. These services support not only students' academic progress but also their college and career readiness, social well-being, and emotional well-being. Provided counseling services are effective via a partnership between the student, family, and school. Crean Lutheran's Counseling Department includes six fully-trained counselors who have earned their Master's degrees and PPS (Pupil Personnel Services) credentials. Caseload counselors support the vast majority of Crean Lutheran's students; however, Crean Lutheran has a talented, knowledgeable, and experienced counselor who meets the unique needs of the international student population as well as a counselor specialized in special education who appropriately addresses the needs of students enrolled in the Learning Success Program. In California, the average rate of students to counselors is 601:1. Crean Lutheran understands the high levels of anxiety and depression impacting students. As a result, CLHS has invested a great deal in the area of counseling and student wellness and has a ratio of 161:1.

Throughout their four years in high school, students work with the same counselor, thereby building a relationship, understanding, and positive avenues that support communication. Over that same four years, counselors are able to develop a comprehensive student profile, which represents not only each student's academic and co-curricular standing but also, more importantly, their qualities in character, leadership, and volunteerism. To address students' academic needs, students have an annual conference with their counselor to develop and track their four-year plan. In these meetings, students and parents meet with their counselors to discuss academic goals and the steps needed to meet these goals. Every student has access to Naviance, a college and career readiness portal that provides guidance in matching students' skills, interests, and academic profiles to colleges nationwide. Crean Lutheran partners with The College Blueprint to provide summer workshops for students to hone their essay writing skills in preparation for college submissions.

An important aspect of Crean Lutheran is upholding the well-being of students as they navigate their high school years. This responsibility does not simply fall on the shoulders of talented and empathetic counselors; rather, a Campus Pastor, caring teachers, deans, and invested administrators support this effort. Additionally, Crean Lutheran recently hired a licensed Marriage and Family Therapist to oversee the counseling department as "Senior Director of Student Wellness." This role provides support for counselors as they tend to the needs of students while also providing additional support for more serious issues that may arise as students cope with anxiety, depression, and other matters.

When working through behavioral concerns, two campus deans actively engage with counselors to discuss concerns and gain a better understanding of the student. Through this understanding, campus deans are able to better shape conversations and interactions, provide empathy, and ensure that negative behaviors are not repeated. This process ensures that student behavior is holistically addressed.

2. Engaging Families and Community:

Crean Lutheran effectively uses community resources, such as professional services, business partnerships, guest speakers, and charitable organizations to support students in fulfilling the school's mission and in meeting student learning objectives. Crean Lutheran finds numerous ways to partner with the local community to enhance the high school experience for students.

Crean Lutheran embraces opportunities to enhance student learning through engagement with the community. For example, CLHS has partnered over the last several years with multiple universities to provide dual credit courses, which allow students to complete courses for both high school and college credit while still in high school. Crean Lutheran also invites experts from the community to the campus for academic lectures, leading cohort classes, taking part in the international program's Western Culture class experiences, speaking at chapel assemblies, speaking at athletic events, and sharing information about their professional life on Career Day. Career Day is an interactive all-day experience where students learn from

local experts in career fields of interest and come to understand the steps needed for various career paths.

Crean Lutheran partners with local restaurants and businesses that have graciously offered their full support for Crean Lutheran students. For example, a local Chick-fil-a provides meals for events both on and off campus, such as athletic events and middle school preview day. Each year, the regional vice-president from Trader Joe's visits Crean Lutheran's campus to speak to international students about Trader Joe's values and business model. and a local Trader Joe's location hosts a number of student field trips providing students with a behind-the-scenes tour and understanding of how their business is run.

Crean Lutheran partners with the Irvine Police Department (IPD) in a variety of ways. One example is the utilization of a School Resource Officer (SRO) who provides ongoing support and assistance for school personnel, students, and their families. The SRO assists with such items as education code vs. penal code, maintaining a safe campus, and addressing off-campus concerns or behaviors that may impact on-campus activities. An additional area of support offered by IPD is through their Threat Mitigation Officer, who has been instrumental in providing intruder response training for the faculty and staff.

