

Maranatha Christian Schools

ACTS-WASC EE-12 Accreditation Self Study

9050 Maranatha Drive
San Diego, CA 92127

Phone: 858.759.9737

Fax: 858.759.4001

Website: www.maranathachristianschools.org

Contact Person: Kelly Rodriguez

Email: kelly.rodriguez@maranathachristianschools.org

Self-Study Gmail Address: kelly.rodriguez@gomcs1.com

For Spring 2019

For Accreditation By



Association of Christian Teachers and Schools (ACTS)

Jay Nelson, Ph.D., Executive Director

Steve Lindquist, M.ED., Director of Accreditation and Member Services

911 S. Parsons Ave., Suite G

Brandon, FL 33511

Phone (813) 684-2024; FAX (813) 684-2026

Table of Contents

TASK ONE	12
CHAPTER 1: PART A. STUDENT PROFILE	12
Brief History of the School	12
General Population	14
Economic Status of the Community	15
Available Health Services	15
Ethnic Breakdown of the Community	15
Community Employment Trends and Job Opportunities	16
The Three to Six-Year Projection of the Community	17
Educational Opportunities in the Community	17
Major Issues Unique to the Area	18
Instructional and Support Programs Provided by MCS	18
Student Indicators	18
MCS Enrollment Patterns by Grade	18
Student Retention Rates by Year and Grade	19
Ethnic makeup of MCS	19
Gender Mix of MCS	19
MCS Health and Safety Issues	19
Student Attendance Patterns	20
Student Performance Data	21
Student Follow-up Data	21
Percent of graduates attended college (2 year and 4 year)	21
List of colleges attended for the past three year	22
MCS graduates entered the military	23
Student records shall be kept on each student enrolled in the school	23
Student records shall be updated on a regular basis	23
CHAPTER 1: Part B. Overall Summary from Analysis of Profile Data	24
PHILOSOPHY	25
1.1 Shall be in agreement with an approved ACTS Statement of Faith	25
1.2 Shall be sensitive to the needs of the pupils, both spiritually and academically.	26
1.3 Shall be in written form and approved by the school's governing body.	27
1.4 Shall be stated in school literature informing staff, parents, pupils and prospective families of the school's philosophy.	27
1.5 Shall be used to guide the academic program and overall development of the school and shall be consistent with sound educational practices.	28

TASK THREE	28
Significant Developments	29
Progress on Schoolwide Action Plan	29
2. GOVERNANCE	33
2.1 Shall be spiritual leaders.	33
2.2 Shall govern the school in accordance with the stated philosophy.	34
2.3 Shall be responsible for the formulation of policy and the maintenance of a school policy manual which must include nondiscriminatory policy and practices in admissions, employment and all other aspects of school operation. A complete and current record of all governing body minutes must be maintained.	35
2.4 Shall be incorporated	35
2.5 Shall be responsible for the successful operation of the school	36
2.6 Shall provide adequate salary and benefits for the staff and faculty.	36
2.7 Shall develop and document a Schoolwide Improvement Plan containing goals, measurable objectives, a timeline for completion and stakeholders involved. The Plan must address the areas of: Curriculum & Instruction, School Staff, Facilities, Student Activities, Student Data Analysis, Recommendations from the previous Accreditation Report, and Self-identified areas of needed improvement. (Minimum six-year plan).	37
2.8 Shall ensure all required governmental regulations are met.	37
2.9 Shall be responsible for the selection and evaluation of the school Administration.	37
3. CURRICULUM AND INSTRUCTION	39
3.1 Shall be consistent with the school's philosophy.	39
3.2 Shall incorporate a Biblical worldview into each subject area.	40
3.3 Shall provide appropriate learning experiences that address student needs as determined by a formal assessment program that includes but is not limited to normed standardized testing.	40
3.4 Shall engage students in their learning through instructional strategies that ensure achievement of learning expectations.	42
3.5 Shall provide and coordinate learning support services to meet the unique learning needs of students.	43
3.6 Shall provide curriculum guides detailing scope and sequence for the instructional program at each grade level.	44
3.7 Shall provide appropriate curriculum materials for the student population.	45
3.8 Shall be formally and systematically evaluated by the school and revised as needed.	46
3.9 Shall develop and maintain a systematic process for reporting student achievement.	48
3.10 Shall provide adequate information to students and parents about the grading and assessment policies of the school.	50
3.11 Shall be designed in the best interests of the students and shall have a minimum of 180 actual school days or a minimum of 170 actual school days and	

the hourly equivalent of 180 actual school days determined as described below. (If the state requires an actual number of attendance days, the school must meet state/government requirements.)	51
3.12 Shall provide for appropriate teacher planning and preparation time.	52
3.13 Shall provide curriculum including subjects which constitute a well-balanced educational program and meet or exceed required government graduation requirements.	52
3.14 Shall teach Bible as an academic subject at every grade level with a minimum of three hours of instructional time per week.	54
3.15 Shall provide a library/media and technology center with current, adequate reference, print, non-print materials, books, and technology for the needs of students.	55
3.16 Shall properly catalogue all resources.	56
3.17 Shall implement the school's instructional process in support of student learning	57
4. SCHOOL STAFF	58
4.1 All members of the school staff shall be Christian and shall exhibit Christian character in all areas of life.	59
4.2 All school personnel (full/part time, seasonal and temporary staff) are required to undergo a background check prior to their employment. This includes volunteers.	59
4.3 Hold a bachelor's degree and an ACTS teaching certificate (core instructors). Additionally, all staff shall be qualified for whatever assignment given by the governing board.	60
4.4 Show evidence of continued professional growth as evidenced by documented participation in the school's professional development and/or college or continuing education credit.	61
4.5 Deal professionally with students, parents, staff, and Administration.	62
4.6 Be sufficient in number to assure a faculty-pupil ratio that is appropriate to the type of curriculum used.	63
4.7 The support staff shall be sufficient in number as to provide adequate clerical assistance to the school.	64
4.8 The school shall provide a custodial staff sufficient to maintain a clean and safe environment.	64
4.9 The school shall provide in any other service areas (i.e. student health services, guidance services, food services, transportation services, etc.) adequate and competent staffing or an auxiliary plan or system that meets state and local regulatory requirements.	64
4.10 The school's governing body shall appoint a full-time person as the chief administrator and who shall be on the full-time school staff and functioning in that capacity.	66
4.11 All administrative staff shall hold a bachelor's degree, an ACTS Administrator certificate, and be qualified for assignments given by the governing body.	66
4.12 All administrative staff shall show evidence of continued professional growth as evidenced by documented participation in the school's professional development and/or college or continuing education credit.	66

4.13 All administrative staff shall deal professionally with students, parents, staff and Administration.	67
4.14 The chief Administrator and Principal of each school shall attend an ACTS conference on an annual basis.	68
4.15 The school shall establish a formal and systematic process of faculty/staff evaluation which shall be conducted on a periodic basis.	68
4.16 The school shall provide for a formal systematic process of annual staff development.	69
4.17 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	69
4.18 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	70
4.19 The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	71
5. FINANCES	72
5.1 Shall provide evidence of an annual external audit or review, sound, professional, ethical, and legal practices in all financial operations.	73
5.2 Shall present evidence of adequate and identifiable financial resources and records to operate the school's program with a realistic annual operating budget approved by the governing body and reviewed regularly.	74
5.3 Shall document all fundraising and resource development activities.	75
5.4 Shall publish a tuition and fee schedule that includes a tuition refund policy.	75
6. SCHOOL FACILITIES	75
6.1 Shall be adequate in size, furniture, and equipment for the type of school program offered and for the size of the enrollment.	76
6.2 Shall be safe, clean, attractive, and meet all pertinent building, equipment, health any other legal requirements.	77
6.3 Shall have clean, sanitary and regularly inspected kitchen and dining areas and comply with all legal requirements, (if food service is offered).	78
7. ADMISSIONS PROCEDURES AND POLICIES	80
7.1 Shall be clearly written in the student handbook.	80
7.2 Shall be formulated by the governing body.	80
7.3 Shall be written in such a manner as to admit only those for whom the program is designed.	80
7.4 Shall contain a published policy of non-discrimination and demonstrate consistent adherence.	82
7.5 Shall address financial and other contractual arrangements between the school and parents/students.	83
8. STUDENTS' RECORDS	85
8.1 Students' Records shall be kept in a safe, secure, and professional manner (fireproof or electronically current, retrievable dual backed format).	85
8.2 Student records shall be kept on each student enrolled in the school.	85

8.3	Student records shall be updated on a regular basis	86
8.4	Student records shall include academic, health, discipline and other pertinent information.	86
8.5	The school shall make provision for the permanent maintenance of all student and faculty records, which includes a policy for the permanent retrieval and storage in the event of school closure. (Electronic copy of said plan must be submitted each year with annual report.)	88
8.6	Access to student records shall follow the provisions of all local, state, and federal regulations relating to an individual's right to privacy.	88
8.7	Personnel records for faculty and Administration shall include transcripts, contracts, tax records, form I-9, evaluations, reviews, discipline and professional licensure (ACTS certification).	89
9.	STUDENT ACTIVITIES	90
9.1	Shall be consistent with the school's philosophy and objectives.	91
9.2	Shall be controlled by the school Administration.	91
9.3	Shall be staffed by personnel carefully selected on the basis of applicable background and training.	91
9.4	Shall be adequate in nature and type for the size of the school's enrollment and grade level.	93
9.5	What percentage of your students participates in academic and co-curricular activities?	95
10.	PUBLICATIONS	100
10.1	Shall contain a statement of non-discrimination.	100
10.2	Shall be true, accurate, and reflect ethical guidelines.	100
10.3	The school shall have a student handbook that informs students and parents of the school's philosophy, programs and support services such as academic calendar, attendance policies, guidance services, health services, transportation, food services, dress code, rules and regulations, discipline procedures, graduation requirements, grading scales and assessment policies. (Place a copy of the handbook in Appendix A.)	101
10.4	The school shall publish a faculty and personnel handbook which shall include the following: philosophy of the school, dress code, rules and regulations, discipline procedures, grading, and personnel evaluation policies, and a policy statement of due process and grievance procedures (Place a copy of the handbook in Appendix B.)	101
11.	STUDENT DATA ANALYSIS	102
11.1	Shall see to the continuous collection, analysis and application of learning goals from a range of data sources, including comparison and trend data concerning student learning, instruction, program evaluation, and organizational conditions.	103
11.2	Shall facilitate annual training in best practices of evaluation, interpretation, and use of data.	105
11.3	Engages in creating and implementing measurable and verifiable student learning goals based on multiple data points, which include but are not limited to standardized/norm referenced testing, formal and informal assessments.	106

11.4 Shall monitor and communicate annually comprehensive information and analysis of student learning goals, conditions that support student learning, and the achievement of school improvement goals to stakeholders	107
12. HEALTH, SAFETY AND SECURITY	109
12.1 The school shall be safe, secure, clean, and meet all pertinent building, equipment, health requirements and legal requirements.	109
12.2 The school shall have policies that ensure the security of students and staff (i.e. access to students, release of students and procedures relative to suspected child abuse).	110
12.3 The school shall have a Crisis Management Plan, to include as a minimum: Evacuation Plans; Lockdown Procedures; Natural Disaster Responses; Grief Counseling (death of a student/staff); Media Communications Policy; Emergency Contact Numbers; and an Uninhabitable Building Plan (i.e., secondary location).	111
12.4 The school shall conduct fire and disaster drills in accordance with state and local regulations.	112
12.5 The school shall provide adequate and consistent supervision of all students during all school activities (including drop-off and pick-up).	112
12.6 The school shall have, if transportation services are provided, procedures and regulations designed to safeguard students.	113
Preschool Accreditation Addendum	113
3. PRESCHOOL CURRICULUM AND INSTRUCTION	115
3.1 Shall be consistent with the Preschool's philosophy.	115
3.2 Shall incorporate a Biblical worldview into each subject area.	115
3.3 Shall be in written form, based on knowledge of child development and designed to meet individual needs by using student assessment tools and allowing teachers flexibility to adapt lesson plans.	115
3.4 Shall avail itself of the resources of the local community.	116
3.5 Shall provide appropriate teacher planning and preparation time.	117
3.6 Shall be formally and systematically evaluated by the Preschool and revised as needed.	117
3.7 Shall reflect acknowledgment of differences in children and show God's love for people of each race, color, and sex.	118
3.8 Shall incorporate developmentally appropriate materials and equipment available for all ages enrolled in the Preschool.	118
3.9 Shall meet the intellectual needs of each child.	118
1. Receptive and expressive language experiences, appropriate to development of children, are provided throughout the day.	118
2. Opportunities are provided for supervised exploration and experimentation that develop cognitive skills.	119
3. Media programs serve as special events rather than a significant part of the everyday program. Previewed programs are appropriate to age and attention span, and enhance the concept and values of the Preschool.	119
3.10 Shall meet the physical needs of each child.	120
1. Classes should be given time and space for outside play on a daily basis,	

weather permitting.	120
2. Outside play equipment and experiences shall be appropriate for the age and number of children using the playground.	120
3. Curriculum will provide for hand-eye coordination, gross and fine motor skills.	120
3.11 Shall meet the social needs of each child.	120
1. Develop age appropriate rules and consequences for each group.	120
2. With Christ as our example, pro-social techniques are encouraged in developing cooperation, taking turns, sharing, and problem-solving.	121
3. Interactive discipline procedures such as redirection, reflective listening, and positive reinforcement are encouraged.	121
3.12 Shall meet the emotional needs of each child.	121
1. The curriculum includes activities that enhance esteem for self and others and promote children's emotional growth.	121
2. Staff members demonstrate love and respect for each child and interact often with children by showing interest, warmth, consideration, and affection.	122
a. Staff speak to children in a loving, friendly, and courteous tone.	122
b. Staff are available to individual children and responsive to their needs.	122
c. Staff encourage self-help skills in children.	122
d. Creative art and musical experiences are reflected in the curriculum.	122
3. The sound of the environment is primarily marked by pleasant conversation, spontaneous laughter, and exclamations of excitement rather than harsh, stressful noise or enforced quiet.	123
3.13 Shall meet the spiritual needs of each child.	123
1. Christian values and principles are prevalent across disciplines and are interwoven throughout each day's activities in an age-appropriate manner.	123
2. Worship songs, prayer, and scripture verses are integrated into daily routines and activities.	123
3. Bible stories are presented as truth and are taught in ways appropriate to the children's developmental levels.	123
4. Biblical principles are implemented for conflict resolution, guidance, and discipline.	124
5. Through words and actions, staff members serve as Christian role models.	124
4. Preschool Staff	125
4.1 All members of the Preschool staff shall be Christian and shall exhibit Christian character in all areas of life. (i.e. Fruit of the Spirit according Galatians 5:22-23).	126

