

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

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

Name of Principal Mr. Randall Winslow Long

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Heights Christian Schools-Chino Hills Campus

(As it should appear in the official records)

School Mailing Address 2549 Madrugada Dr.

(If address is P.O. Box, also include street address.)

City Chino Hills State CA Zip Code+4 (9 digits total) 91709-4424

County San Bernardino State School Code Number\* 36676787094477

Telephone 909-465-9905 Fax 909-902-0556

Web site/URL http://www.heightschristianschools.org/HCS-CH/ E-mail rlong@heights.net

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

\_\_\_\_\_  
Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Mrs. Kelly Beckert E-mail: kbeckert@heights.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name \_\_\_\_\_ Tel. \_\_\_\_\_

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

\_\_\_\_\_  
Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Gary Fisher  
(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 that it is accurate.

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

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, Office for Civil Rights (OCR) requirements is true and correct.

1. 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.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
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

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All data are the most recent year available.

**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:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 18 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	21	17	38
1	14	32	46
2	17	15	32
3	17	9	26
4	3	10	13
5	8	12	20
6	7	7	14
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	87	102	189

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 31 % Asian
  - 9 % Black or African American
  - 21 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 19 % White
  - 20 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 5%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	186
(5) Total transferred students in row (3) divided by total students in row (4)	0.048
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 2%  
4 Total number ELL  
 Number of non-English languages represented: 2  
 Specify non-English languages: Korean, Mandarin
8. Students eligible for free/reduced-priced meals: 0%  
 Total number students who qualify: 0

9. Students receiving special education services: 0 %  
0 Total number of students served

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

- |                                |  |
|--------------------------------|--|
| <u>2</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>0</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>0</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment         |
| <u>1</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

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

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	10
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	0
Student support personnel e.g., guidance 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 19:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	98%	98%	97%	99%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
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.

15. Please summarize your school mission in 25 words or less: The mission of Heights Christian Schools is to educate students to know Christ personally, excel academically, think Biblically, and positively impact their communities for Christ.

## **PART III – SUMMARY**

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Heights Christian Schools–Chino Hills campus (HCS-CH) is located in the beautiful, suburban residential city of Chino Hills, CA. Chino Hills is an upper-middle class community. In 2012, Money Magazine listed Chino Hills 34th on the list of the 100 best places to live. It was also named the 13th safest city in the United States in the 2008 FBI crime statistics. Chino Hills is a suburban community of more than 75,000 people and is known for its high quality of life and beautiful rural atmosphere. The city is home to a highly educated population with over 41% of its adult residents having a bachelor’s degree or higher. HCS-CH is very racially diverse. Currently 31% is Asian, 9% African-American, 21% Hispanic, 19% White and 20% are of two or more races.

Heights Christian Schools-Chino Hills Campus is one of several campuses operating under the parent organization of Heights Christian Schools. HCS-CH has a current enrollment of 189 students in grades kindergarten through sixth, and houses 10 classrooms, a library/Advanced Learning Academy room, a computer lab, a multi-purpose/music room, a teachers’ lounge and playground on a 2.1 acre campus. HCS-CH is registered with the California Department of Education and is a member of the Association of Christian Schools International. HCS-CH received accreditation from the Western Association of Schools and Colleges in 2008 and 2014. Both times HCS-CH was awarded a 6 year clear term of accreditation.

HCS-CH began when Chino Hills Christian Preschool, which was originally housed in the facility, moved to a new location in 1997. At that point, Chino Hills Christian School (later to be renamed Heights Christian Schools-Chino Hills Campus) had students in kindergarten through fourth grade with a total of 156 students. Over the years, new classes were added until HCS-CH had grades K through 6, well over 200 students and all the classrooms were occupied. During the Great Recession of 2008 and the next few years, enrollment dropped to the 160s but has been steadily recovering since then.

The mission of HCS-CH is to educate students to know Christ personally, excel academically, think Biblically and positively impact their communities for Christ. In order to achieve our mission; everything done on campus is geared toward that end. HCS-CH has a strong curriculum base; however, teachers have the freedom to enhance their curriculum with extra resources. The teachers are experienced, averaging more than 14 years in the classroom and well educated with several holding master's degrees. HCS-CH provides teachers with regular staff development. This is done through both in-house developmental activities and by sending teachers to outside conferences and seminars. HCS-CH offers a full complement of extracurricular opportunities both within and beyond the classroom setting. Music, P. E., Spanish, Computers and Art Masters, all with specialized teachers, are a regular part of the classroom curriculum. Robotics, Jr. STEM, Mad Science, Chess Masters, Drama, Choir, Dance, Creative Kids and Spotlight Kids Theater are all before or after school offerings from which students can choose to enhance their educational experience. Field trips, performance opportunities, community outreach and Association of Christian Schools International school competitions also complement the students' full experience at HCS-CH.