Each student, faculty member, and staff member participates in one local service project for the school's annual Service Day. The Service Day is an annual school-wide event that began in 2020 and continued through the pandemic. Various programs, including athletic teams, SLT, and others, also partner with local organizations throughout the year to serve with their gifts of time, talent, and treasures. Activities include, but are not limited to the "Be the Miracle" gift donation drive, the "Trees for Troops" donation drive, the "Compton Initiative," "Love Irvine," "Petal Pushers," and more.

Community interactions are further strengthened through visits to local elementary and middle schools. Singers, dancers, musicians, tutors, and volunteers provide a variety of services. Many of Crean Lutheran's students are eager to serve and have established student-led tutoring programs at multiple locations. Students from these local schools, in turn, visit Crean Lutheran, where a variety of youth camps are hosted.

In addition to the items noted above, many others could be listed and discussed as Crean Lutheran is active in the community, involved, and welcoming. Crean Lutheran considers the community part of its stakeholder group and strives to provide opportunities for positive interactions.

3. Creating Professional Culture:

Professional development and teacher education have the potential to greatly affect teachers' abilities, which in turn may positively advance student learning. The recognition of Crean Lutheran's teachers throughout the academic year has also proven to be appreciated and served to boost morale. CLHS's teachers strive to grow professionally by developing new areas of expertise, keeping abreast of developments in their field, and attending relevant professional development activities.

CLHS faculty participate in the development of professional growth plans, attend monthly faculty meetings and weekly PLCs, participate in new teacher induction, and travel to an annual teachers' conference each fall. Faculty also receive financial support for college courses, colloquy classes, teacher credentialing, AP training, Project Lead the Way training, and conferences.

Monthly faculty meetings are centered around growing professionally with departmental and cross-departmental meetings, presentations from expert guest speakers on best practices and pedagogy, and opportunities to grow connected as a faculty (e.g., devotions, prayer lists, birthday celebrations, "lift-up" encouragements, etc.).

Teachers are committed to collaborating in Professional Learning Communities (PLCs) each Friday. In this setting, they reflect on instructional practices, student benchmarks, and student progress to ensure successful outcomes. Teachers learn as they reflect on their practice through data collection and the analysis of formative and summative assessments. During PLC time, CLHS teachers compare their curriculum to national and state standards and engage in a systematic curriculum mapping process to ensure continuity of instruction. Through collaboration, teachers analyze instruction for the subject area, interdisciplinary,

horizontal, and vertical alignment, as well as for coherence.

CLHS implements a teacher induction program that supports teachers new to CLHS and teachers in their first through third year of teaching. This program consists of monthly instructional segments focusing on core instructional pedagogical strategies, whole-group support meetings, one-on-one support meetings, and classroom observations. Induction also includes training oriented towards understanding Crean Lutheran's mission, vision, and school culture while assisting new teachers in understanding long-term career goals, norms of teacher conduct, supervision, technological tools, and assessment. The induction program is evaluated based on the growth noted in classroom observation documentation and post-observation meetings of teachers.

4. School Leadership:

Crean Lutheran's mission is "Proclaiming Jesus Christ through Excellence in Education." This mission led to the creation of the Schoolwide Learner Outcomes (SLOs), which include "Christian," "Learner," and "Servant." SLOs are posted in each classroom and directly tied to the strategic plan. The SLOs are, in turn, supported by five values: Faithfulness, Excellence, Community, Service, and Stewardship. Each of these values is focused on twice over the ten months of the academic year. Together, these elements -- Mission, SLOs, and Values -- guide decision-making, leadership, and hiring. They also guide day-to-day operations and interactions with students and other stakeholders.