4.1.1 All Preschool personnel (full/part time staff or any volunteers) are required to undergo background check prior to their employment or being given access to students, and all new staff members will serve a probationary employment period to ascertain their competence in working with children.	126
4.2 All school personnel (full/part time staff or any volunteers) are required to undergo a background check prior to their employment or being given access to students.	126
4.3 Instructional Staff	126
4.3.1 Staff who are in charge of a group of children should have at least an ACTS Preschool Staff Credential. In cases where staff members do not meet the specific qualifications, a training plan, both individualized and program-wide, has been developed and is being implemented for those staff members. NOTE – Centers/Preschools must comply with state and local requirements for Preschool staff credentials/supervision as well.	126
4.3.2 Members of the teaching staff are involved in regularly scheduled professional development or continuing education programs.	126
4.3.2.1 The instructional staff participates in a minimum of 10 documented hours of continuing education or professional development annually.	127
4.3.2.2 All staff shall have a professional development plan on file with evidence that it is being implemented.	127
4.3.3 Staff/child ratios are in compliance with state standards. Recommended ratios are	127
4.4 Support Staff	128
4.4.1 The support staff shall be sufficient in number as to provide adequate clerical assistance to the Preschool.	128
4.4.2 The Preschool shall provide a custodial staff sufficient to maintain a clean and safe environment.	128
4.5 Administrative Staff	128
4.5.1 The Preschool's governing body shall appoint a full-time person as the chief administrator/Director and who shall be on the full-time Preschool staff and functioning in that capacity. An Early Childhood Specialist (who can be the director or another staff member who meets the criteria) is employed to direct the educational program. The qualifications of an Early Childhood Specialist are a baccalaureate degree in Early Childhood Education/Child Development and at least 3 years of full-time teaching experience with young children and/or a graduate degree in Early Childhood Education/Child Development. In cases where the Early Childhood Specialist does not meet the specific qualifications, a professional development plan toward meeting the qualifications is on file with evidence that it is being implemented.	128
4.5.2 The administrative staff shall show evidence of continued professional growth by documented participation in the Preschool's professional development program and/or college or continuing education credit.	129
4.5.3 The chief administrator seeks to provide spiritual leadership to the staff and students in fulfilling the spiritual mission of the Preschool.	129
4.5.4 The chief administrator shall oversee all executive functions including compliance with governmental regulations, public relations, financial responsibilities, parent education and relations, building and equipment	

maintenance, staff recruiting, supervision, and employee relations.	129
4.5.5 The Preschool shall establish a formal and systematic process of faculty/staff evaluation which shall be conducted on a periodic basis and properly documented.	129
4.6 Faculty/Personnel Handbook	129
4.6.1 The Preschool shall publish a faculty/personnel handbook which shall include the following: philosophy of the Preschool, dress code, rules and regulations, discipline procedures, and personnel evaluation policies.	129
4.6.2 The faculty/personnel handbook shall contain a policy statement of due process and grievance procedures.	130
6. Admission Procedures and Policies	131
6.1 Shall be clearly written in a student handbook.	131
6.2 Shall be formulated by the governing body.	131
6.3 Shall be written in such a manner as to admit only those for whom the program is designed and is consistent with the Preschool's philosophy and objectives.	131
6.4 Shall contain a published policy of non-discrimination and demonstrate consistent adherence.	132
6.5 Shall address financial and other contractual arrangements between the Preschool and parents/students.	133
7. Records	133
7.1 Children's records shall be kept on each student enrolled in the Preschool.	134
7.2 Children's records shall be updated on a regular basis.	134
7.3 Children's records shall include health and other required information (Birth Certificate, Medical Records, Custody documents if applicable, registration forms, state-required documents).	134
7.4 Children's records shall be kept up-to-date in matters of discipline.	134
7.5 Children's records shall be kept in a safe, secure, and professional manner (fireproof or electronically current, retrievable dual backed format).	134
7.6 Access to children's records shall follow the provisions of all local, state, and federal regulations relating to an individual's right to privacy.	135
7.7 Office records shall be adequate in nature to present a true and accurate picture of the Preschool's income, expense, and operational procedures.	135
7.8 Office records shall be kept in a safe, secure, and professional manner (fireproof or electronically current, retrievable dual backed format).	135
7.9 Personnel records shall be kept on all personnel with evidence that they are qualified, competent, and meet legal requirements for the position held.	135
7.10 Personnel records shall include transcripts, contracts, tax/employment records, and professional licenses, and continuing education or in-service.	136
8. Family & Community Relations	136
8.1 PARENT HANDBOOK: All parents shall receive a handbook that is true and accurate, reflects ethical guidelines, describes how the Preschool functions on a day-to-day basis, including but not limited to the philosophy statement and	

policies regarding holidays, illnesses, hours, fees, refunds, enrollment, and termination, and contains a statement of non-discrimination.	137
8.2 Weekly or monthly memoranda are sent to parents as a regular means of communication.	137
8.3 Parent conferences are held at least once a year and at other times as needed to discuss the child's progress, care, and education. Parents are encouraged to participate in the goal setting process for their child.	138
8.4 The Early Childhood Specialist assists the staff with methods of recording their observations of children. Observation records are used for curriculum planning and parent conferences.	138
8.5 Significant changes in a child's physical or emotional state are reported to parents/guardians immediately, are documented, and are placed in the child's file.	139
8.6 The Early Childhood Specialist is familiar with and makes appropriate use of community services and resources including social services, mental and physical health agencies, and educational programs such as museums, libraries, and other professional sources.	139
8.7 Policies concerning parental involvement such as visiting, observing, and volunteering are in place to ensure a bonding relationship between the home and Preschool is maintained.	140
8.8 Parents are provided information regarding the Preschool's philosophy of child development and discipline techniques in order to minimize potential conflicts and confusion for the children.	140
9. Health and Safety	142
9.1 The board of directors and all other Preschool personnel shall demonstrate a commitment to the physical health and safety of the children in their charge.	143
9.2 Each adult is free of physical and psychological conditions that might adversely affect children's health. Pre-employment physical examinations and tuberculosis tests shall be on file (if required by the state).	144
9.3 Suspected incidents of child abuse and/or neglect are reported to the local agencies. Risk prevention policies are in place. All reported incidents are well documented and maintained in a confidential file.	144
9.4 The program has a written policy specifying limitations on attendance of sick children and the Preschool provides an area where sick children are isolated while awaiting someone to take them home.	144
9.5 Staff are alert to the health of each child and medical incidents and problems are recorded and reported to staff and parents.	145
9.6 At least one staff member who is certified in CPR and First Aid is present at all times.	145
9.7 The Preschool/center shall have a Crisis Management Plan, to include as a minimum: Evacuation Plans; Lock-Down Procedures; Active Shooter Policy; Natural Disaster Responses; Grief Counseling (death of a student/staff); Media Communications Policy; Emergency Contact Numbers; and an Uninhabitable Building Plan (i.e., secondary location).	145

10. Nutrition and Food Service	146
10.1 The nutritional needs of children are met in a manner that promotes physical, social, emotional, and cognitive development.	147
10.2 Food Service furniture and utensils are suitable for each group of children.	147
10.3 Adult supervision is required: One adult sits with children at meals; Infants are held in an inclined position while bottle feeding.	147
10.4 The physical environment of the program provides sufficient lighting, good ventilation, comfortable temperature and appropriate administrative space.	147
10.5 Classrooms are suitable for the age and activities of the children in the program. Floor space meets or exceeds a minimum of thirty-five square feet (or state-mandated requirements) of usable space per child.	148
10.6 Classrooms are clean, well maintained, age appropriately furnished and arranged not only to stimulate learning by accommodating large and small groups of children but also to encourage exploration and experimentation.	148
10.7 Children are provided with individual spaces, such as cubbies, in which they can store their work and personal belongings.	148
10.8 Drinking water is adequately provided to the children as regulated by civil authorities.	148
10.9 Sinks and toilets are readily accessible to children. The number of sinks and toilets (child-sized ones are recommended) must be in compliance with civil authorities and adequate for the number of children in attendance and contain soap and paper towels accessible to the children.	149
10.10 The diapering area is in good repair and is sanitized after each use, and soiled diapers are stored in a sealed container. Gloves as well as running water and soap for hand-washing are accessible and utilized by the staff during diapering.	149
10.11 Outdoor facilities shall be able to accommodate the children's various play activities; the outdoor physical environment includes 75 square feet (or state-mandated requirements) per child on the playground at any given time. Children are supervised at all times, maintaining appropriate child-adult ratios.	149
10.12 Playground equipment is varied and sufficient for the number of children on the playground at the same time. The playground is designed and equipped to provide optimal learning experiences for children.	150
10.13 The program provides adequate protection for the play area, including fencing and a balance of sun and shade.	150
10.14 Wood chips, sand, and other cushioning materials of recommended depths are used under equipment such as swings and climbing apparatus, as recommended by civil authorities or national playground safety standards.	150
10.15 Through routine inspections and resulting timely repairs, the outdoor play area is well-maintained to prevent children from being injured by broken equipment, sharp edges, and rusty parts.	151
10.16 There is a process in place that ensures proper maintenance of the buildings, grounds, and equipment.	151

Task 5: MCS Action Plans	151
---------------------------------	------------

TASK ONE

Develop or Refine the Student/Community Profile

CHAPTER 1: PART A. STUDENT PROFILE

Brief History of the School

Maranatha Christian Schools (MCS) was founded in 1991 as a ministry of Maranatha Chapel by Ray Bentley, Senior Pastor. MCS was created to provide a Christ-centered learning community where students experience God's love, are equipped to fulfill God's unique call and purpose, and excel in their God-given potential through academics, arts and athletics. Using classrooms at the church, MCS began with one teacher and eight students as a K-1 combination class, growing quickly the following year to incorporate a 2-3 combination class. During the same time, Maranatha began a Preschool and enrollment grew to 73 students in the first year. Each following year, another two grades were added, and by 1994 the school had grown to include students in Preschool through 6th grade. A departmentalized middle school program began in 1996 quickly growing to a K-8 school. Throughout this phase of growth, God continued to provide qualified staff who were dedicated to the Christ-centered education of His children.

During the 1996-97 school year, there was not adequate space to continue both programs so the Preschool program was discontinued due to the growth of the K-8 school. But as God's plan unfolded, in 1998 Maranatha Chapel built and moved into a new church facility, while the school continued to operate at the existing facility. This allowed the school to expand its classrooms and office space to meet the growing educational needs of the community.

As the leadership maintained the vision of the school and stepped out in faith, God blessed Maranatha Chapel with the opportunity to purchase a 100-acre parcel of land in 1998, near the church's new facility. The school staff, with Pastor Ray Bentley, began to plan for school growth that included the development of a new school property with room to expand and start a high school program.

In 2001, MCS Elementary and Junior High received their first accreditation by both WASC and ACSI with a 6 year term and a 1 day mid-cycle review. During this time, the school continued to grow and by the 2003-2004 school year, each grade level had increased two classes.

The Preschool program was reinstated in 2005, utilizing the church facility to house a 3 year old, 4 year old, and Junior Kindergarten program. Enrollment exceeded expectations in the first year. During this same year, with a successful K-8 Biblically

based academic program in place, MCS began building a new campus on 17.5 acres of the 100 acre parcel.

In the Fall of 2006, with the first building phase complete, students stepped onto a beautiful new campus. The campus included classrooms for Kindergarten through 10th grade, administrative offices, a multipurpose gymnasium and outdoor athletic facilities. A strategic plan was in process to accommodate continued growth.

In 2007, MCS Elementary, Junior High and High School were accredited by both WASC and ACSI with a 6 year term and a 1 day mid-cycle review. Then, in 2010, the Preschool was added to the accreditation.

In the 2010-11 school year, the Preschool expanded their program to include 2 year olds and an afternoon session for 4 year olds in 2011. In the Fall of that same year, MCS continued expanding the high school program, adding seven modular units to the campus. This expansion facilitated student body growth from the original 38 students in the High School's inaugural year to 152 students six years later.

In 2012-13, MCS incorporated an international program with 25 students bringing cultural diversity and awareness to the campus. As of 2016-2017, the program has grown averaging between 40-50 international students each year.

In 2013, another accreditation process was completed with WASC and ACSI with a 6 year term and a 1 day mid-cycle review.

In the Fall of 2014, MCS hired a consultant to help develop a comprehensive strategic plan for the school. Staff, student, and parents completed surveys and focus groups, with an eye toward discerning the school's most urgent needs and potential for development. The need for a new high school building to accommodate growth became very apparent. With that goal in mind, a development team launched a capital campaign.

Several new teachers were hired for the 2015-2016 year to accommodate for more students. Groundbreaking for the new high school building took place on November 18, 2015. With construction in process, and expanded facilities imminent, the Transitional Kindergarten class moved from the Preschool campus to the Elementary campus for the 2016-2017 school year. In addition, the MCS Private School Satellite Program (PSP), servicing grades 6 through 12, was relaunched with six students in the Fall of 2015, growing to 45 students by Spring of 2018. The PSP program was rebranded as The Eagle Academy in the Spring of 2018 and has a current enrollment of 33 students with growth expected into Spring 2019.

In the Fall of 2017 the new high school building was opened, and brought with it 15% overall growth and 24% high school growth. With the high school classes taking place in the new building, the Junior High and Elementary gained additional classrooms to include the following programs: STEAM spaces, a band room, a choir room and administrative offices.

Throughout MCS history there has been a dedication to relevance, growth and excellence. MCS is excited to see God's future plans for Maranatha Christian Schools.

General Population

MCS is located in the north county area of San Diego. However, students from neighboring cities such as Mira Mesa, Poway, Ramona, Escondido, San Marcos, Encinitas, La Jolla and others in the county attend the school. MCS is honored to serve students throughout San Diego County.

Pastor Ray Bentley envisioned a school reaching a local and global community, as part of the school mission -- *Transformed Lives, Transforming the World*. Therefore, Maranatha Christian Schools' community is not only local but also international. The international students represent several continents.

The population information of the four areas near Maranatha Christian Schools is as follows:

Poway

- Population: 50,041
- Population of children aged 0-17: 24.6%
- MCS Enrollment: 10%
- Median Household Income: \$98,859
- [Census Information and Quick Facts](#)

Rancho Bernardo

- Population: 88,535
- Population of children aged 0-17: 28%
- MCS Enrollment: 11%
- Median Household Income: \$101,267
- [Further Information about Rancho Bernardo](#)
- [Further Information about living in Rancho Bernardo](#)

4S Ranch

- Population: 43,033
- Population of children aged 0-17: 31%
- MCS Enrollment: 32%
- Median Household Income: \$112,550
- [Living in 4S Ranch](#)
- [4S Ranch Demographics](#)

Escondido

- Population: 151,969
- Population of children aged 0-17: 26%
- MCS Enrollment: 11%
- Median Household Income: \$54,268
- [Census of Escondido](#)

Surrounding cities to include Rancho Santa Fe, San Marcos, and San Diego County
MCS Enrollment: 36%

EVIDENCE

- [MCS Enrollment by City and Community](#)

Economic Status of the Community

The economic status of the surrounding areas can be seen in the employment rates of the nearby communities. Understanding MCS is a commuter school, the Administration looks at data provided by the surrounding cities, but uses the data of the MCS economic make-up as its foundational baseline. There are many job opportunities in San Diego as it is the second most populated county in California. The median household income is \$70,824.

EVIDENCE

- [Median Household Income in San Diego County, California](#)
- [San Diego County profile](#)

Available Health Services

The Health and Human Service of San Diego County offers the following to its residence:

- Infant Health Program
- Border Health Program
- California Children's Services
- Cancer Resources
- Child Health and Disability Prevention
- Childhood Lead Poisoning Program
- Chronic Disease and Health equity
- Emergency Medical Services
- Immunization Program
- Variety of Public Health Services

EVIDENCE

- [San Diego County Health Services](#)
- [Insurance Coverage by Age and Gender in San Diego County, California](#)

Ethnic Breakdown of the Community

The ethnic breakdown of the community of San Diego County as a whole is: 46% Caucasian, 33% Hispanic, 11% Asian, 5% Black, 3.5% Multiracial, 0.4% Native, 0.4% Islander and 0.1% Other.

The ethnic breakdown of the city of San Diego is 42.8% White, 30% Hispanic, 16.8% Asian, 6% Black, 3.6% Multiracial, 0.3% Islander, 0.1% Other and 0.2% Native.

Preschool

African American – 1%
Asian/Pacific Islander – 27%
Caucasian – 53%
Hispanic/Latino – 4%
Multiple Ethnicity – 6%
Other or No response – 9%

Elementary

African American – 3%
Asian/Pacific Islander – 10%
Caucasian – 59%

Hispanic/Latino – 6%
Multiple Ethnicity – 12%
Other and/or No Response – 10%

Junior High School

African American – 2%
Asian/Pacific Islander – 13%
Caucasian – 66%
Hispanic/Latino – 5%
Multiple – 9%
Other and/or No Response – 5%

High School

African American – 1%
Asian/Pacific Islander – 25%
Caucasian – 47%
Hispanic/Latino – 9%
Multiple – 14%
Other and/or No Response – 4%

The County of San Diego has 3.3 million residents and is comprised of a diverse population, which also includes the nation's largest military community and a diversified workforce.

According to the the US Census in July 2017, the County of San Diego has a population of 3,337,685 people with 490,219 households. Numbers show there is a 20.7% of the population is under 18, and 11.8% is age 65 and older. Also, 49.8% is female, 30.3% is Hispanic and 43.6% (of persons age 25 or older) possess a bachelor's degree or higher. The national average for this level of educational attainment is 30.3%.

EVIDENCE

- [Preschool Ethnicity Breakdown](#)
- [Elementary Ethnicity Breakdown](#)
- [Junior High Ethnicity Breakdown](#)
- [High School Ethnicity Breakdown](#)
- [Race and Ethnicity Breakdown In San Diego County](#)
- [U.S. Census Bureau: Quick Facts Population Estimates](#)

Community Employment Trends and Job Opportunities

From 2015 to 2016, employment in San Diego County grew at a rate of 1.32%, from 1.55M employees to 1.57M employees. The most common job groups, by number of people living in San Diego County, are Management, Business, Science, Arts, Sales & Office and Service. The evidence illustrates the breakdown of the primary jobs held by residents of San Diego County.