HCS-CH strives to encourage and promote student character in a variety of ways. Regular student recognition comes in the form of quarterly award assemblies where students are recognized for academic achievement, outstanding effort, character qualities and spiritual characteristics. “Character Counts Awards” are regularly presented throughout the year to recognize students showing outstanding character. Accelerated Reader recognition is given to those students who excel in their reading accomplishments. Teacher in-class recognition is an ongoing activity that promotes good character and behavior.

Over the past several years, many programs have been added to enhance the education of the HCS-CH students. The Accelerated Math Track was implemented for high achieving Math students in grades two through six. The Advanced Learning Academy was developed for high achieving students in the areas of Math, Science and Technology in grades one through six. The Success Program allows us to assess students with apparent learning challenges in any grade level and work with the families to provide tutoring and assistance with outside resources, if necessary. While the Accelerated Reader program is for all students, it is a great incentive for students whose love and strength is in the area of Reading. We added weekly Spanish classes to our curriculum to introduce our students to the benefits of learning a second language.

Finally, we began a partnership with STEM Center USA to provide exposure to all our interested students in the areas of Science, Technology, Engineering and Mathematics.

While several private schools in the community have closed or lost significant enrollment in the last few years, HCS-CH has grown and added programs, making it a school recognized for its high quality of education in the community.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

HCS-CH provides a challenging, coherent and relevant core curriculum for each student with clearly stated objectives. At HCS, we select research-based curriculum designed to meet or exceed the state and national standards while ensuring that it does not conflict with our mission statement and goals.

We value providing high quality curriculum to accomplish the learning standards of the school. We utilize a fully funded curriculum adoption schedule which provides for curriculum review on a seven-year cycle. This allows the school to make substantive modifications to the curriculum and instruction on a regular basis. HCS-CH is committed to five learning standards for all students: Spiritually Growing Individuals, Critical Thinkers, Effective Communicators, Community Participants, and Enriched Individuals. The curriculum for each core subject is reviewed and assessed to determine how effectively it supports and promotes opportunities for our students to successfully meet our learning standards under the guidance and direction of the teaching staff.

Beginning with the 2014-15 school year, HCS-CH adopted the Pearson national common core curriculum for Reading/English Language Arts. While we have been using this curriculum, students have participated in activities which demonstrate acquisition of foundational skills that coincide with all five learning standards. Students in lower grades have improved reading skills through the use of phonics and comprehension activities. Students in upper grades have demonstrated the ability to successfully complete writing assignments requiring different genres and compositions. All students have better developed critical thinking skills by answering probing questions about the texts read in class. Teachers also use smart board presentations and activities to help students master concepts and practice skills necessary in various areas of language arts. Pearson curriculum offers many ways to differentiate instruction to meet the various needs of students. For students performing above and below grade level, HCS-CH utilizes the Accelerated Reader program allowing students to work at their own levels and challenge themselves accordingly. We also use Sitton Spelling as a supplemental aid for students needing extra spelling review and practice. The 6+1 Traits for Writing program offers further instruction to students to enhance their writing skills.

In mathematics, students in kindergarten through fourth grades use Houghton-Mifflin curriculum, while students in fifth and sixth grades use Glencoe. Houghton-Mifflin was preferred for the lower grades for the teaching of foundational skills and concepts. Glencoe materials present the necessary mathematical information in a method which better prepares students for the challenges of junior high. Students in all grade levels acquire foundational skills by using manipulatives individually or in small groups. Students also practice skills through smart board activities and games. Students gifted in math can participate in the ALEKS program. Students in this challenging computer-based program self-pace their instruction while under a teacher's supervision. Students who need additional assistance to master foundational skills benefit from the use of Sutton math supplemental activities in the classroom.

All grades use the Houghton-Mifflin science curriculum. Additional resources available from this publisher include indoor and outdoor experiment materials, group activity discussion starters including problem solving situations, and CD-ROMs with smart board games and review activities. Teachers also use online educational resources such as United Streaming to present additional information to students. Students can view live scientific events streamed directly into the classroom. Students are exposed to the scientific method according to the abilities of the grade level. For students seeking additional challenges in math, science and technology, we offer the Advanced Learning Academy. These students use higher-level thinking skills as they explore and experiment using hands-on, project-based activities.