Crean Lutheran High School opened in 2007. Eight faithful individuals accepted "Calls" to come to Crean Lutheran prior to their even being a location to host the school. Less than 100 students began at Crean Lutheran that first academic year. Today, Crean Lutheran High School is in its 16th academic year, hosts approximately 1040 students, and exists on a 30-acre campus. The faithfulness exemplified by these eight individuals serves as a model for each member of the current faculty and staff. A year has not gone by without change, yet the administrators, faculty, and staff take solace in comfort in the Lord as unchanging.

Expansive growth over the last 16 years involved monumental changes, construction, and an incredible amount of hiring. Crean Lutheran's leadership philosophy is tied to its mission; therefore, every decision, new hire, and interaction is designed to combat mission drift. Crean Lutheran High School's personnel firmly believe that holding to its mission will result in continued blessings and the best education possible being provided to its students. Changes can be frustrating, and constant communication and good communication have been required to ensure that stakeholders do not feel left out of decision-making. The leadership team utilizes myriad surveys to ensure that students, faculty, staff, parents, and others have their voices heard. Parents are invited to various on-campus events where they can interact with administrators, celebrate successes, and voice concerns. Feedback is both welcomed and appreciated.

Leadership at Crean Lutheran does not occur from an ivory tower; rather, school leaders take part in observations, conduct walkthroughs, interact with students at lunch, attend co-curricular events, and listen. For example, prior to a master schedule being created, administrators consider stated needs and preferences of every teacher, working to create a schedule that, when possible, meets their needs, allowing them to effectively balance teaching, co-curricular, and family obligations. This level of care and concern has assisted with retention efforts and employee satisfaction.

When it comes to students, Crean Lutheran's administrators, faculty, and staff understand that there is no mission, school, or education without their presence. Therefore, students are empowered to form and develop clubs, plan and execute community service projects, determine sites for mission trips, choose themes for free dress days and dances, have a voice in the choosing of future electives, and more. Students' academic, social, emotional, physical, and spiritual needs are tended to through intentional awareness on the part of all school personnel. Administrators, faculty, and staff understand the need to know the students. For example, during a professional development session this year, all students' names were listed on paper throughout the gymnasium. The entire faculty and staff rotated through these large sheets of paper, reviewing the names, and noting if they know the student and if they know something about the student. This effort allowed CLHS to ensure that no student is left behind and to connect with students who may otherwise feel left out.

Crean Lutheran High School's administrators, faculty, and staff strive to provide an academically rich environment that is flexible in meeting the needs of a diverse student body. At the same time, a high priority is placed on the whole student, ensuring that comprehensive needs are addressed and each student feels connected to the Saints family. The leadership team is blessed to be a part of the school community and works to ensure that each faculty member, staff member, student, and family comes to the same belief during their time at Crean Lutheran.

5. Culturally Responsive Teaching and Learning:

Crean Lutheran is committed to culturally responsive teaching and learning. Crean Lutheran has invited guest speakers from the Irvine Unified School District to present to the staff and faculty on culturally responsive and inclusive practices so that the school and its teachers can maintain currency in this area. To further enhance the acquisition of these practices, Crean Lutheran conducted a book reading and review of *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success* by Sharroky Hollie. As a result of the in-house professional development sessions, the staff and faculty understand that to be culturally responsive in this academic environment, they must strive to affirm the students so that they are included, validated, safe, and valued. An important aspect of this practice is to maintain the belief that all students have the ability to learn and grow within a wide range of curricular content as a result of dynamic instruction and family involvement.

In classrooms at Crean Lutheran High School, where culturally responsive education is practiced, a noted increase in the effort of the school's student body and a rise in participation have been observed. Students not only make greater efforts in the classroom but also through increased involvement in extracurricular activities. Faculty observations by the Director of English Language Education, administrators, and members of the academic team provide assessment opportunities pertaining to the faculty's effectiveness in the application of culturally responsive teaching practices. When faculty members struggle to meet the required expectations, there is a discussion about best practices during the post-observation meeting and further teacher training, which help to provide structured guidance on how to best serve the students in this educational landscape.