Compared to other counties, San Diego County has a high number of residents working in the following areas: Life, Physical, & Social Science; Architecture & Engineering; and Personal Care & Service. The highest paid jobs held by residents of San Diego County by median earnings are Architecture & Engineering, Health Practitioners and Computer & Mathematical.

The most common industries in San Diego County by number of employees are as follows: Healthcare & Social Assistance, Professional, Scientific, Tech Services and Retail trade. The highest paying industries in San Diego County by median earnings are: Utilities, Mining, Quarrying, Oil, Gas Extraction, and Management of Companies & Enterprises.

EVIDENCE

- [Employment by Occupations in San Diego County, California](#)
- [Employment by Industries in San Diego County, California](#)
- [Employment Rates and Weekly Wages in San Diego County, California](#)

The Three to Six-Year Projection of the Community

San Diego County has an expected average population growth rate of 0.7 % annually from 2017 to 2022.

Average salaries in San Diego County are above the California state average and are expected to remain so for the foreseeable future. In San Diego County, average salaries are expected to rise by an average of 1.8 % per year from 2017 to 2022. Real per capita income is expected to increase by 1.9 % annually from 2017-2022.

Between 2017 and 2022, the largest job gains will be observed in professional and business services, leisure and hospitality, education and healthcare and government. Together these sectors are expected to account for 77 % of net job creation.

EVIDENCE

- [San Diego County Economic Forecast](#)

Educational Opportunities in the Community

Located in a suburban community 15 miles northeast of the City of San Diego. San Diego County and the immediate area surrounding MCS provides many educational opportunities. There are several public and private elementary, middle and high schools that provide a quality education for families in the community. MCS competes for enrollment with private, public and homeschool programs. The population of the area is approximately 203,100, with a Poway Unified School District population of 35,877 students in grades TK-12.

San Diego has strong community college districts, including:

- San Diego Community College District
 - Miramar College
 - Mesa College
 - City College
- Palomar Community College
- Mira Costa Community College
- Grossmont Community College

Students seeking higher education have access to the California State University system, University of California system and many private universities.

Major Issues Unique to the Area

MCS has faced a steady increase in enrollment for the last few years as a result of a number of causes. Due to an influx of biotech and engineering companies, San Diego's economy has strengthened. This has provided families the financial resources to afford private school tuition. Additionally, the housing market has strengthened which has allowed for consistent enrollment in our program. Finally, the local school district has faced controversy in the areas of fiscal management and experimental curriculum which has led families to seek a more traditional school program.

Instructional and Support Programs Provided by MCS

In 2018, MCS Administration began planning an Academic Resource Community (ARC) program to identify students with learning differences in Elementary, who are struggling academically. An Educational Specialist was hired to consult with Administration, Admissions and teaching staff to assist in building this program.

At the Junior High and High School level, the College and Guidance Department facilitates assistance for students with learning concerns and also provides accountability and resources to such students. These resources include student and family meetings, student accountability within the College and Guidance Department, provision of tutoring information and assistance with external resources (for example, connecting a family to the local district for special education testing).

The Eagle Academy is able to provide instructional support to students due to the ability to choose curriculum and teaching methods, as well as allowing students access to a variety of learning environments (includes online courses, college courses, cooperative learning situations and home-based satellite learning).

Student Indicators

MCS Enrollment Patterns by Grade

The data clearly indicates an increase in the enrollment of MCS during three years. The growth is as follows:

- In the 2016 - 2017 school year, MCS student population grew by 13%.
- In the 2017 - 2018 school year, MCS student population grew by 11% .
- In the 2018 - 2019 school year, MCS student population grew by 2.7%

In the 2017-2018 school year, the High School program grew by 24%. This is contributed to the opening of our newly constructed high school building in the 2017-2018 school year. Adding to the growth is a strong academic program and thriving athletic and performing arts programs. Another reason for growth can be attributed to the closing of Horizon Christian Academy (HCA), with a portion of their students enrolling into the High School program. If we factor out the students enrolled that came from HCA, the High School program would have experienced a 17% growth rate. Also adding to these numbers is growth in both our Eagle Academy program and International Student program.

EVIDENCE

- [MCS Enrollment Patterns](#)

Student Retention Rates by Year and Grade

The following table shows the percentages by division who returned to MCS the following academic year for the last three years as evidenced by data.

EVIDENCE

- [Retention Rates for MCS](#)

Ethnic makeup of MCS

Based upon the enrollment data for Preschool through High School; 56% of the student body is Caucasian, 21% is Asian/Pacific Islander, 11% are multiple, 7% are Hispanic/Latino, less than 1% are European or Native American, 3% are other and 1% are African American or had no response.

During registration, parents are asked what is the primary language spoken in the household. Out of the responses, 73% answered English, 5% answered Chinese, 2% answered Korean, 1% answer Spanish, 2% responded other which includes Portuguese, Japanese, German, French, Vietnamese and Russian. Information was not obtained by 14% of the MCS community.

EVIDENCE

- Ethnic Makeup of MCS
 - [Preschool](#)
 - [Elementary](#)
 - [Junior High](#)
 - [High School](#)
- [Primary Languages spoken in the MCS Community](#)

Gender Mix of MCS

Based upon the enrollment data, 443 students from Preschool through High School are males and 441 are females. Preschool and Elementary Principal attempt to balance the number of male and female students in each class.

EVIDENCE

- [Overview of MCS Gender Mix: Pie Chart](#)
- [Student Gender Data: 2018-2019](#)
- [Student Gender Data: 2017-2018](#)
- [Student Gender Data: 2016-2017](#)

MCS Health and Safety Issues

MCS employs a full-time registered nurse who spends most of their day attending to the health needs of students. The nurse manages health problems, administers medications, performs health assessments, as well as, special procedures ordered by a student's physician. The nurse also refers children to their physician for physical exams, diagnosis and treatment.

Through AccuTrain, Staff is required to annually complete mandatory reporting training according to the California Education Code. The school nurse or Division Principals maintain any confidential reporting documents in locked files on campus.

MCS safety issues are reviewed by the MCS Assistant Principal/Safety Officer. Safety issues that arise on the MCS and Preschool campuses, other than normal school safety concerns, are wildlife and environmental impacts (i.e. fire). The school is gated and locked during school hours and the Emergency Preparedness Handbook outlines safety concerns and the procedures needed if they arise.

Student Attendance Patterns

Daily attendance codes are recorded once a day for elementary students. Hourly attendance records are reported and printed for the Junior High and the High School by 9:00 AM. Hourly attendance codes for the Junior High and the High School are reported, reconciled and printed again by 3:00 PM. Changes to these records may be updated on the following day for accuracy. The average daily rate of attendance has remained fairly consistent over the past three years. However, with the implementation of the Automated Attendance Notification System, which sends a daily communication email to parents regarding each absence, daily attendance rates are showing a slight improvement.

California Education Code (EC), Section 33190 requires private schools located in California file an annual affidavit with the State Superintendent of Public Instruction. EC 48222 states that children who are being instructed in a private, full-time, day school by persons capable of teaching shall be exempted from California's Compulsory Education Law.

EVIDENCE

- [Attendance Rates](#)
- [Average Daily Rate of Attendance](#)
- [Average Absences by Division 2015-2018](#)

Student Performance Data

The charts below outline MCS' historic student performance data for the last three years, includes MAP scores for Elementary and Junior High, PSAT, SAT and AP scores for High School.

EVIDENCE

- Elementary
 - [MAP Scores Elementary 2014-15](#)
 - [MAP Scores Elementary 2015-16](#)
 - [MAP Scores Elementary 2016-17](#)
 - [Local and National Comparisons](#)
 - [School District Comparisons](#)
- Junior High
 - [MAP Scores JH 2014-15](#)
 - [MAP Scores JH 2015-16](#)
 - [MAP Scores JH 2016-17](#)
 - [Local and National Comparisons](#)
- High School
 - PSATS
 - [PSAT Scores 2017](#)
 - [PSAT Scores 2018](#)
 - SATS
 - [SAT Scores 2011-2018, including Local and National Comparisons](#)
 - AP
 - [AP Scores 2015- 2017 with Local and National Comparisons](#)

Student Follow-up Data

Percent of graduates attended college (2 year and 4 year)

Maranatha Christian Schools has a high percentage of students that continue their formal education at two-year and four-year institutions. In 2011, 100% of MCS graduates matriculated to higher education with 73% attending four-year colleges or universities and 27% of students attending two-year institutions. In 2012, 100% of graduating seniors attended college with 60% matriculating to four-year colleges or universities and 40% matriculating to two-year institutions. In 2013, 95% of seniors matriculated to colleges or universities with 70% to four-year colleges and 25% to two-year institutions. In 2014, 95% of graduates went on to further their education: four-year colleges or universities – 73%, two-year college – 22%. The class of 2015 had 100% of graduates continue with higher education – 84% attending four-year colleges or universities and 16% attending two-year colleges. In 2016, 100% of MCS students went on to post-secondary education with 87% to four-year colleges and 13% to two-year institutions. In 2017, 99% of students went on to higher education – 89% to four-year colleges or universities, 10% to two-year colleges, and 1% military.

EVIDENCE

- [Percentage of Graduates Attending College](#)

List of colleges attended for the past three year

Statistics of students' postsecondary enrollment are kept in the College and Career Advisor's office as well as in Naviance. MCS students have been accepted at the following schools over the past eight years:

Abilene Christian University
Adams State University
Amherst College
Arizona State University
Ashland University
Austin College
Azusa Pacific University
Baylor University
Belmont University
Bethel University
Bethel University-MN
Biola University
Boise State University
Boston University
Bowling Green State University
Bryn Mawr College
Cal Poly Pomona
Cal Poly San Luis Obispo
Cal State Fullerton
Cal State Monterey Bay
California Baptist University
California Lutheran University
California State University
 • Long Beach
 • San Marcos
 • Polytechnic University
Calvary Chapel Bible College
Calvin College
Cedarville University
Central Washington University
Chapman University
Coastal Carolina University
College of the Ozarks
Colorado Christian University
Colorado State University
Concordia University
Corban University
Creighton University
Evangel University
Fordham University
Fort Lewis College
George Fox University
George Washington University
Georgia Tech
Gonzaga University
Gordon College
Grand Canyon University
Harding University
Hawaii Pacific University
Holy Names University
Humboldt State University
Idaho State University
Indiana University
Johns Hopkins University
Johnson & Wales University
La Sierra University
Le Tourneau University

Liberty University
Life Pacific College
Louisiana State University
Loyola Marymount University
Marist College
Massachusetts Institute
 of Technology
Master's College Metropolitan
 State University of
 Denver
Michigan State University
Missouri University of Science
 and Technology
Montana State University
Morningside College
Multnomah University
New York University
Northeastern University
Northern Arizona University
Northwest Christian University
Northwestern College
Ohio University
Ohio State University
Ohio Wesleyan University
Oklahoma State University
Oregon State University
Otis College of Art and Design
Pacific University
Palm Beach Atlantic University
Parsons School of Design
Pennsylvania State University
Pepperdine University
Platt College
Point Loma Nazarene
 University
Portland State University
Pratt Institute
Princeton University
Purdue University
Quinnipiac University
Regent University
Rensselaer Polytechnic
 Institute
Rochester Institute of
 Technology
Samford University
San Diego Christian College
San Diego State University
San Jose State University
Santa Clara University
School of the Art Institute of
 Chicago
School of Visual Arts
Simpson University
Smith College
Southern Methodist University
Southwest Baptist University

St. John's University
SUNY College at Oneonta
Syracuse University
Texas A&M
Texas Christian University
The King's College
The Master's University
The University of Arizona
The University of Findlay
The University of Iowa
The University of Texas
 • Permian Basin
 • San Antonio
Trevecca Nazarene University
U.S. Naval Academy
University of Alabama
University of Arizona
University of California
 • Berkeley
 • Davis
 • Irvine
 • Los Angeles
 • Riverside
 • Merced
 • Santa Barbara
 • Santa Cruz
 • San Diego
University of Colorado
 • Boulder
 • Colorado Springs
University of Denver
University of Houston
University of Idaho
University of Kansas
University of Maine
University of Maryland
University of Miami
University of Missouri
University of Nevada
University of New Mexico
University of North Carolina
University of Northern
 Colorado
University of Oregon
University of Pittsburgh
University of Redlands
University of Rochester
University of San Diego
University of San Francisco
University of South Dakota
University of St. Andrews
University of St. Thomas
University of the Pacific
University of Tulsa
University of Vermont
University of Washington
University of Wyoming

Valparaiso University
Vanderbilt University
Vanguard University
Virginia Tech University

Waseda University
School of International
Liberal Studies
Washington University
in St. Louis
Wayne State University

Western Washington University
Westmont College
Wheaton College
Whittier College
Whitworth University
William Jessup University

EVIDENCE

- [2018-19 MCS School Profile](#)

MCS graduates entered the military

Over the past three years, MCS has had approximately 1% of graduates enter the military after High School. MCS graduates are serving our country in the Navy and Marine Corps.

EVIDENCE

- MCS Alumni in the Military
 - [Alumni #1](#)
 - [Alumni #2](#)

Student records shall be kept on each student enrolled in the school

Student records are kept in locked and fireproof file cabinets that are secured in the admissions office, international student program director's office, Preschool office and the mezzanine. These locations are supervised by assigned staff during normal hours of operation and are kept locked during work hours and non-operation hours.

Eagle Academy student records include work samples and gradebooks, which are collected for every six-week grading period.

Student records shall be updated on a regular basis

Student records are updated on a regular basis on RenWeb files. Health records are maintained on the Magnus Health System for TK-12th grades. Student records are also updated on a regular basis by filing ACT and SAT scores in the student's CUM file, Kindergarten report cards are also filed in the student's CUM files as well as any other important information such as custody information or court orders, etc.

CHAPTER 1: Part B. Overall Summary from Analysis of Profile Data

Maranatha Christian Schools utilizes data from a variety of sources to monitor trends and identify patterns in both instruction and learning. It is through the analysis of test scores, gradebooks, behavior event notices (BENs), professional testing results and teacher observations that the Administration and staff of MCS have identified three school wide critical learners:

1. Students with social/emotional and behavioral challenges as evidenced with BENs, behavior contracts, gradebooks, report cards and below level skill sets.
2. International students needing support in their social, academic, spiritual and cultural adaptations to MCS.
3. Students with IEPs, ISPs, 504s and academic learning differences.

The data used clearly indicates consistent academic growth in all divisions with students performing above national averages in all subject areas. Students who are unable to perform at the rate and level of the rest of the school are identified as critical learners. Additionally, students who are frequently referred to the office for behavior concerns or are observed as struggling to “fit in” with a social circle are also identified as critical learners.

MCS students will be facing future challenges such as: technologies, social and emotional well being and changes in educational learning modalities. With these in mind, MCS will continue to provide support for all learners and adequate training for all staff to prepare the school to meet future needs.

Important questions raised by the analysis of our students performance are:

1. How does MCS continue to support the struggling learner in the classroom?
2. What training can the Administration provide for the teaching staff to assist in differentiated instruction?
3. In what additional ways can MCS support and address the needs of the international students in their social, academic, spiritual and cultural adaptations to MCS?

The answers to these questions will be addressed throughout the self study process and task five of this document.

TASK TWO

Maranatha Christian Schools' Purpose and SLOs

PHILOSOPHY

1.1 Shall be in agreement with an approved ACTS Statement of Faith

Maranatha Christian Schools is a Christ-centered learning community where students experience God's love, are equipped to fulfill God's unique call and purpose, and excel in their God-given potential through academics, arts and athletics.

MCS is a ministry of Maranatha Chapel where the aim is to know and be transformed by Christ. The goal is to be conformed to His image by the power of the Holy Spirit. The MCS mission statement is an accurate representation of the beliefs and philosophy of the stakeholders, who are considered an integral part of the ministry at MCS. The school exists to support parents in their desire to provide their children with a quality education taught from a Biblical worldview from Preschool through graduation. In keeping with the Calvary Chapel Distinctives, the MCS philosophy and statement of faith are aligned with an approved ACTS Statement of Faith. MCS exists to assist in the parental responsibility and Biblical duty of raising a child in the likeness of Christ. With this in mind, MCS seeks to develop students who are honest and truthful with one another, knowing the opportunity for growth is bolstered and the community strengthened as they interact with truth. Therefore, MCS strives to give students the skills to be productive citizens, while at the same time, seeks to nurture their relationships with Jesus Christ. These cornerstones of faith serve to complement the foundations of the MCS Schoolwide Learning Outcomes: The 4C's (Comprehension, Cooperation, Creativity and Critical Thinking).