In 2012, we adopted Harcourt for our social studies/history curriculum. This publisher offers individual atlases to assist in teaching foundational geography skills. Students in upper grades create intricate maps of states or countries with specific geographic and/or demographic information. Classroom timelines are also available from the publisher to improve student understanding of the chronology of historical events and the critical assessment of greater themes. In the lower grades, students make either a personal or presidential

timeline. In this subject, teachers also use United Streaming and smart board presentations and activities to help students master foundational skills. Lower grade students have been able to take virtual tours of historical places and events such as Pilgrim and Native American interactions in Plymouth.

## **2. Other Curriculum Areas:**

Along with a rigorous academic portfolio, a wide variety of educational enhancements are provided for all students attending Heights Christian Schools-Chino Hills. Arts, P.E., Foreign Language and Technology programs support and enrich the comprehensive and challenging classroom curriculum.

Studies show involvement in the arts is closely linked with success and achievement in academics, cognitive abilities, critical thinking, and verbal skills. At HCS-CH, we believe in educating the whole child. Studying the arts is beneficial to the academic and social development and maturity of our students. In the area of visual and performing arts, we offer Music Theory classes, Choir, Drama, Art Masters, Creative Kids Studio, Spotlight Kids Theater, piano lessons, and dance classes.

Music Theory classes are taught once a week within the school day to all grade levels. During the forty-minute classes, students are exposed to music theory and history, composers and artists, symphonic instruments, and choreography. Students are given instruction in proper performance conduct in preparation for Christmas and Spring programs. In addition to music classes, we also offer Choir and Drama to students in third through sixth grades. These electives are offered two times a week before and after school. Students in these classes perform for various audiences throughout the year.

Once a quarter, we offer Art Masters classes to students of all grade levels. In these classes, students are given instruction about a famous artist, the style and technique(s) used by the artist and the historical era in which they lived. Students are led by the classroom teacher to create a representation using the technique and style of the artist. Students wanting to expand their practice in the arts can attend Creative Kids Studio and Spotlight Kids Theater. These classes are offered once a week for one quarter each and focus on the areas of art and drama. Students in kindergarten through second grade have the opportunity to attend dance class after school once a week. Students who attend this class learn different dance skills and styles which culminate in a dance recital. Students of all grade levels can take piano lessons throughout the year. Two recitals each year develop their performance skills.

Each week, students attend two physical education classes. During this time, students are taught skills appropriate to their grade level and are given opportunities to demonstrate knowledge and mastery of the skills. Students are also encouraged to develop teamwork and sportsmanship during activities and games. These skills transfer to group work in the classroom as well.

Spanish instruction is offered each week to students in grades kindergarten through sixth. Through the use of song and speech, students learn basic conversational Spanish. Students benefit from these classes as they develop the language area of the brain. Students also learn about various aspects of Hispanic culture during class.

At HCS-CH, we continue to expand the exposure and instruction of technology for our students. Students in every grade level attend computer class each week. Direct instruction focuses on skills students will need through their school years such as keyboarding, Word, Excel, Publisher and PowerPoint. Students also use technology in the classroom through the use of smart boards and Neo2 devices. Qualified students who wish to advance their knowledge and skills of technology in conjunction with math and science can participate in the Advanced Learning Academy (ALA), the ALEKS (Assessment and LEarning in Knowledge Spaces) program, and the Robotics and Jr. STEM (Science, Technology, Engineering and Mathematics) program. ALA is an after school program for students in first through sixth grades. Through the use of research and experimentation, students work individually and in groups to make discoveries and solve problems in math, science, and technology. Students attend class two days a week after school. The ALEKS program is offered to students in grades two through six. Students who show mastery of math concepts being covered in the classroom can work on more complicated concepts in the computer lab up to four days a week. The Robotics and Jr. STEM program is an after school program offered once a week

during the first semester to students in all grade levels. The program encourages students to develop problem solving skills while making discoveries in STEM subjects.