Cultivating a culturally responsive school environment enhances learning outcomes and creates a campus culture that is increasingly aware of and able to more naturally recognize the rich and varied cultural wealth, knowledge, and skills of the students. It seeks to develop and maintain teaching practices that nurture academic, social, emotional, cultural, and psychological well-being.

PART VI - STRATEGY FOR EXCELLENCE

A clear focus, high expectations, effective school leadership, collaboration and communication, rigorous curriculum, instruction and assessments, professional development, family and community involvement, and a supportive learning environment are all essential components to developing an excellent school. During the spring 2020 semester, COVID-19 brought unprecedented challenges. CLHS transitioned to synchronous and asynchronous instruction, and priorities shifted to narrow the learning gaps and address challenges related to students' mental health. The pandemic produced widespread anxiety, stress, and fear in students across the world. To address these challenges, CLHS faculty embraced the integration of social and emotional learning in their classrooms. Their efforts were aided by the personalized education made possible through small class sizes (20:1 average) and their own individual investment in building Christ-honoring and positive relationships with their students at a time when students were severely impacted by feelings of worry, loss, sadness, and social isolation.

The one practice that has been the most instrumental to the school's success is the building of relationships with students. During the Pandemic, teachers held online office hours, emailed students, and conducted regular virtual check-ins with students. Teachers were steadfast in their belief that every student mattered and strove to meet the individual needs of their students to ensure that they felt valued and supported. Teachers' endeavors were appreciated, as evidenced by the Annual Stakeholder Survey, which indicated that relationships with "faculty or specific faculty or staff member" impressed them the most about CLHS. Students expressly appreciated the faculty and staff members' engagement and genuine personalities, additional help and patience, flexibility and understanding, and Christ-centered attitudes.

To further support students, the Crean Lutheran counselor ratio was reduced to 161:1. CLHS counselors diligently provide personalized services to each student, considering their individual needs, circumstances, and preferences. Counselors deliver core curriculum lessons for each grade level, ensuring that students demonstrate and practice modeling positive mindsets and behaviors and showcase the knowledge, skills, and attitudes needed to achieve academic success, college and career readiness, and social/emotional development. Student surveys indicate that faculty and staff members enforce rules and make personal connections with students, pray with them, and prepare them for life after high school.

The investment that faculty and staff place in building relationships with every student at Crean Lutheran continues to bring healing to the students, parents, and community. Students feel safe and loved in a broken world. Webster Dictionary defines success as a "favorable or desired outcome." The desired outcome of any school is to equip students to be college and career ready. Crean Lutheran strives for excellence in education by meeting the needs of students, so they are not only academically successful but also socially, emotionally, and spiritually healthy for college and beyond.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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? \$18330
(School budget divided by enrollment)
4. What is the average financial aid per student? \$4377
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 11%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 35%

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

Non-public schools must report norm-referenced test (NRT) results in reading and mathematics for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2021-2022)¹. Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics for each of these grades.

These reports must include:

1. the number of students tested;
2. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for all students in each tested grade; and**
3. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for each sufficiently large subgroup² in each tested grade.**

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments³).

A copy of these reports (in a PDF file) must be uploaded through the National Blue Ribbons Schools Portal.

Also, one hard copy of these reports must be submitted by mail to CAPE with two hard copies of this application.

¹ Because of school closings due to COVID-19, schools may use test results obtained in the fall or spring of 2019 or the fall of 2020.

² Possible subgroups are those identified in Items 4, 6, 7, and 8 in Part II of this application (racial/ethnic groups, ELL students, students eligible for free or reduced meals, and students receiving special education services). A sufficiently large subgroup is one that represents at least 10 percent of the school enrollment as reported in these items.

³ Alternate assessments are used to evaluate the performance of students who are unable to participate in a school's norm-referenced test (NRT) even with accommodations. These assessments are based on the grade-level content covered by the NRT, but at reduced depth, breadth, and complexity. (adapted from National Center on Educational Outcomes)