By integrating Biblical principles with academic objectives, the MCS curriculum meets the academic needs of all students within a faith-based environment. As individuals in the school community, MCS seeks to follow God and shape the school culture through the 4C's. Planning instruction that presents content from a Christian vantage point is a fundamental aspect of MCS curriculum.

EVIDENCE

- [Maranatha Christian Schools' Statement of Faith](#)
- [Maranatha Chapel's Statement of Faith](#)
- [Philosophy of Maranatha Christian Schools](#)
- Parent/student Handbooks
 - [Preschool](#)
 - [Elementary](#)
 - [Junior High](#)
 - [High School](#)
- [MCS Employee Handbook](#)
- [Vision statement](#)
- [Mission statement](#)

1.2 Shall be sensitive to the needs of the pupils, both spiritually and academically.

In 2013–2014, Maranatha Christian Schools adopted a new mission and vision statement and updated their core values. Throughout this all-encompassing transformation, teachers from each division, parents, students, administrators and a strategic planning consultant were intimately involved. The result of this collaboration was the creation of priorities for each division and a three-year vision with themes. The Strategic Plan was established and published, MCS continues to meet with Annual Focus Groups to assess the impact of our mission, vision and core values and to ascertain our progress in the Strategic Plan. The consultant led these Annual Focus Groups, which include students, staff and parents from several divisions. The most recent annual focus group updated the strategic plan, recognized the parts of the strategic plan that were accomplished, and identified areas where growth is still needed regarding our mission and vision.

In the 2017–2018 school year, MCS replaced the existing Expected Schoolwide Learning Results (ESLRs) with new Schoolwide Learning Outcomes (SLOs), which are currently in use. All divisions have implemented the new SLOs in either annual or daily lesson plans.

The philosophy of MCS fully supports the spiritual and academic needs of all students, believing in a call to minister to the whole person: mind, body and spirit. MCS seeks to design curriculum and provide opportunities which continually foster student's spiritual, academic, physical and social needs. The evidence is seen in division chapels, staff devotions, training in Biblical worldview studies, service opportunities and discipleship training outside of the classroom. Finally, as students matriculate into college, both teachers and the Alumni Director maintain relationships with former students, bringing them back to speak in classrooms, in chapels and even to work for Maranatha Christian Schools.

EVIDENCE

Spiritual Encouragement

- [Bible classes](#)
- [Chapel](#)
- Community service opportunities
 - [Example 1](#)
 - [Example 2](#)
- Staff Devotions
 - [Example 1](#)
- [Mission trips](#)

Quality Academic Instruction

- MCS Curriculum Guide
 - [Elementary](#)
 - [Junior High and High School](#)
 - [Eagle Academy](#)

1.3 Shall be in written form and approved by the school's governing body.

The MCS School Board has approved all documentation of the school's philosophy. The MCS vision and mission statements are posted on the public website, in parent/student handbooks, in the WINGSPAN digital magazine, in employee handbooks and in the Admissions information packet. The visibility of the mission and vision assures parents, students and members of the community that the school is a Christ-centered environment focused on learning and positive social interaction. Furthermore, the 4C's are in parent/student handbooks and displayed in the classrooms.

EVIDENCE

- [WINGSPAN](#)
- Employee training documents, located in Human Resources Office
- [MCS Employee Handbook](#)

1.4 Shall be stated in school literature informing staff, parents, pupils and prospective families of the school's philosophy.

The philosophy of MCS is published in the MCS Employee Handbook, MCS Parent/Student Handbooks and school's website. At the beginning of each school year, teachers and staff participate in trainings and in-services. The division Principals, having reviewed the philosophy, vision and mission, revise the MCS Employee Handbook and MCS Parent/Student Handbooks as necessary to ensure alignment with school's mission and vision.

EVIDENCE

- [MCS Employee Handbook](#)
- [Website](#)
- Parent/Student Handbook
 - [Preschool](#)
 - [Elementary](#)
 - [Junior High](#)
 - [High School](#)

1.5 Shall be used to guide the academic program and overall development of the school and shall be consistent with sound educational practices.

The philosophy of MCS provides the fundamental principles which guide the overall school development. Biblical truths regarding honesty and love, serve as foundational elements in behavioral policies, morality standards and academic codes of conduct. Personal integrity is the governing principle for schoolwide staff and student expectations. MCS maintains a strong commitment to academic excellence, as outlined by Schoolwide Learning Outcomes and matriculation requirements as demonstrated by:

- Academic commitment
- Academic integrity
- Code of Conduct
- Discipline procedures
- Service requirements
- Faculty
- Research-based instructional strategies
- Meets/exceeds state and national standards
- A standard of excellence as unto the Lord

Areas of Strength

- The 4C's of MCS are approved and documented clearly in the schools' respective publications and are known by all stakeholders.
- The MCS philosophy and Schoolwide Learning Outcomes are in agreement with the ACTS Statement of Faith.
- MCS continues a strong commitment to academic excellence, as demonstrated through the 4C's.

TASK THREE

Summarize progress on schoolwide action plan that incorporated the critical areas for follow-up from prior self-study/visit.

Significant Developments

Since the last ACSI/WASC Accreditation visit in 2012, there have been significant developments that have impacted the direction of MCS. In the Fall of 2013, Administration began a three-year strategic planning process. All stakeholders of the school were part of the planning including teachers from each division, parents, students, administrators and a strategic planning consultant. The result of this collaboration was a formal and published Strategic Plan that was implemented and completed during the 2014-17 school years.

The six major themes within the strategic plan shaped the course for improvement to include significant changes to the MCS campus. These changes included a strengthened unity between school leadership and the School Board that enabled effective and timely decision making to carry out the strategic plan. Strategic planning also resulted in a comprehensive campus development plan to fulfill the growing enrollment of our school. The opening of the new high school building in 2017 was the culmination of all six strategic themes being carried out in unison. In 2018, a new strategic planning process is underway to further the growth and development of MCS.

Progress on Schoolwide Action Plan

Although the school developed a Strategic Plan in 2014, MCS did not forget the Action Plan items left by the ASCI/WASC Accreditation Committee in 2012. These schoolwide action plans are outline below.

Action Plan One

The School Board, in concert with Administration, will design a comprehensive plan for campus expansion, professional development and a compensation structure to meet the growing demands of the MCS community.

The campus expansion plan is not just a theme that was put into the WASC Action Plan, but it was also added to the school's Strategic Plan in 2014. A plan for growth was established and a campaign to raise the monies for the first stage of the campus expansion was outlined and launched, named "Answer the Call". Working hand-in-hand with the MCS community and Harper Construction, three years after the campaign's launch, the first part of stage one is completed. Stage one consists of a new high school building that opened in the in the Fall of 2017 with 21 classrooms that are equipped for 21st Century learning. The new building allowed for expansion and growth for all three divisions and student learning was enhanced. The High School was able to offer additional courses, especially in the sciences. Junior High

added a third section to each grade level, reducing the student-to-teacher ratio and creating needed space for future growth. Junior High and Elementary were able to also offer new courses and Elementary established a Makers science room to enhance student learning in STEAM education. Now that the initial three-year plan has concluded, a new three-year strategic plan (2018-2021) has been devised that still includes "campus expansion" as a major theme. Continued growth across all divisions is causing the school to keep the expansion of learning spaces the primary focal point.

Under the direction of Administration and the Director of Curriculum and Instruction, a professional development program has been developed and is now vital to the support and growth of MCS teachers. Student learning outcomes have been a focal point for staff development and several trainings in the areas of student engagement, critical thinking, cooperative learning, new California state standards and overall best practices. All new teachers are part of a two-year Teacher Induction program that helps transition teachers into campus life. The MCS 101 course gives overviews on campus technology, staff and teacher handbooks, classroom expectations and the ins and outs of campus life. The MCS 201 course gives teachers classroom management strategies, best practices and strategic planning practice to all second-year MCS teachers. After the school year starts, new teacher induction continues through teacher observations, goal settings and mentoring meetings.

Also included in the strategic professional development plan is Biblical Integration and Contextualization into curriculum. With several professional development days set aside for Biblical integration, the concepts being taught have been integrated into the strategic professional development plan. Experts such as Dr. Christian Overman and his concept of "Worldview Matters", have been brought in and have helped teachers learn to implement Biblical messages into the state-aligned curriculum. At the administrative level, MCS has been utilizing the Christian Leadership Alliance. Classes have been encouraged and made available to key Administrators, Directors, Coordinators at MCS.

A compensation structure was a much-needed portion of the ACSI/WASC action plan in 2012. It not only was placed in the accreditation action plans, but the competitive salary initiative was part of our initial three-year strategic plan, and is also included into the new 2018-2022 Strategic Plan.

In 2014, a salary matrix was finalized by the Director of Finance, Director of Human Resources, the MCS Superintendent and the MCS School Board. In order to build the salary matrix, research was conducted by the Director of Human Resources, the MCS Superintendent and the Director of Finance. Research was completed by using the salary matrix of private schools and public schools. Since 2014, MCS faculty and staff salaries have increased overall by 12%. In an effort to continue to move teachers on the matrix, MCS' Director of Development launched the "Eagle Fund" in 2017. All proceeds raised by this campaign will be earmarked for faculty and staff scheduled pay increases. Due to the launch of the Eagle Fund, MCS is on track to fulfill its original six-year plan to place all of its employees on their appropriate matrix salary mark (years of experience + education).

EVIDENCE

- [Campus Expansion Plan](#)
- [The Makers](#)

- [Biblical Integration and Contextualization](#)
- Salary Matrix, located in Human Resources Office
- [Eagle Fund](#)
- [PD Sample Schedule](#)
- Strategic Plan, located in Superintendent Office

Action Plan Two

With the support of the School Board, the MCS Administration and staff will generate a comprehensive technology plan that creates an infrastructure capable of supporting an advanced, ever increasing technology program; will select and implement digital curriculum, and provide professional development to support changes.

With rapidly changing technology in education, it has been challenging to create a systematic plan for growth. Many technology improvements have been implemented as needs arise outside of the technology plan, for both infrastructure and student learning. For example, additional access points for Wi-Fi were added, and Chromebooks were purchased to better support digital curriculum and assessments in Elementary and Junior High. To better support technology at MCS, staffing for technology has increased with the addition of the Director of Educational Technology in 2015. This position oversees technology in the classrooms and assists teachers and students with digital curriculum, Google learning, and other related technologies used for student learning. In 2018, a Technology Coach was hired to assist the technology department, and teach and update computer curriculum for the TK-8 program to better meet the needs of student learning.

The MCS Technology Plan was finalized and created by the Director of Technology, EdTech Specialist, and the Director of Curriculum and Instruction. This plan includes forecasting future needs for infrastructure and student learning, review and management of existing Learning Management Systems such as Schoology, the student information system RenWeb, digital assessment programs, digital curriculum platforms, Google classroom, internet filters, and other related technology needs.

EVIDENCE

- [Technology Plan](#)
- Job Descriptions, located in Human Resources Office

Action Plan Three

That the School Board, Administration and faculty continue to systematically add additional strategic opportunities for professional development, including opportunities outside of traditional Christian school circles, so that faculty and staff can continue to grow in the execution of professional responsibilities and be aware of current educational trends.

Under the direction of the School Board, Administration and the Director of Curriculum and Instruction, a professional development program was developed to provide needed training to enhance productivity and learning for all faculty and staff. Professional development needs are budgeted annually, and the amount allocated annually has grown significantly since 2012. The teaching staff is provided training opportunities to improve content knowledge for instruction, improve alignment of curriculum to state standards, and ways to improve student learning and engagement through teaching strategies. All teacher trainings are chosen to meet criteria for

improving student learning and engagement. Non-teaching staff are provided trainings as needed. For example, the Human Resources director regularly attends conferences to stay current with new employment laws, and office staff are trained on best practices. A two-year Teacher Induction program helps transition new teachers into campus life that includes meetings, mentoring and observations.

Teaching staff was also provided with several trainings in 2016 and 2017 on Biblical Integration and Contextualization into curriculum. Administration identified these trainings as important because the majority of curriculum taught at MCS is from secular publishers. In addition, Administration and teachers regularly visit public schools to professionally network, learn best practices and research trends such as STEAM education.

EVIDENCE

- Professional Development Plan, located in the office of the Director of Curriculum and Instruction
- [Biblical Integration and Contextualization](#)
- STEAM Education:
 - [NGSS Standards](#)

Action Plan Four

That the Church Board, School Board and Administration work together to provide a full range of traditional school board documents, including by-laws and standard policies and procedures, that will continue to expand the effectiveness of the board, strengthen the school's mission of partnering with parents and encourage students to excel in their God-given gifts through academics, the arts and athletics, so that the school can be guided and governed by standard Christian School practices.

The School Board and Administration have been working together to build school board documents that reflect the ongoing cooperation and unity of operations. Church and school board members frequently attend events at MCS, lead staff devotions, and support the efforts of school Administration and staff. The relationship between the Superintendent and the School Board is strong which leads to effective and efficient implementation of programs in academics, athletics and performing arts.

EVIDENCE

- [MCS Employee Handbook](#)
- [MCS Board Policies](#)

TASK FOUR

Using the ACTS/WASC Standards and schoolwide learner outcomes, analyze the quality of the school program and operations, synthesize and summarize findings, and determine school's strengths and growth areas.

2. GOVERNANCE

To what extent does the governing authority adopt policies which are consistent and support the achievement of the schoolwide learner outcomes while delegating the implementation and monitoring of the results of these policies to the professional staff of the school?

The governing body:

2.1 Shall be spiritual leaders.

Every pastor, pastoral assistant, board member (School and Church Board Member), officer, employee, ministry leader, staff member or regular volunteer shall be in submission to the spiritual authority of the Senior Pastor and the Maranatha Chapel Board of Trustees:

The following qualifications for Government/ Maranatha Christian School Board of Trustees (See I Timothy 3:1-13, Titus 1:5-9, Acts 6:3):

- **Personal Qualifications:** Serious, not double-tongued and not a drunkard. They shall be men of high moral character, faithful spouse, temperate, prudent, respectable, not self-willed, self-controlled, just, devout, and not covetous. They shall have a good reputation, full of the Holy Spirit and wisdom.
- **Family Relations:** The Board Member shall be a man of good reputation regarding family whether married or single. He is to be a man who rules his home well, leading his family in the ways of God and His Word.
- **As to Faith:** The Board Member shall have a demonstrated obedience to the faith, be mature, and have a proven Christian walk.
- **Ministerial Skills:** Board Members must be committed to serve the Lord's purpose and calling on their life. They must be foremost set apart and committed to the Lord. They must be committed to supporting the calling and leadership of the Senior Pastor, along with the ministry and message of the Church. They must be actively involved in performing the duties of an Officer and be in good standing and reputation within the Church and community.
- Each Board member must be a regular attendee of Maranatha Chapel.
- The Superintendent and the Principals over each division within the school are directly affiliated, accountable and under the direction of Maranatha Chapel. Qualification for these leadership roles are as follows:
 - Must be a "born-again" believer in Jesus Christ as described by our Lord in the third chapter of the Gospel of John.

- Must meet the qualifications for leadership presented in 1 Timothy 3 and Titus 1
- Must subscribe to, be firmly committed to, and actively support the Maranatha Chapel/Christian School Statement of Faith.
- Should have evidenced the obvious calling of God upon their life to the satisfaction of the Board of Trustees.
- Must have demonstrated spiritual maturity through past/present professional and ministerial experience

The Maranatha Christian School Board is a highly collaborative team, bringing a wealth of professional backgrounds, including the areas of education, finance, law, business and government. Maranatha Christian Schools is a not-for-profit company, with the School Board adopting a corporate governance model that provides strategic direction on behalf of the school. Members bring valuable experience, perspective and expertise that enrich the goal setting and strategic planning processes designed to support the church and all of its ministries.

While the School Board has responsibility over the vision, direction and financial oversight of the school, responsibility for moving vision to comprehensive strategy and the effective daily functioning of the school, is the role of the Superintendent, supported by the Senior Leadership Team.

EVIDENCE

- [MCS Employee Handbook](#)
- [MCS Board Policies](#)

2.2 Shall govern the school in accordance with the stated philosophy.

The School Board fully supports the established organizational structure, which allows the Superintendent, together with other school administrators to ensure that the schools (divisions) are governed by the direction, purpose, and the stated philosophy from the Board. This is accomplished through an ongoing cycle of assessment, planning, implementation and reassessment based on achievement. The structure allows for stakeholder input to ensure unity, consensus, collaboration and community-wide accountability.