### **3. Instructional Methods and Interventions:**

Students learn in different ways. HCS-CH teachers use a variety of techniques to meet student needs and achieve instructional goals. Teachers use music, tactile instruction, visual input, group settings, peer instruction and more to differentiate learning experiences. Teachers can cater to their student's needs, abilities, and learning styles. For example, in a differentiated social studies project, students can choose from a variety of tasks to showcase information about a particular European explorer. Since students are allowed to select their project, they have a deeper sense of ownership, which keeps their interest, level of learning, and achievement high.

Teachers use benchmark assessments in reading, math and writing to ensure students are growing academically and meeting grade-level requirements. For students who have not met their goal or mastered particular concepts, teachers review and reteach concepts to ensure that every student achieves the instructional goals. Teachers also use benchmark results to create homogeneous groups so differentiated lessons can be implemented during center time. For example, in Language Arts, advanced kindergartners work on reading and comprehension whereas below grade students work on mastering blending skills.

Each classroom uses technology to ensure high levels of student interest and learning. Classrooms are equipped with smart boards, computers, and document cameras, which give teachers the ability to create hands-on lessons or stream educational videos. With the Accelerated Reader Program, students use Neo 2 keyboards to take reading tests on books within their personalized reading level. This increases student excitement about learning, taking tests, and reaching their reading goals.

HCS-CH has implemented various interventions to ensure high levels of student learning and achievement. The Success Program meets the needs of students who struggle academically. Struggling students are identified and assessed and may receive extra tutoring before or after school, or be pulled out of the regular classroom setting for a specific subject. HCS-CH also partners with the local school district, local psychologists, counselors and speech/language therapists to meet individual student needs.

Students identified as high achievers can participate in the Advanced Math Track using ALEKS a self-paced computer based math program. Specifically targeting high achieving math students, ALEKS helps ensure high levels of learning as students work on concepts that go beyond what is taught in the classroom. HCS-CH also challenges high level learners through an optional after school program called the Advanced Learning Academy. Students study STEM subjects through hands-on experiments, investigations, and projects.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Heights Christian Schools-Chino Hills Campus has been a high achieving school for many years. In studying the assessment data for the past five years, there has been consistency with a slight upward trend. While specific subjects in specific grades have fluctuated from year to year, there are no dramatic drops in the scores. The challenge for HCS-CH has always been to maintain the high scores our students achieve from year to year and still work to find ways to help them do even better.

In comparing the scores from 2010 with those of 2014, the 3rd to 6th grade scores went up an average of 2.5 points per grade level in Reading. In Math, they went up an average of 4.75 points. This is an impressive accomplishment considering the average score in Reading in 2010 was 80.25 and in Math it was 83.

While excellent teachers and teaching practices are the key factor in the HCS-CH SAT 10 scores, our school has implemented several programs over the past five years that have helped push our scores even higher. The implementation of the Accelerated Reader Program has had a positive impact on our overall Reading scores, while the Advanced Learning Academy and the Accelerated Math Track have boosted our overall Math scores. Each of these programs were initiated to enhance the educational program of HCS-CH and give our students as much preparation for success at the Junior High level as we could.

While our school doesn't have subgroups in large enough numbers to report separately, an in-depth study of our students who would fall into subgroups show the same level of success as the rest of the students in our school.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

HCS-CH uses a wide variety of assessments to evaluate and improve student performance. In each classroom various assessments occur daily with special emphasis placed on formative assessment.

The SAT 10 gives us an annual snapshot of how our students are performing. This provides excellent historical data to look for trends up or down. We don't use this assessment as the major tool to determine student progress but we do use it to identify curricular areas to target for improvement.

HCS-CH administers benchmark assessments throughout the year providing teachers with extra measures of their students' progress and allowing for principal/teacher conversations regarding individual students in given testing areas. These include beginning of the year assessments in math and writing along with the first STAR screening to determine students' AR reading levels. Shortly thereafter, students are given their first DIBELS reading fluency assessment. In October, the first writing benchmark is administered focusing on the 6+1 writing traits. As the year progresses, a total of 3 more math benchmark assessments, 5 writing benchmarks focusing on additional writing traits and 3 DIBELS reading fluency assessments are given. Several principal/teacher meetings are held to discuss the results of the assessments and the plans implemented to assist struggling students.

SAT 10 results and an explanatory letter are mailed to our parents each year. They are invited to meet with the principal if they have further questions. All grades are accessible online through our school information system. Parents can track their children's progress at any time. Assessments are also sent home so parents have hard copies. Mandatory Parent/Teacher conferences are held after the first quarter which allows the teachers the opportunity to address each student's progress with the parents up to that point of the year. Further meetings are held as necessary to address student progress.