The Superintendent, Administration, teachers and staff meet regularly to ensure that the school continues to meet the stated mission, vision, values and stated student learning goals. Parents and students are included in this process through direct access to the Administration, surveys and meetings. Monthly calendars are provided to all staff, faculty, and Administration that identify all mandatory scheduled meeting times for grade levels, departments and staff collaboration.

EVIDENCE

- [MCS Board Policies](#)

2.3 Shall be responsible for the formulation of policy and the maintenance of a school policy manual which must include nondiscriminatory policy and practices in admissions, employment and all other aspects of school operation. A complete and current record of all governing body minutes must be maintained.

The School Board and the Superintendent meet quarterly (or as often as needed). During these meetings the Superintendent highlights school developments with the aid of digital and written reports and analytics. The large majority of work is accomplished in these board meetings where minutes are kept and recorded. In addition to these board meetings the Superintendent actively communicates through email to all board members and meets bi-weekly with the Chairman of the Board to communicate needs, interests, and intentions of the school, as well as for the assurance of unity and consensus within the leadership of the school and church.

MCS has a Human Resource Department that is responsible for any new hire and employee information handbooks/packets. The policies that are found inside the employee handbooks are updated yearly to ensure all information is accurate and relevant. The employee handbook deals with issues related to employment law and practices; employment conduct, expectations, and practices; employment benefits; teacher-related policies; staff-related policies; student-staff related policies and procedures. Each member is obligated to read, understand and sign the Employee Handbook prior to being hired. Job descriptions and other related information is kept in the Human Resource Office for record and reference. The MCS Employee Handbook is posted on the school's intranet for faculty and staff reference.

EVIDENCE

- Board Meeting Minutes, located with the MCS School Board Secretary
- [MCS Employee Handbook](#)
- The 4C's
- Meeting Minute Examples
 - [Management Meeting](#)
 - [Staff Meeting](#)
 - [Department Meeting](#)

2.4 Shall be incorporated

Maranatha Chapel and Maranatha Christian Schools is a California Non-Profit Corporation. The general operational purposes for which this corporation is organized and structured are exclusively religious within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue Code.

EVIDENCE

- Board Meeting Minutes, located with the MCS School Board Secretary

2.5 Shall be responsible for the successful operation of the school

The successful operation of Maranatha Christian Schools is delegated by the School Board to the Superintendent.

The School Board and the Superintendent meet quarterly (or as often as needed). During these meetings the Superintendent highlights school developments with aid of digital and written reports and analytics. The large majority of work is accomplished in these board meetings where minutes are kept and recorded. In addition to these board meetings the Superintendent actively communicates through email to all board members and meets bi-weekly with the Chairman of the Board to communicate needs, interests, intentions of the school and for the assurance of unity and consensus within the leadership of the school and church.

The Board adopts policies which are consistent with the mission, vision and schoolwide learning goals. The School Board then delegates that these policies be managed under the care and supervision of the Superintendent who works in closely with the church and MCS Administration to implement policy and procedures within the various levels of administrative responsibility. Stakeholder input is collected through staff meetings, Department Heads (DALTS), grade-level coordinators, parent emails and surveys administered to parents, students and other stakeholders.

EVIDENCE

- [MCS Board Policies](#)

2.6 Shall provide adequate salary and benefits for the staff and faculty.

The School Board has approved a matrix/salary schedule for the school that is based on just compensation/best practice research (20-mile radius of public and private schools) that incorporates an employee's position, education, and the amount of time employed.

All employees have medical insurance access and coverage (based on full-time or part-time status) and for their families, which includes medical, dental, vision and life insurance.

Based on full-time or part-time status and position, employees receive paid sick leave, sick days, vacation time (accrual).

The Board has included other benefits programs, but they may be valuable or have worth to only certain staff. The Board has authorized 100% tuition coverage for all full-time staff and a 25% discount to part-time employees. Even though this benefit does not add value to many of the faculty and staff, it is a substantial benefit for those who have children enrolled in the school. The school also helps fund ongoing professional training and ongoing education for faculty and staff.

EVIDENCE

- [MCS Board Policies](#)
- MCS Salary Schedule, located in Human Resources Office

2.7 Shall develop and document a Schoolwide Improvement Plan containing goals, measurable objectives, a timeline for completion and stakeholders involved. The Plan must address the areas of: Curriculum & Instruction, School Staff, Facilities, Student Activities, Student Data Analysis, Recommendations from the previous Accreditation Report, and Self-identified areas of needed improvement. (Minimum six-year plan).

In 2014, MCS hired a professional Strategic Planning Consultant to lead, collaborate and collect data from all MCS stakeholders to help the School Board, Superintendent and the Leadership Team of the school to create and implement a Three-Year Strategic Plan (2014-2017). Since 2014 MCS has grown tremendously in aspects of the school and continues to think, plan and execute according to a strategic plan and approach.

Once the original Strategic Plan concluded, the school conducted another SWOT analysis of the school and its programs to launch a newly-updated Strategic Plan (2018-2021).

Both these strategic plans have been designed to work in tandem and better support Maranatha Christian Schools' accreditation "Schoolwide Improvement Plan." All sections include measurable objectives with set yearly deadlines. These deadlines are evaluated and monitored every year by school Administration.

EVIDENCE

- Strategic Plan, located in the Superintendent's Office

2.8 Shall ensure all required governmental regulations are met.

The Superintendent and his/her staff are responsible for any governmental requirements directly attributed with the school.

EVIDENCE

- [MCS Board Policies](#)
- MCS Job Descriptions, located in Human Resource Office

2.9 Shall be responsible for the selection and evaluation of the school Administration.

The School Board conducts a yearly performance review for the Superintendent of the schools that accords with the Superintendent's own self-professional evaluation. The Superintendent in turn is responsible for yearly performance reviews for the School Principals and any other School Director who reports directly to him/her.

AREAS OF STRENGTH:

- MCS has a unity and vision and pastoral direction between the church and the school.
- MCS functions cohesively as a group in connecting the school and the church.
- MCS has shown its commitment to strategic growth through consistent feedback of all stakeholders, direction from professional consultants and implementation of established plans in order to ensure campus expansion and program development.

AREAS OF GROWTH:

- MCS will maintain the relationship with the Church's policies as formalized performance evaluations are developed.
- MCS will continue to solidify the board bylaws and construct a formalized organizational chart between the church, school and community.

3. CURRICULUM AND INSTRUCTION

To what extent does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose/philosophy and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered?

To what extent does the professional staff use research-based knowledge about teaching and learning? Does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes?

3.1 Shall be consistent with the school's philosophy.

MCS provides a high quality, standards-based curriculum which promotes critical thinking, subject mastery and applications for everyday use. All MCS subjects are taught by their teachers from a Biblical worldview. MCS Schoolwide Learning Outcomes (SLOs) are the bedrock platform which stakeholders have agreed represent the practical application and method to assess our compliance with the school philosophy. The SLOs are commonly known at MCS as the 4C's (Comprehension, Cooperation, Creativity and Critical Thinking) and are individually supported through Biblical integration, which intentionally sets the tone of our purpose at MCS.

Teachers align the curriculum to the SLOs through lesson plans, annual plans and course syllabi. The alignment of the SLOs is not only used as a method for learning, but as a strategic way to equally provide opportunities to teach the whole person. MCS works with RenWeb, CurriculumTrak and Google Docs to help store lesson plans, annual plans and curriculum maps. These resources offer the ability for key administrators to view data and make adjustments when needed.

Eagle Academy curriculum must be pre-approved by both the Eagle Academy Coordinator and the Director of Curriculum and Instruction. Curriculum is approved based on school philosophy and state standards for content.

EVIDENCE

- [Philosophy of MCS](#)
- Parent/Student Handbook
 - [Preschool](#)
 - [Elementary](#)
 - [Junior High](#)
 - [High School](#)
- [MCS Website](#)
- Annual Plans
 - [Elementary Example](#)
 - [Junior High Example](#)
- Lesson Plans with 4C's Attached
 - [High School](#)
- Course Syllabi
 - [Junior High example](#)
 - [High School Example](#)
- Eagle Academy Documents
 - [Approved Curriculum List](#)

3.2 Shall incorporate a Biblical worldview into each subject area.

MCS Administration, teachers, and support staff approach education from the belief that all are created in the image of God, are subject to Him, and are called to a higher standard of excellence. Teachers often begin class with prayer, incorporate Christian principles as they apply to the daily lessons and examine course concepts through God's Word. In addition to everyday Biblical application that is relevant to the curriculum, each teacher utilizes a set of five Biblical worldview topics which are used by all grade levels and divisions. The overarching Biblical worldview is that God created humanity with moral order and purpose.

MCS strives to make the classroom an engaging opportunity, solidifying God's individual purpose by teaching the school philosophy through the application of the 4C's. MCS encourages teachers to use practical extra-curricular opportunities to challenge students' knowledge outside the classroom. Community service, as well as local and international trips provide students greater opportunities to apply their knowledge while strengthening their faith and helping them see achievement as a way to utilize their unique gifts.

Eagle Academy students use a wide variety of curricula that incorporate a Biblical worldview. Progress meetings with the Eagle Academy Coordinator reinforce the Biblical content through discussion and review of materials with the family.

EVIDENCE

- Class Projects and Biblical Integration
 - [Preschool Example #1](#)
 - [Elementary School Example #2](#)
 - [Grade 8 Example #3](#)
 - [High School Physics Example #4](#)
- Biblical Worldview posters, posted in classrooms
- Annual Plans
 - [Elementary Example](#)
 - [Junior High Example](#)
- Operation Christmas Child
 - [Evidence 1](#)
 - [Evidence 2](#)
 - [Evidence 3](#)
 - [Video Evidence](#)

3.3 Shall provide appropriate learning experiences that address student needs as determined by a formal assessment program that includes but is not limited to normed standardized testing.

Maranatha Christian Schools advocates for students through the commitment of continuous student assessments. Assessments include: placement tests, standardized testing and summative and formative assessments.

The K-12th grades have aligned the curriculum to Common Core Standards and Next Generation Science Standards. The emphasis is not only what is being taught, but seeing student learning advance. Annual plans, curriculum scope and sequence units

and lesson plans exists for all subjects and courses taught at MCS. The documents lay out the basis for when concepts are introduced, extended, mastered, and reviewed. High School uses UC documents and AP audits as a guideline for mapping out the scope and sequencing of their subjects.

In order to identify students who are performing at all levels in the areas of Math, Reading and Language, Northwest Evaluation Assessment, Measure of Academic Progress (NWEA, MAP) is used to measure all students K-8th grade. MAP incorporates assessment and intervention that focuses on concepts by MAP RIT (Rasch UnIT) scales, which make it possible to monitor students' growth from year to year.

Eagle Academy students are required to have tests proctored and graded by the Eagle Academy Coordinator. In addition, the Eagle Academy Coordinator meets with each family at least twice during the school year to review the students progress.

Maranatha demonstrates acceptable student learning of the academic standards and the schoolwide learner outcomes through defined performance indicators. Courses offered at MCS are based upon standards adopted by the State of California. The primary indicator of student achievement is reflected in the earned grade point averages (ongoing formal and informal assessments) for each student. Teachers are encouraged to use a variety of assessment methods such as projects, presentations, oral testing methods, formative assessments, summative assessments, traditional classroom testing and standardized testing.

The Director of Curriculum and Instruction works with Division Principals and runs grade distribution reports at the end of each term. This allows MCS Administration to assess individual teachers and provide feedback on course grade distribution, student retention and overall student achievement in a formalized assessment process.

The Offices of College and Guidance, for Junior High and High School, use intervention processes when working with students who are falling below grade level in an particular course. They conduct individual meetings, work with teachers and develop educational plans that help all students be successful in their learning experiences.

EVIDENCE

- Elementary
 - [Assessment Sample 1](#)
 - [Assessment Sample 2](#)
 - [Assessment Sample 3](#)
- Junior High
 - [Assessment Sample 1](#)
 - [Assessment Sample 2](#)
- High School
 - [Assessment Sample 1](#)
 - [Assessment Sample 2](#)
 - [2018-2019 MCS School Profile](#)

- Eagle Academy
 - [Assessment Sample 1](#)
 - [Assessment Sample 2](#)
 - [Assessment Sample 3](#)

3.4 Shall engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Effective and engaging instruction is the core of the MCS learning experience. Teachers in all divisions use a variety of instructional strategies and technology to effectively engage students. Instructional models, such as Kagan Cooperative Learning structures, are implemented in the classroom to meet the variety of learning styles and support the schoolwide learning goals. Cooperative learning promotes student engagement and provides opportunities for growth academically, socially, physically and spiritually through fellowship and shared goals in the classroom setting.

Data collected from curriculum maps, lesson plans and observations indicate that teachers are implementing the following instructional strategies:

Class Discussion	Portfolios
Cooperative Learning	PowerPoint Presentations
Current Events	Project Based Learning Projects
Debate	Review Games
Demonstration	Schoology
Direct Instruction	Skits
Drills	Socratic Seminars
Essays	Song and Rhyme
Field Trips	Speeches
Flash Cards	Student Created Video
Kagan Structures	Projects
Oral Presentations	Quizlet
Online Practice and Review	Video Clips
Partner Work	Visual Aids
Peer Review	Whole Brain Learning Strategies

These strategies are documented in the annual plans and lesson plans collected by the school Principals and Directors. Annual plans are reviewed each year to ensure a variety of assessments, as listed above. MCS teachers are staying apprised of current educational trends via professional development, continuing education and research, integrating: video clips, digital presentations and other technology-based visual aids to systematically integrate technology options into the classroom.

EVIDENCE

- Annual Plans
 - [Elementary Example](#)
 - [Junior High Example](#)
- Lesson Plans
 - [Example 1](#)
 - [Example 2](#)
 - [Example 3](#)
- Instructional Strategies
 - [Instructional Strategy Example 1](#)
 - [Instructional Strategy Example 2](#)
 - [Instructional Strategy Example 3](#)
 - [Instructional Strategy Example 4](#)
 - [Instructional Strategy Example 5](#)
 - [Instructional Strategy Example 6](#)

3.5 Shall provide and coordinate learning support services to meet the unique learning needs of students.

The MCS philosophy is committed to recognizing the unique learning styles of all students and presenting opportunities to improve in the areas of growth, to persevere as unto the Lord in areas of strength and pursue a desire to be challenged more academically and spiritually.

Differentiated instruction occurs through scaffolding, small groups, curriculum choice, integrating many learning modalities and cooperative learning. MCS is in the process of defining the role of a newly hired Education Specialist. Teachers would like to have support with students who are struggling in an academic setting with both behaviors and academic limitations. Currently, PUSD, the community school district, provides screenings for the needs of an IEP or 504 and possible classroom accommodations.

Students and parents work together with teachers, Administration and Principals to receive ongoing help to understand options and expectations that will lead students successfully through high school and beyond. Some teachers provide opportunities for students to seek individual help before and/or after school. MCS promotes an incremental and progressive support system that trains students to identify and refine their goals using tools that take into account their personalities, skill and achievement levels and unique talents. These support systems include, but are not limited to:

- Junior High advanced math and optional High School level World Languages courses.
- Junior High and High School Guidance Services
 - Naviance
 - Individualized MCS Four Year Planner
 - Counseling Services
- AP/Honors courses

Students in 6th-12th grade have the option to apply for the Eagle Academy. This is a program that allows a student to take up to three classes on the MCS campus. The

remaining courses are taught via guided satellite locations, college courses, online high school courses and courses taken in cooperative learning centers. The Eagle Academy, in High School, does not allow traditional students to switch from core Maranatha High School classes to the Eagle Academy unless there are extenuating circumstances (i.e. medical conditions, etc.). This allows a safeguard so MCS doesn't have students transferring from division to division.

EVIDENCE

- **Eagle Academy Documents**
 - [Eagle Academy Application](#)
 - [Eagle Academy Curriculum Acknowledgement](#)
 - [Eagle Academy Course of Study](#)
 - [Eagle Academy 2018-19 Family Contract](#)
 - [Eagle Academy Approved Curriculum Guide](#)
- **MCS Curriculum Guide**
 - [Elementary](#)
 - [Junior High and High School](#)
 - [Eagle Academy](#)

3.6 Shall provide curriculum guides detailing scope and sequence for the instructional program at each grade level.

Maranatha Christian Schools provide a comprehensive and sequential documented curriculum by adhering to CA state standards for grades TK through 12.

In all divisions, teachers use academic standards at each grade level and/or subject matter by submitting weekly lesson plans/annual plans to their Principals. Additionally, standards are cited in weekly lesson plans for Preschool through High School's piloted CurriculumTrak. Junior High includes standards on annual plans submitted at the beginning of the year to the Division Principal. Standards are also reviewed in department meetings by the (DALTs). Each department is in the process of updating vertical alignment of the course standards to ensure mastery.

Each subject is connected to Dr. Overman's five Biblical integration pillars which include: God, Creation, Mankind, Moral Order and Purpose. The posters of the pillars are located within each classroom and referenced within subject content areas.

MCS follows California state standards from early education through twelfth grade. High School Teachers write lesson plans using the O.P.E. (Objective, Procedure, Evaluation) format and Bloom's Taxonomy. They incorporate Kagan cooperative learning structures in every classroom to encourage student engagement while improving collaboration. Teachers evaluate students through a variety of assessment techniques which include observation, written daily work, project completion, chapter unit tests, formal reports and oral presentations. They update grades at least weekly on Renweb and progress reports are sent home weekly in Junior High and High School.

EVIDENCE

- Annual Plans
 - [Elementary Example](#)
 - [Junior High Example](#)
- [Lesson Plans](#)
- [Curriculum Outline of Textbooks](#)
- [MCS Curriculum Review Cycles](#)

3.7 Shall provide appropriate curriculum materials for the student population.

The primary goal set for curriculum materials at Maranatha Christian Schools is to provide a high-quality, well-integrated and consistent college prep curriculum from TK through 12 for all students. The Director of Curriculum and Instruction, Principals and teaching staff work together during their curriculum review rotation to research and select the appropriate curriculum for their courses.

Appropriate curriculum for MCS must

- Be current
- Verify viability of the publisher
- Meet or exceed standards (CA State Standards and/or NGSS)
- Include online textbooks and workbooks when available
- Provide Subject/Class syllabus
- Include Collaboration, Creativity, Communication, Critical Thinking embedded in Classroom Curriculum.
- Align with MCS Philosophy
- Provide scaffolded preparation for AP/Honors content
- Address standardized testing requirements
- Provide educational value equal to monetary cost
- Provide ancillary resources and customer support

The Director of Curriculum and Instruction, Principals and teaching staff work together to assure that the vertical and horizontal alignment of curriculum in grades TK through 12 is met. This will ensure appropriate learning levels are sustained for all student learners.

EVIDENCE

- [MCS Textbook Review Cycles](#)
- MCS Curriculum Guide
 - [Elementary](#)
 - [Junior High and High School](#)
 - [Eagle Academy](#)
- Online Textbook Services:
 - [MBS](#)
 - [Big Ideas Math](#)
 - [Pearson Realize](#)

3.8 Shall be formally and systematically evaluated by the school and revised as needed.

Curriculum is the focus of MCS initiative towards horizontal and vertical alignment. This allows simultaneous evaluation at the classroom level, department level and administrative level.

CLASSROOM LEVEL

Annual Plans

MCS Elementary and Junior High has been implementing the annual plan process since 2013. Within all divisions, each MCS course has a pacing guide that is used to monitor curricular goals and student progress in each course.

Lesson Plans

At the weekly level, the Annual Plan process includes

- Course Objectives- What students will be able to do
- Instructional Strategies- How course objectives will be taught
- Methods of Assessment- How course objectives will be assessed

Daily lesson plans are to include

- Objective for the lesson
- Procedures for how the lesson will be taught
- Evaluation for how the lesson will be assessed

Informal teacher reflection of practice

During daily instruction, teachers evaluate and reflect on the effectiveness of instruction based on the original lesson plan and make adjustments as needed in order to address student learning needs and achievement of course objectives.

MAP Classroom Goals

Three times a year all students in the Elementary and Junior High Divisions are assessed through NWEA MAP testing. Classroom strengths and weaknesses, by Strand, are identified and goals are set. Instruction and curriculum usage is driven by results and adjusted according to each testing cycle.

SLO Reflection Journal

Starting in Spring 2018, grade level/elective classes began the process of evaluating the 4C's. Each group made SLO Goals that related to their grade level content. Using these goals, each teacher was responsible for the completion of four SLO reflection journal entries. These entries were created collaboratively at the grade level via Google Docs in order to assess benchmarks of meeting each goal. Every Fall progress will be assessed and new goals will be set.

Eagle Academy

Eagle Academy curriculum is reviewed for alignment with MCS standards and philosophy, first by the Eagle Academy Coordinator and then by the Director of Curriculum and Instruction. Supplemental materials may be recommended as needed.

DEPARTMENT LEVEL

Textbook review cycle

Departments are on a formal curriculum textbook review cycle in which they acquire materials from a variety of vendors, review the material and present their suggested material to Director of Curriculum and Instruction. After detailed research of existing curriculum, the top three curriculum choices are brought in for evaluation by grade level teachers to verify that the curriculum is meeting the California Common Core State Standards and/or NGSS standards. The teachers conduct sample lessons and complete evaluations regarding potential new curriculum.

The criteria for approved curriculum is as follows: adequate teacher resources, student cost, student engagement, assessments, technology, Biblical integration and standards. The Department reviews results and submits their recommendation to Administration. The DALTs are responsible for departmental communication and coordinating the process of formal curriculum and textbook review.

ADMINISTRATIVE LEVEL

Standardized Testing

Each division analyzes classroom assessment data. Specifically, Elementary and Junior High analyze NWEA MAP Testing in conjunction with classroom assessment data to direct department and administrative plans for the improvement of curriculum and instruction. The data is verbally assessed during the end of the year department meetings with the Division Principals and Director of Curriculum and Instruction.

Grade Distribution

In 2018, Director of Curriculum and Instruction, in partnership with the College and Guidance Department, began the process of analyzing grade distribution across curriculum, grade levels and inclusive of standardized test scores. In the summer of 2019, three years of data will be collected and an improvement plan will be formalized.

Observations

Teacher observations assess teaching practices throughout the school year. Observations are required to take place from both the Division Principals and the Director of Curriculum and Instruction. These observations serve as a way for Administration to see both formally and informally what is taking place in the classroom. All observations are completed in “iWalk Observation” and are compiled to help with curriculum effectiveness in the areas of:

- Classroom Management
- Classroom Procedures
- Teaching Strategies
- Effectiveness of Assessments

Professional Development

The MCS Professional Development Plan is designed to address specific and stated objects related to the improvements of curriculum and instruction. The Professional Development Plan includes

- Professional Learning Goals
- Professional Learning Activities
- Essential Resources
- Progress Summaries

EVIDENCE

- MCS Curriculum Guide
 - [Elementary](#)
 - [Junior High and High School](#)
 - [Eagle Academy](#)
- [MCS Textbook Review Cycle](#)
- Annual Plans
 - [Elementary Example](#)
 - [Junior High Example](#)
- [Lesson Plans](#)
- [Curriculum Outline of Textbooks](#)
- [MAP- Elementary](#)
- [MAP- Junior High](#)

3.9 Shall develop and maintain a systematic process for reporting student achievement.

MCS utilizes RenWeb for the collection of student achievement data, which includes

- Individual and course level achievement of the 4C's
- Individual and grade level achievement of course assessments
- Grade distribution by teacher and course
- Academic GPA
- Academic Honors and Probation
- Weighted GPA
- Class Rank for Valedictorian and Salutatorian
- Progress Reports
- Report Cards

The information can be disaggregated based on course, grade level and student. ParentsWeb enables parents and students to monitor achievement on an ongoing basis, as work is completed. MCS also utilizes information collected through standardized testing to create school profiles, which allows all stakeholders to compare MCS student achievement with state and national standards.

ELEMENTARY

Elementary students at Maranatha set learning goals throughout the year. In the Fall, after MAP testing, teachers set classroom goals in reading, language arts, and math. These goals are posted in each classroom. Students also record their personal MAP goals on their own recording sheets. Students use the Compass Learning Program to

work towards achieving these goals throughout the year. After the Winter MAP testing session, students discuss whether they met their personal goals in reading, language arts, and math. The class sets new classroom goals, while the students set new personal goals. Teachers meet with the Administration to analyze both the Mid-Year and End-of-the-Year Results. These provide insight into the effectiveness of instruction.

Meanwhile, elementary teachers work closely between grade levels to make sure students are prepared for the next year. Finally, as students leave the Elementary program in 5th grade, they are given a Math Placement test. The 6th grade team uses the results of this test, along with teacher input and MAP scores, to place students in leveled Math courses for Junior High. If students withdraw, Administration or Admissions conducts an exit interview either verbally or by email.

JUNIOR HIGH/HIGH SCHOOL

Student achievement is reported and maintained through a variety of sources. All official files and documentation are stored in RenWeb. Teachers post weekly grades, and parents receive weekly communication of student achievement and class standing. All gradebooks are monitored by the Director of Curriculum and Instruction and the Division Principals. All grade distribution is reviewed and compared to standardized testing results. Any discrepancies are noted and reviewed between teacher and Administration. All other methods used to gather information for reporting student achievement. Including but not limited to:

- teacher adjustment of course content based on administrative feedback.
- curriculum review cycle
- MAP assessments
- informal exit surveys at time of student withdrawal

EAGLE ACADEMY

Eagle Academy families are required to submit work packets, grades and supporting gradebooks to the Eagle Academy Coordinator every six weeks. Grades are verified and entered into RenWeb for progress period grades. Tests are proctored and graded by the Eagle Academy Coordinator and included in the gradebook. Final projects for various subjects and some written assignments (papers) are also graded by the Eagle Academy Coordinator and then entered into the gradebook.

External course grades (for example, community college grades) are required and considered in progress for each six week grading period. Placeholder classes are used in RenWeb until final transcripts are received and entered from external accredited institutions. The Eagle Academy Coordinator meets with families once to twice per semester and more often as needed.

EVIDENCE

- Report Cards located in RenWeb
- Grade distribution by course, located in the office of the Director of Curriculum and Instruction Office
- Grade distribution by teacher, located in the office of the Director of Curriculum and Instruction
- Academics and honors and probation reports, located in the College and Career Offices
- Eagle Academy Grade Report Samples
 - [Sample 1](#)

3.10 Shall provide adequate information to students and parents about the grading and assessment policies of the school.

In 2018, the MCS Divisional Curriculum Guides were created as the governing documents to outline the following academic guidelines

- Graduation Requirements
- Standardized Grading Scales and Criteria
- GPA Calculations
- Honor Roll Requirements
- Course Objectives and Prerequisites
- A-G Requirements
- Parent/Teacher Communication

The Curriculum Guides and the MCS Parent/Student Handbooks clearly delineate the universal grading system that is used without exception in each division for all grades or courses taught at MCS. Back to School Night presentations are designed to provide parents with information regarding grades and expectations. Students and parents have ongoing access to the RenWeb online system. All syllabi, assignments, due dates, and progress reports are continually available in RenWeb to inform students and parents of grading and assessment policies.

Students receive a course syllabus or Back to School Night (BTSN) documents for each class, which outline the objectives, policies and procedures related to each course. Each syllabus and BTSN document must be in accordance with school policies and approved by the Administration. Course expectations and policies are acknowledged by parent and student signatures on the syllabus and Parent/Student Handbook which is required at the start of each course. Students review rubrics for individual course assignments prior to their completion. Rubrics outline assignment requirements and the specific grading scale.

For AP courses, parents and students are provided with assessment criteria before College Board exams. Students register for College Board exams proctored at MCS. Assessment results are made available from College Board to MCS students and parents.

Grades for each class are based on a variety of categories that range from homework, classwork, projects, essays, tests, quizzes, participation, presentations and more. Scores are determined based on a variety of assessments. Category weights and percentages vary by grade level and class. The exception to this is the Preschool division, which utilizes rubrics to assess growth in developmental areas.

EVIDENCE

- Formal Assessments
 - [Elementary 5th Grade Example](#)
 - [Junior High English Example](#)
 - [High School APUSH Example](#)
- Rubrics
 - [Elementary 1st Grade Example](#)
 - [Junior High English Example](#)
 - [High School Math Example](#)
- Informal Assessments
 - [Elementary 4th Grade Spanish Example](#)
 - [Junior High English Example](#)
 - [High School Arts Example](#)
- RenWeb records, located in RenWeb
- MCS Curriculum Guide
 - [Elementary](#)
 - [Junior High and High School](#)
 - [Eagle Academy](#)
- Student cumulative files, located in MCS Admissions' Office
- MAP Results, located in MCS Ed Techs Office
- Student survey results, located in High School Principal's Office
- [Eagle Academy Academic Contract](#)
- Syllabi
 - [Junior High Example](#)
 - [High School Example](#)

3.11 Shall be designed in the best interests of the students and shall have a minimum of 180 actual school days or a minimum of 170 actual school days and the hourly equivalent of 180 actual school days determined as described below. (If the state requires an actual number of attendance days, the school must meet state/government requirements.)

MCS begins school in the middle of August and ends the last week of May. In a typical school year, students will have a minimum of a 168 school days with the following instructional hour totals:

- Elementary: 784 instructional hours
- Junior High: 882 instructional hours
- High School: 882 Instructional hours

In 2018-2019 MCS made an effort to align with the public school system calendar and master calendar, therefore, did not meet the California Ed Code requirements for instructional hours. In November 2018, during the 2019-2020 Master Calendar Meeting, the MCS Administration made sure to realign the school's instruction days in hours. The 2019-2020 Master Calendar shows the appropriate school days and meets the California Education Code for hours.

EVIDENCE

- [Master Calendar 2019-2020](#)

3.12 Shall provide for appropriate teacher planning and preparation time.

In order to provide quality academic instruction, MCS teachers are given daily preparatory time for teacher planning and preparation. In addition to that time, teachers return for the school year two weeks prior to the beginning of the year to plan, prepare and complete required trainings for professional development. Every Wednesday is an MCS late start day, and allows for D4 Meetings. D4 meetings are one of the following: department meeting, division meeting, devotions with staff or development meeting. These one-hour sessions allow for teacher planning and preparation and give the Administration time to communicate any necessary information. There is also one calendared professional development day in each semester.

EVIDENCE

- PD Schedule, located in Director of Curriculum and Instruction's Office
- [School Calendar](#)
- [Elementary Pull-Out Schedule](#)

3.13 Shall provide curriculum including subjects which constitute a well-balanced educational program and meet or exceed required government graduation requirements.

MCS provides a curriculum that is well-balanced to meet and exceed the required graduation requirements for all students. The curriculum is dedicated to making its courses more comprehensive, rigorous, and relevant to all California state standards, college entry-level exams, and AP exams. Teachers scaffold the curriculum to provide enrichment opportunities in language arts, math, history, science, visual arts, performing arts and physical education. MCS implements STEAM implements in all Divisions.

ELEMENTARY

Teachers complete an annual syllabus, and weekly lesson plans, that integrate the 4Cs for each grade level. Teachers and Administration constantly pursue academic excellence from their students. When it comes to the 4Cs, student achievement can be attained by the opportunities the school affords. Some examples of opportunities for engagement offered by MCS are Academic Competitions – Math Olympics, ACSI Speech Meet, ACSI Creative Writing Festival, Robotics competition, Math Club competitions and ACSI Spelling Bee.

For advanced students, teachers give enrichment opportunities in both language arts and math. These students use advanced leveled readers and have access to enrichment problems available in the Math Curriculum. In accord to MAP testing, teachers can assign additional support or enrichment activities through Compass Learning.

The school has a Robotics Elementary Team and various After School Enrichment classes such as coding, cooking and golf. All students go to the Makery once a week for engineering and STEAM activities.

JUNIOR HIGH

MCS Junior High offers comprehensive, rigorous, and relevant courses to the student body. The curriculum is structured to help each student be educated to the best of their abilities. MCS Junior High students participate in a variety of academic competitions to include ACSI Math Olympics, Math Club, ACSI Speech Meet, ACSI Creative Writing Festival, Robotics competition and ACSI Spelling Bee.

In 2018, the 7th and 8th grade mathematics and science departments recently implemented STEAM through Project Lead the Way. Offering two new electives, engineering and modeling and Robotics and Automation. These courses provide an exploration to interested students in the High School Project Lead the Way (PLTW) tract.