## **Part VI School Support**

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### **1. School Climate/Culture**

HCS-CH encourages students to do the right thing. Our mission statement calls this thinking Biblically. The staff and faculty look for the “Fruit of the Spirit” characteristics of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control in our students. Fruit of the Spirit recognition is given at quarterly award assemblies and kindergarten graduation. Character Counts awards are given regularly to students showing outstanding character. When a student receives one, the principal notifies the parents so they know character is highly valued at school and can encourage the same at home. Good character is also rewarded for sportsmanship in P.E., effort in Music, and other areas. Academic achievement is recognized quarterly through Principal's Honor Role and Academic Excellence Awards.

Students at HCS-CH are encouraged in many other ways too. They are recognized individually and collectively for involvement and participation in chapel, outstanding citizenship in class, and participation in school-wide missions efforts. For example, in reaching their goal of bringing in a certain number of shoe boxes filled with gifts for children in poor countries, the whole school celebrates with a carnival.

HCS-CH strives to create a great work environment for its teachers. Since Christian school teachers make far less than their public school counterparts, we labor to make the workplace one where they feel valued and supported. Teachers are recognized for birthdays and years of service. They are supported with professional development opportunities, staff appreciation week, and regular performance reviews. The principal also seeks their input when making various important decisions.

The administration views teachers as the most important part of the school. Thus, the office is structured to serve their needs. The more successful they are in the classroom, the more successful our students will be. The administration and office staff work to make sure the faculty has everything they need for success. This can be stocking their office supplies to providing technology in the classrooms to making sure a teacher has a break if needed. The faculty, itself, has a collaborative attitude and supports one another. If a teacher finds a great website for Mimio lessons, they share it with all. The principal and faculty encourage one another by sharing devotions with the rest of the staff on a regular basis. These actions have led to a very low rate of turnover of teachers who could easily work in the local public school district and make far more money.

### **2. Engaging Families and Community**

The organization that works closest with the school administration is the Booster Club. This group of parents and grandparents supports our students and staff by meeting monthly to find ways to encourage them. They provide special lunches and treats for our staff and faculty throughout the year. They serve as judges for best hat on Crazy Hat Day or serve students hot chocolate on Pajama Day. They work to grow the Booster Club by recruiting more supportive parents. The Booster Club also serves as an unofficial sounding board and resource for the principal during meetings.

HCS-CH has partnered with a variety of restaurants in our city for our School Nights Out. These are both fundraisers and opportunities for our families to socialize with one another while supporting local businesses. Turnout for these events is always very high.

We also have good relationships with several pastors from local churches. We invite them to lead chapels and speak to classes. We also support them with letters of encouragement and prayer.

Our school works to involve all parents in their children's education and experience at HCS-CH. They receive invitations to attend quarterly awards ceremonies. Parent/teacher conferences allow us to work closely with them for their children's greatest success. Parents are regularly invited to classroom presentations, programs and other school events in order to develop close relationships with them. We even invite them to stop by the office for a cup of coffee each morning.

HCS-CH is constantly looking for ways to support our families and meet their needs. For example, we did away with fundraisers that burdened them with selling items. Instead, we began each of the last two years by telling the parents about a goal we wanted to accomplish and how much money we needed to raise to achieve it. Then we asked for donations. The parents were highly thankful and enthusiastic and we raised more than double our usual funds.

HCS-CH has also built a list of several outside resources to meet the needs of families and students with special challenges. We have resources to which we can refer parents if their children struggle with problems like ADHD, anxiety, social immaturity, selective mutism and even high functioning autism. When a student is facing this type of challenge, the parents appreciate our working with them and providing them with another source of support.

### **3. Professional Development**

Heights Christian Schools recognizes the need for teachers and administrators to have regular opportunities to grow professionally. As such, Heights Christian Schools takes a dual approach toward professional development. First, as a school system, we have several in-service dates each year. In recent years we have partnered with outside renowned speakers such as Carolyn Coil and Rick Morris, as well as professionals in various fields such as law enforcement and behavioral psychology to address valuable topics including classroom management techniques, differentiated instruction, meeting the needs of students with special needs and campus safety, including how to respond to a campus intruder. When we implement new technology such as smart boards, we focus professional development time on training teachers in its usage. When smart boards were placed in the classrooms, we provided both outside professional training and time for teacher collaboration so the technology could be used most effectively to benefit student learning. These district-wide in-services allow teachers from several campuses to collaborate and work on ways to better implement new concepts in the classroom.