HIGH SCHOOL

The high school curriculum is structured to help each student be educated to their maximum potential. The High School has done much to challenge their students and offers Honors courses, as well as, a wide selection of Advanced Placement courses. AP teachers are given opportunities to go to summer institutes and the annual AP Conference to learn effective techniques to ensure rigor in the classrooms and to improve the passing rate on the AP tests. These techniques are often effective in non-AP courses as well.

Maranatha Christian High School's curriculum and body of instruction has been crafted in light of the UC a-g requirements, California State standards, and for select courses, the College Board's audit process for Advanced Placement classes. Maranatha has developed departmentally standardized grade structures, and is currently developing departmental benchmarks by grade level/course to measure student mastery. Throughout the school year students demonstrate progress and mastery of course content and skills through a variety of assessments. Teachers in the High School use midterm and final exams to measure student mastery of course work. Other evidence of student academic achievement are above-average scores on the SAT, ACT, and AP exams.

Maranatha Christian Schools also accepts international students into its program. The students that are accepted have high TOEFL scores and show mastery of the English language. However the school has extended academic class offerings to include ELL classes in English, History and Bible subjects to provide academic support in reading and writing. These are prerequisite classes that international students take before progressing to college preparatory offerings in the English, History and Bible departments.

EVIDENCE

- Annual plans
 - [Elementary Example](#)
 - [Junior High Example](#)
- CurriculumTrak- Curriculum Guides Pilot Group, located in the office of the Director of Curriculum and Instruction
- Walkthrough observations, located in the Division Principals' Offices

- Teacher Lesson Plans (with 4C's indicated)
 - [Hour of Code](#)
- Collaborative Work
 - [Elementary 2nd Grade Gardening Class](#)
 - [Junior High English Class](#)
 - [High School Physics Class](#)
- Informal Assessments
 - [Elementary 4th Grade Spanish Example](#)
 - [Junior High English Example](#)
 - [High School Arts Example](#)
- Community Resources
 - [Elementary Example](#)
 - [Junior High Example](#)
 - [High School Example](#)
- [Curriculum review document](#)
- Curriculum Resources
 - [Pearson](#)
 - [Schoolology](#)
 - [NoRedInk](#)

3.14 Shall teach Bible as an academic subject at every grade level with a minimum of three hours of instructional time per week.

MCS Elementary, Junior High and High School students receive a minimum of three hours of instructional time per week. Elementary students receive a minimum of 1.25 hours per week of formal Biblical instruction and participate in a weekly 45 minute chapel. In addition, 60 minutes of Bible instruction is intentionally integrated into all core curriculum subjects. Junior High and High School Bible classes at MCS meet the minimum requirement of 3 hours of instructional time per week. Both Divisions also include Biblical Integration into other core subjects in addition to Bible. Weekly Chapels are scheduled on Wednesday of each week. Bible classes at MCS are logically sequenced as follows:

- TK and Kindergarten: Bible stories and Bible Overview
- 1st -5th Grade: Each grade uses Deep Roots curriculum which alternates with a focus on either the Old or New Testament. It includes weekly Bible passages, Bible Memory Verses, Character Traits, Biblical Principles, and Root of Knowledge which is student vocabulary.
- 6th grade: Genesis to Revelation Biblical Truths
- 7th grade: Life of Christ through the Gospel of John
- 8th grade: Spirit-Filled Life through Acts of the Apostles
- 9th grade: Old Testament Survey
- 10th grade: New Testament Survey
- 11th grade: Systematic Theology
- 12th grade: Apologetics

EVIDENCE

- MCS Curriculum Guides
 - [Elementary](#)
 - [Junior High and High School](#)
 - [Eagle Academy](#)
- [Bible Lesson Plan Example](#)

3.15 Shall provide a library/media and technology center with current, adequate reference, print, non-print materials, books, and technology for the needs of students.

Most information is available to students via technology. Media needs are met in a variety of forms depending on the needs of each division. The Elementary and Junior High Divisions have classroom computers, projectors and Apple TVs available for enrichment and research.

Additionally, the Elementary and Junior High have iPad/Chromebook carts shared and used at least on a weekly basis. High School students have their own iPads, which are used for curriculum, collaboration, research and communication. MCS makes educational learning apps available to students, as well as, online research tools. These include Worldbook Online, Google Classroom, Khan Academy, TEDEd, Pearson online etexts, BigIdeas Math etext, Kahoots, Classcraft, Edmodo, GoNoodle, Mystery Science, various blog sites, No Red Ink, Quizlet, ZipGrade, Schoology, Compass Learning, BrainPop, RenWeb, and many more.

While MCS does not have a physical media center, we do have a roaming librarian who weekly visits each Elementary classroom to read and allow students to check out books. Mini libraries are kept in each elementary classroom and Junior High English classes with grade level appropriate books.

The Director of Curriculum and Instruction publishes a school blog in order to help catalogue resources for teachers. The school blog consists of technology used on campus, new found websites, and educational trends. Teachers and administration can submit their findings and new blog postings will be updated for resource use.

High School students are taught to use appropriate research methods utilizing both primary and secondary sources. Each student has an iPad and can access public library databases, online encyclopedias and resources made available through digital curriculum.

Providing current technology for the students is a high priority; school technology goals can be reviewed in the MCS Technology Plan and in the MCS Strategic Plan (Task #5).

List of technology on campus:

- 1 Chromebook cart (30 Chromebooks) for Junior High
- 4 Chromes books per classroom in Elementary and Junior high
- 1 iPad cart (30 iPads) for Elementary.
- 3 Smart boards In C-building east classrooms
- High school rooms all have 2 65" TV's per room
- 36 wireless access point for Wi-Fi Connectivity throughout the campus
- All teachers and staff have an iPad
- 2 3D printers in the PLTW engineering classroom
- 20 high end laptops in the PLTW engineering classroom
- 20 high end laptops in the PLTW computer science classroom
- Apple TV's in all classrooms
- High school computer lab consisting of 35 computers and laptops all with Adobe software for photo and video editing.

- Junior High computer lab consists of 27 desktop computers. All desktops are installed with
 - secured web browsers
 - Google Suites
 - Microsoft Office
 - Typing Club
 - Other various applications

EVIDENCE

- Student Use of Technology
 - [Elementary Example](#)
 - [Junior High Example](#)
 - [High School Example](#)
- Collaborative Work
 - [Elementary 2nd Grade Gardening Class](#)
 - [Junior High English Class](#)
 - [High School Physics Class](#)
- Biblical Integration
 - [Elementary 4th Grade Example](#)
 - [Junior High 7th Grade Bible Example](#)
 - [High School Algebra II Example](#)
- Community Resources
 - [Elementary Example](#)
 - [Junior High Example](#)
 - [High School Example](#)

3.16 Shall properly catalogue all resources.

As MCS continues to grow, the school's facilities are ever changing. In 2013, MCS enrollment exceeded the facility footprint. It was during this phase that the library was disassembled and books were distributed throughout each classroom. Elementary classes have leveled libraries based on Lexile numbers. Students are updated on their levels as they advance throughout the school year as demonstrated on their MAP tests.

MCS has a Mobile Librarian has additional books used to enrich visits to each elementary classroom every week. Teachers are diligent about continuously adding resources and books to their classrooms to stay current on popular authors across all genres.

The MCS Makery is fully equipped with science materials that enable students to fulfill learning outcomes within the science curriculum. Every week, elementary classes conduct their hands-on learning experiences through investigations in this science room. It also hosts all materials needed for the Elementary Robotics programs that meet throughout the year. Makery supplies are replenished throughout the year as needed. Structured programs available in the Makery include LEGO Mindstorms, LEGO WeDo, and Little Bits engineering programs. A class set of Chromebooks as well as teacher laptops are readily available in the Makery.

The Junior High and High School are fully equipped with science materials that enable students to fulfill learning outcomes within the science curriculum. Science curriculum and PLTW classes offer collaborative experiments that provide a 21st

century learning environment. All labs are properly equipped with needed materials.

Math manipulatives and stored materials are updated and replaced as needed across all divisions. Pearson science curriculum tools utilize supplies specific to each lab and extra curriculum needs. These are kept by teachers in their classrooms.

RenWeb is used schoolwide to document emails to parents, homework, syllabi, and additional announcements and resources. It also catalogs student files, grades, behavior reports and communicates homework, projects, test and quizzes.

MCS takes inventory of all classroom subject curriculum at the beginning and end of each academic school year.

EVIDENCE

Elementary Resources

- Individual classroom libraries
- 5 Makery laptops
- 20 Makery Chromebooks

High School Resources

- iPads per student
- Lab manuals and notebooks, as needed
- Online ebooks, internet access

Junior High Resources

- Texts catalogued in Annual Plans
- Auxiliary resources catalogued in Annual Plans
- Chromebook Class Cart labeled and stored
- 4 Chromebooks and a printer per classroom

Science lab supplies stored in science rooms and inventoried

3.17 Shall implement the school's instructional process in support of student learning

Currently, teachers are responsible to maintain a current gradebook, lesson plans, annual plans and assessments. In 2018, MCS purchased CurriculumTrak, a program that will help navigate all school unit guides, scope and sequences and annual plans. This will allow for the constant updating of material, as well as give gatekeepers access to a virtual cloud. The Director of Curriculum and Instruction manages all gradebooks and lesson plans and CurriculumTrak development. All lesson plans are generated in the lesson plan module of the RenWeb database.

EVIDENCE

- Annual plans
 - [Elementary Example](#)
 - [Junior High Example](#)
- [Lesson Plans](#)
- RenWeb Gradebooks, located in RenWeb
- CurriculumTrak- Curriculum Guides Pilot Group, located in the office of the Director of Curriculum and Instruction

FINAL EVIDENCE FOR STANDARD 3:

- Schedules
 - [Elementary Bell Schedule](#)
 - [Elementary Pull Out Schedule](#)
 - [Junior High Bell Schedule](#)
 - [Junior High Master Schedule](#)
 - [High School Bell Schedule](#)
 - [High School Master Schedule](#)
 - [Regular Bell Schedule](#)
 - [Chapel Day Bell Schedule](#)

AREAS OF STRENGTH

- MCS offers a wide variety of instructional strategies in support of student learning and achievement through continual professional development.
- MCS provides equal access and appropriate learning experiences for all learners.
- MCS appropriately and accurately communicates academic data to all stakeholders.
- The communication of the 4C's in the classroom lesson plans, annual plans and classroom structure, helps strengthen student learning.
- MCS offers both Biblical and technology integration into curriculum and instruction at the appropriate levels of student learning.

AREAS OF GROWTH

- MCS will continue to strategically align its programs (EE-High School) to enhance overall student achievement. (ACTION PLAN #1)
- Continued progress towards instructional minutes and the meetings of educational requirements for the State of California.

4. SCHOOL STAFF

To what extent are the school leadership and staff a) qualified for their assigned responsibilities, b) committed to the school's purpose, and engaged in ongoing professional development that promotes student learning?

4.1 All members of the school staff shall be Christian and shall exhibit Christian character in all areas of life.

MCS is a ministry of Maranatha Chapel and all staff are expected to support the Chapel's Statement of Faith. Beginning with the employment application process, prospective employees are required to answer personal questions about their faith and church attendance, which MCS believes to be vital in a growing faith.

Fellowship and community are a central focus in how the MCS Administration cultivates a Christian foundation for the staff. Specific all-staff events include:

- Staff devotions led by a Maranatha Chapel Pastor
- Staff devotions at the beginning of every in-service
- Staff worship and vision message at the beginning of each school year
- Selah superintendent emails
- Staff fellowship breakfasts or lunches

Prior to the start of each school year, each member of the teaching staff signs a contract which details the conditions for employment with specific emphasis on the necessity of demonstrating Christian values. In an effort to be entirely transparent and avoid any misinterpretation of expectations, MCS has clearly listed each of the non-negotiable requirements in the MCS Employee Handbook.

EVIDENCE

- [MCS Employee Handbook](#)
- MCS Job Descriptions, Located in the Human Resources Office
- Application of employment located in the MCS Human Resources Office and MCS Website
- [Maranatha Christian Schools Statement of Faith](#)
- Staff Devotions
 - [Example](#)

4.2 All school personnel (full/part time, seasonal and temporary staff) are required to undergo a background check prior to their employment. This includes volunteers.

MCS complies with federal immigration laws and the California Education Code 45125. All current employees have passed a background check in compliance with the Department of Justice. All prospective MCS employees acknowledge that any offer of employment is contingent on passing a background check, which must be completed before employment. There is no contact with students paid or unpaid until the background check is received from the Department of Justice.

For volunteer staff, there are two levels of security clearance that can be obtained depending on the level of involvement. A level one clearance which includes a Megan's Law clearance is issued to volunteers who will never be alone with a child. This level of clearance is appropriate for a classroom helper. A level two clearance includes fingerprinting and FBI clearance. This level of clearance is for those volunteers who have direct contact with students, drive student or are supervisory in nature such as a field trip chaperone. All coaching staff are required to be level two cleared.

MCS complies with federal immigration law and requires all prospective employees to provide documentation that verifies their legal authorization to work and attest to this on an I-9 form provided in the hiring package.

All records for background checks, applications and authorizations to work are securely placed in employees personnel file located in the MCS Human Resources department.

EVIDENCE

- [Application for employment](#)
- [Hiring Checklist](#)
- Human resource files, located in the Human Resource Office

4.3 Hold a bachelor's degree and an ACTS teaching certificate (core instructors). Additionally, all staff shall be qualified for whatever assignment given by the governing board.

MCS recognizes itself as an academic ministry and believes that a decision to be employed in ministry is a calling, regardless of duties.

MCS has taken necessary steps to require all core subject teachers to hold at minimum, a bachelor's degree and current teaching credential. To date, 90% of MCS core teachers hold a minimum of a bachelor's degree, 44% of faculty and staff have a Master's Degree or higher. The goal of a lifelong learner is not just for the students of MCS, but also for the staff. Continuing education for the faculty is encouraged and sometimes funded through monies that can be offered through Human Resources and Title II monies.

A small percentage of our faculty is instructing outside of their credentialed areas. In each case, the faculty member has considerable expertise in the area in which they are instructing.

All core teachers have been through eight hours of teaching for the Calvary Distinctives. A Marantha pastor taught the distinctives and linked them to the qualities of education. Core teachers wrote a Philosophy of Christian Education essay which was reviewed by the Director of Curriculum and Instruction and the Division Principals. In March 2019, the MCS Administration turned in ACTS applications for all core teachers.

The non-teaching staff are assigned positions based on education and/or equivalent job experience with the ability to demonstrate an aptitude to learn and grow in the

dynamic environment of education. Each position has a Division Principal/Director who is responsible for coordinating ongoing training and cross training with other related positions.

EVIDENCE

- ACTS Teaching certificates, filed with ACTS
- Human Resources Files, located in Human Resources Office

4.4 Show evidence of continued professional growth as evidenced by documented participation in the school's professional development and/or college or continuing education credit.

Teachers are given extensive professional development in creating lessons that engage the students and encourage responsibility for their learning. This is done on Wednesday mornings and at various conferences and in-services. Teachers are also trained in the use of technological integration in the classroom, Kagan cooperative learning strategies and in brain-based learning. At every grade level, from Preschool through the most advanced AP programs in the 12th grade, it is required that all lessons engage the intellect of the students at Maranatha in order to reflect Maranatha's core principles.

Professional growth of the entire MCS staff is a commitment demonstrated by the school record of paid in-service days, time set aside for collaboration and staff development. All staff are required to attend in-service days the full week before the start of each new school year, two scheduled in-service days on the school's master calendar and Wednesday late start D4 meetings.

Content of staff development in the past three years includes but is not limited to:

- Brain Based Learning
- Kagan Cooperative Learning
- CPR
- Technology workshops
- Google Classroom
- California state licensing regulations
- Best Practices for Technology
- Compass Learning program

New teachers must participate in a two-year school-led training program which includes a two-day orientation in the summer and scheduled observations by the Director of Curriculum and Instruction.

In the Preschool, teachers undergo extensive training to plan ahead and develop lesson plans to include collaboration, communication, creativity, and critical thinking into the weekly learning process of their students. Professionals who specialize in developmentally appropriate practices in early education are brought in to assist the staff. Additionally, the Preschool staff attends an early childhood conference each year in the Spring.

EVIDENCE

- Professional development surveys, located in in the office of the Director of Curriculum and Instruction
- Professional development files, located in in the office of the Director of Curriculum and Instruction

4.5 Deal professionally with students, parents, staff, and Administration.

MCS holds to the belief that professionalism, both internally and externally, is a minimum expectation of those who serve and should consistently reflect the values that embody the Christian faith.