The second approach Heights Christian Schools takes in regard to professional development is through encouraging teachers, administrators and staff to attend outside seminars and conferences. HCS administration can either recommend seminars and conferences for specific teachers or teachers can request the opportunity to attend an event they have found. Heights Christian Schools pays for teachers to attend the conference and for their substitute. Over the past few years, teachers have attended a wide variety of seminars and conferences. Some of the topic areas have included Critical Math Content, 6+1 Trait Writing, Monitoring Student Progress: Using Data and Assessments to Drive Instruction, Southern California Kindergarten Conference, Classroom Management Strategies, Strategies for Motivating Gifted Students and Strategies for Developing Early Literacy Skills. These have all directly focused on improving student achievement. Seminars such as Safety and Security for School Personnel and Microsoft Excel have assisted administration and office staff to better carry out their functions and work more efficiently.

Heights Christian Schools ongoing emphasis on professional development provides opportunities that focus on differentiated instruction and best practices for assessing student learning and meeting the needs of all learners. It has strengthened each teacher and been beneficial to each facet of our school. This approach to professional development has been very successful and has resulted in improved student outcomes.

### **4. School Leadership**

HCS-CH is part of a private Christian school system known as Heights Christian Schools (HCS). HCS uses an organizational structure that closely resembles a business model wherein the “business side” of school is managed at the district level, allowing the principal to focus on student learning.

The Superintendent of Schools reports directly to the President/CEO, and together they form the Executive Leadership Team, responsible for providing insight, vision and direction for all aspects of the educational and extracurricular offerings on campus, as well as oversight and/or conduct of operations. The Executive Leadership Team works with the Principal to ensure that existing policies and procedures are consistent with the school’s purpose and also provide the support needed to accomplish all aspects of the school

program well. This includes ensuring that policies, procedures, and resources are sufficient to achieve the learning standards for all students. Organizational support from the district office includes budgeting, accounting, purchasing, maintenance and improvement, legal compliance, safety training support, human resources support, and resources for curriculum, instruction, and technology support.

The Principal is the educational leader on campus responsible for the day-to-day operations and oversight of programs and personnel. Teachers are encouraged to be creative in their classrooms, to propose improvements to the existing program or to propose new innovative programs that would enhance student learning in the overall school environment.

The philosophy of all levels of leadership at Heights Christian Schools is to serve those in each subsequent level thus allowing them to do their job to the best of their ability. It is widely recognized that the classroom teachers are the most important part of a school since they are the direct link to the students. Therefore, leadership works to provide them with all the tools needed to be even more successful. This support can take the form of professional development opportunities, new curriculum, expanded technology or even verbal encouragement and support.

Parents are also vital to the success of HCS-CH. Teachers and administration maintain close communication with parents through a variety of methods. HCS-CH has a vibrant Booster Club comprised of parents and grandparents who support school life and improvement. Parents have also played important roles by serving as volunteers in the classroom, chaperones on field trips and on accreditation committees.

## PART VII - NON-PUBLIC SCHOOL INFORMATION

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The purpose of this addendum is to obtain additional information from non-public schools as noted below.

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 are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

### 2014-2015 Tuition

Grade	Amount
K	\$6340
1	\$6340
2	\$6340
3	\$6340
4	\$6340
5	\$6340
6	\$6340
7	\$0
8	\$0
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?  
(School budget divided by enrollment)      \$6116
5. What is the average financial aid per student?      \$1382
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      4%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      15%

## PART VIII - ASSESSMENT RESULTS

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### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford Achievement Test 10</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	87	88	86	91	82.43
Number of students tested	14	19	27	22	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford Achievement Test 10</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	91	88	85	88.1	81.84
Number of students tested	19	19	22	27	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford Achievement Test 10</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	90	82	83	83.56	80
Number of students tested	19	21	23	16	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford Achievement Test 10</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	83	83	88	78	84
Number of students tested	22	21	21	15	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford Achievement Test 10</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	83	84	77	80	76.62
Number of students tested	14	19	27	22	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford Achievement Test 10</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	85	84	80	83.48	81.15
Number of students tested	19	19	22	27	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford Achievement Test 10</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	87	79	78	73.96	81
Number of students tested	16	21	23	16	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford Achievement Test 10</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	76	84	80	86	80
Number of students tested	22	21	21	15	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**