STUDENTS AND PARENTS

MCS emphasizes access to information and strong communication with students and parents as foundational to creating successful relationships that maintain a focus on student learning. At the start of each school year, students are provided with a letter home, syllabus or information sheet that describes course and classroom expectations. Back to School Night allows parents to meet teachers and hear class expectations and goals for the year. In Junior High and High School, course syllabi are posted in ParentsWeb. All teachers keep an open door policy for student and parent; however, in the upper grades, the staff seeks to train students to advocate for themselves when questions or conflicts arise.

All students and parents are encouraged to utilize the ParentsWeb school database, which is a convenient tool to stay informed about all things pertaining to learning assessments, attendance, lesson plans and homework.

Per the MCS Non-Discriminatory Policy, teachers are required to interact with students in a professional manner regardless of race, religion, ethnicity or gender.

STAFF AND ADMINISTRATION

The relationship between MCS Staff and Administration is a process that begins with a priority of open communication, both formal and informal. All staff are expected to foster an open door policy and problem solve using the principles from Matthew 18, which are openly discussed in meetings and trainings.

Meeting times for all levels of Administration, divisions, grade levels and all staff are communicated on the schools' inner office calendars and through email. These mandatory meetings include:

- All School Staff Meetings
Held once a term to update members of the MCS community on happenings around campus
- Management Meetings
Held weekly with MCS Superintendent, Division Principals and MCS Directors to discuss calendar events, upcoming departmental activities, and sharing of divisional data.

- D4 Meetings
D4 Meetings stand for Division, Department, Development and Devotions. They are held approximately weekly, with each “D” appearing at least once a month. Each Division Leader, Director or Mentor is given an opportunity to communicate areas of concern and evidence of progress towards meeting department goals within the context of the Schoolwide Action Plan.

EVIDENCE

- Meeting Minutes
 - [Division](#)
 - [Department](#)

4.6 Be sufficient in number to assure a faculty-pupil ratio that is appropriate to the type of curriculum used.

Maranatha Christian Schools utilizes the following to determine curriculum needs; trends in enrollment, trends in advanced academic course offerings, changes to the California teaching standards, curriculum updates and staff resources.

The planning process begins 6–8 months prior to the new school year, following open enrollment, staff “intent to return” responses and student course demand. On average, MCS desires to maintain the below ratios, with consideration to courses needing specialized equipment and/or classes designed for students needing extra attention. Using this data, the Administration works with the College and Guidance Offices to ensure class size is optimized to provide the best learning environment possible for the scope of each course.

CLASSROOM RATIOS

Maranatha maintains student/teacher ratios in each division to ensure quality instruction:

- Preschool 1:12
- Kindergarten 1:22
- First-third: 1:24
- Fourth-fifth: 1:26
- Junior High: 1:20
- High School: Range in class size is 1:4 minimum and 1:25 maximum with class caps set at 24 and most classes under 20 enrollment

MCS collects data every six weeks to measure student achievement of the 4C's. These results are paramount to assessing the micro and macro trends of how students are learning. Within a semester, changes to increase learning are limited to modifying teaching strategies and lesson plans.

4.7 The support staff shall be sufficient in number as to provide adequate clerical assistance to the school.

The support staff fills a critical role in the day-to-day operation of the school. They also have the most frequent changes and additions to their job descriptions as technology is utilized to increase efficiency.

The MCS Support Staff is responsible for connecting families and the student body with the many facets of the school that make up the academic community. Cross training is imperative in an environment that can be seasonally busy and requires all staff on-call to perform any number of duties necessary to maintain workflow and efficiency.

Each division has an assigned number of Teacher's Assistants (TA's) whose job consists of lesson preparation, playground supervision and in some classes, small group instruction. Teacher's Assistants are additionally trained in CPR and first aid as well as security protocol which includes parking lot management and gate duty.

EVIDENCE

- Support Staff Job Descriptions, Located in Human Resources Office

4.8 The school shall provide a custodial staff sufficient to maintain a clean and safe environment.

MCS has a custodial staff which is managed by a full-time Facilities Director. The custodial staff is responsible for maintaining the facilities, managing supplies, and setting up/tearing down events. MCS also hires companies to clean the facilities at night and take care of landscaping. MCS facilities department is also responsible for the cleaning of the Preschool facilities at Maranatha Chapel on a daily basis.

4.9 The school shall provide in any other service areas (i.e. student health services, guidance services, food services, transportation services, etc.) adequate and competent staffing or an auxiliary plan or system that meets state and local regulatory requirements.

MCS service areas are efficiently staffed to allow resource sharing with all divisions. A description of how these services are staffed and function to support MCS are listed below.

STUDENT HEALTH SERVICES

Staffed with a full-time Registered Nurse and cross-trained substitutes for days they are absent, the school health office remains open during school hours to provide basic medical, non-emergency healthcare for all students. In case of emergency, the campus has six strategically located Automatic External Defibrillators (AED). A map indicating their location is available by request in the school office. All MCS staff members are CPR certified and are trained in the use of AED machines.

A new addition to the health program is the use of Magnus, a web based health portal. This program contains all student information, medical history, immunization records and other pertinent information. This paperless program is available to any medical facility and has made all information available in a moment's notice.

FOOD SERVICES

MCS contracts with the Catering Group to provide hot lunch services to the students and staff. Hot lunches are ordered and paid for online. The Catering Group offers a variety of foods throughout the week. The food is prepared in the Catering Group's facilities and then distributed on campus from the school snack bar. Employees of the Catering Group have all been level 2 cleared.

GUIDANCE DEPARTMENT

Junior High has a guidance department which focuses on math placement, course scheduling, elective selection, and overall transition to High School. In addition, student grades are monitored weekly and resources are provided for academic support as needed. The Guidance Coordinator works with the junior high teachers and meets with both students and parents to ensure the best class placements. In addition, the Guidance Coordinator plans two to three 8th grade events per year to prepare students for entrance into High School. These events include college and career assessments done in the junior high classrooms and an 8th grade Spring event to review the assessment results and prepare for high school course selection.

High School has a guidance department that is headed by the Director of College and Guidance and includes the Guidance Coordinator. The department manages the following student services

- Grade management, including weekly monitoring for grades less than 70% and preparation of honor roll lists
- Working with students and parents to create the 4-year plan for all high school students; student transcript management
- Coordination of grade-level parent workshops for grades 9 through 12
- Classroom visits for grades 9 through 12 to set up and train students in the use of College Board and Naviance accounts
- Facilitation of the college application process, including compilation/promotion of college acceptances, and organization of college fairs and college visits
- Career mentoring
- Distribution of scholarship and financial aid information
- Oversight of the National Honor Society
- Student and family meetings to address social-emotional situations, as needed
- Management of off-site courses, including online and community college options
- Facilitating updates of the MCS courses on the UC a-g Course Management Portal
- Creation of the Master Schedules
- Assist students with NCAA needs
- Coordinate College Board testing services, including PSAT Administration, dissemination of SAT and ACT testing dates and management of AP testing

EVIDENCE

- AED Map available in the Facilities Office and by request in Front Office
- Emergency exit locator maps
- [MCS Emergency Response Manual](#)
- Job descriptions, located in Human Resources Office

4.10 The school's governing body shall appoint a full-time person as the chief administrator and who shall be on the full-time school staff and functioning in that capacity.

MCS is governed by the MCS School Board which holds the responsibility of appointing a full-time school Superintendent. The MCS Superintendent is a full-time employee. The specific duties of the Superintendent are outlined in the job descriptions.

EVIDENCE

- Job Descriptions, Located in Human Resources Offices

4.11 All administrative staff shall hold a bachelor's degree, an ACTS Administrator certificate, and be qualified for assignments given by the governing body.

MCS has a proven record of pursuing a high standard for all Administrators who set the example for continuous professional growth. MCS has a combined administrative staff of one Superintendent, four Division Principals, one Assistant Principal and 15 Directors. Administrators have met and/or exceed the educational requirements and each continues to engage in ongoing training and certification applicable to their positions and roles.

All academic administrative staff have been through 8 hours of teaching for the Calvary Distinctives. A Maranatha pastor taught the distinctives and linked them to the qualities of education. Core teachers wrote a Philosophy of Christian Education essay which was reviewed by the Director of Curriculum and Instruction and the Division Principals. In March 2019, the MCS Administration turned in ACTS applications for all administrators.

EVIDENCE

- ACTS Teaching Certificate filed with ACTS
- Job descriptions, located in the Human Resources Offices

4.12 All administrative staff shall show evidence of continued professional growth as evidenced by documented participation in the school's professional development and/or college or continuing education credit.

MCS administrators participate in a staff development plan, which includes filing a document committing to ongoing professional growth. Administrative staff are given opportunities and financial assistance to complete any of the following: Advanced degrees through university instruction, legal conferences, California Board of

Education seminars, Health and Safety seminars, Accreditation visits, and various education conferences. MCS offers a \$1000 reimbursement for approved continuing education for any full time staff (i.e. BTSA, credentialing, masters, etc.).

Professional development is encouraged for all faculty and staff. All faculty members are able to participate in workshops, conferences, and other professional development opportunities. At the time of hire, one of the key points emphasized is attendance at these opportunities. If possible, MCS asks faculty members to share knowledge and techniques learned at professional development seminars with other faculty and staff at MCS.

Some examples of professional development opportunities include but are not limited to:

- Brain Based Learning, Branching Out Consultants
- NGSS State Standards, San Diego State University
- Get your Teach On!
- College Board AP Readings and Training, College Board
- Naviance College and Career Readiness
- California Math Council South
- UC/CSU/College Board Highlight Day
- School Counselor Leadership Conference
- Youth Mental Health First Aid Training
- Society of Human Resources Management
- Employment Law Seminar/Webinars
- Payroll Symposium
- Financial Aid Symposium
- International Homestay Symposium; Wheaton Academy
- ACSI Early Education Conference, ACSI
- Social Emotional Teaching Strategies
- Principles & Practices of Christian Early Education
- STEAM in the Early Childhood Classroom (Preschool Staff)

4.13 All administrative staff shall deal professionally with students, parents, staff and Administration.

The MCS Administration aims to support the school structure and be the highest representative of the school mission. Division Principals report to the school Superintendent who reports directly to the MCS School Board. The MCS Administration supports clear leadership roles, job descriptions and diversity through community.

The Administration supports parents and students by enforcing the student Code of Conduct as published in all divisions' Parent/Student Handbooks. Parents, students and staff sign a yearly contract accepting responsibility for understanding these expectations and consequences. The Administration strives to promote a safe and equitable learning and working environment, and support the structure of personnel and processes to accomplish the school's mission.

EVIDENCE

- Parent Student Handbook Code of Conduct
 - [Preschool](#)
 - [Elementary](#)
 - [Junior High](#)
 - [High School](#)
- [MCS Employee Handbook](#)

4.14 The chief Administrator and Principal of each school shall attend an ACTS conference on an annual basis.

MCS is a newly accredited ACTS school. Attendance to this conference is being budgeted for the 2019-20 school year.

4.15 The school shall establish a formal and systematic process of faculty/staff evaluation which shall be conducted on a periodic basis.

All MCS teaching staff are under the direct observation of their Division Principal in cooperation with the Director of Curriculum and Instruction. Evaluations includes a series of formal and informal observations:

- **Classroom Walk-Throughs:**
 - These observations are completed by both Division Principals and the Director of Curriculum and Instruction, completed for 10-15 minutes, in informal walkthroughs that observe: classroom management, student questioning, teacher roaming patterns, higher level thinking skills, etc.
- **iWalk Observations**
 - These observations are completed by both Division Principals and the Director of Curriculum and Instruction three to five times a year. The observations focus on student learning and overall teacher/student engagement.
- **Formal Observations**
 - One formal observation is completed by each Division Principal each year.

Formal observations are a part of end of the year teacher evaluations that are conducted by each Division Principal. This evaluation reviews areas of strength and growth in: classroom management, teaching strengths, teaching weaknesses, self-evaluation and input. All evaluations are kept in the Human Resources Office in a teacher's personnel file.

EVIDENCE

- Observation Forms, located in Division Principals' Offices
 - Classroom Walkthroughs
 - iWalk Observations
 - Formal Observations
- End of the Year Teacher Evaluations, located in Human Resource Office

4.16 The school shall provide for a formal systematic process of annual staff development.

The MCS Director of Curriculum and Instruction works with individual teachers in continuing education and in sharpening skills within the classroom. Additionally, the school provides many opportunities for professional development, both in school and through outside sources. The most recent training included a systematic approach to implementing Kagan Cooperative Learning. Two days of the five day conference were brought on campus in August, Kagan OnDemand structures were given to each instructor and a Kagan Mentor and Teaching Coach was brought in to observe the strategies in February 2019.

The Director of Curriculum and Instruction works with Division Principals to strategically plan and budget professional development for each school year. Each year has a schoolwide focus and professional development goal. The conferences, in-services and workshops are then planned accordingly.

MCS Administration take intentional steps to make Title II funds available to the staff in order to provide financial support for completion of the above-mentioned staff development goals.

EVIDENCE

- Professional Development Plan and Budget, located in the office of the Director of Curriculum and Instruction

4.17 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

MCS Administration provides a variety of programs to guide teachers in their professional growth each year. A community that values consistent improvement is fostered through MCS as both new and veteran teachers are supported by peers, curriculum experts and mentors. Support for improvement is evident in the following

Peers

- Professional collaboration
- Department meetings

Coaching

- Kagan mentoring
- Peer to peer collaborations
- Administrative observations with reflection

Inductions

- BTSA mentors
- BTSA induction program for California clear credentials
- 1st and 2nd year teacher inductions and observations: MCS 101 and MCS 102
- All-school in-service trainings
 - [Example 1](#)

EVIDENCE

- Teacher contracts, located in Human Resources' Office
- In-service schedule examples
 - [Sample 1](#)
- 1st and 2nd year training manual, located in the office of Director of Curriculum and Instruction
- Kagan s, Kagan structures, and Kagan mentoring program
 - Kagan structures in lesson plans
 - Kagan structures
 - Mentoring program

4.18 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Parents are kept involved and informed through a variety of resources. WINGSPAN, the MCS Weekly Update and the Eagle Express are all digital publications that are made available throughout the year. Elementary teachers send home printed weekly class-specific newsletters. Parents are also kept involved through various participation outlets. MCS utilizes parents in the classroom as well as on field trips attended by each grade. MCS also has a Parent Action Committee (PAC) that serves all divisions of the school. Each elementary teacher has a parent volunteer Class Coordinator, who serves as a liaison between the Elementary Principal, parents and teacher. Each high school and junior high grade has at least one parent Division Coordinator who serves a similar function. Finally, there are two booster clubs that function to fundraise and support both the athletics and performing arts departments.

Parents are kept informed of academic progress through ParentsWeb, which is the application that allows our students and parents confidential access to the school database. This tool allows students and parents to access course syllabi, attendance, lesson plans, homework, related handouts and full gradebook details for each class/course. Communication is facilitated directly from ParentsWeb with an email option that allows parents to ask questions and/or schedule an in-person conference.

Parents are provided a secure ParentsWeb login, which allows them to follow progress for all their students in any of our divisions. The ParentsWeb system is intended to add depth to personal interaction with the teacher, not replace it. Likewise, teachers are encouraged to balance the convenience of communication through technology with direct phone and/or in-person meetings as the situation dictates.

Back to School Night is held at the beginning of the school year, which begins with an address by the Division Principals, followed by classroom visits. Other important events for parents include: Open House, Koinonia Breakfasts, Homecoming, PAC Coffees, Awards Chapels, Classroom Parties, New Student Information Night, AP Information Night, and grade-level parent meetings at the high school level.

EVIDENCE

- [WINGSPAN](#)
- [MCS Weekly Update Emails](#)
- [Eagle Express](#)
- [RenWeb](#)
- [MCS School Website](#)

4.19 The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.

ELEMENTARY

Academic guidance for elementary students is headed by the Principal in coordination with the teachers and Education Specialist. Students who show signs of academic or behavioral struggles are closely monitored with frequent documentation of challenges and communication with parents. If necessary, students are referred to third parties to be assessed for learning differences. Students of MCS are eligible for free educational testing with the Poway School District and are also referred there as needed. The Administration, teachers and parents then review the outcomes and make decisions on how to best serve the needs of the students within our program. Enrichment opportunities are also available for high performance students.

JUNIOR HIGH

MCS Junior High academic guidance is headed by the Guidance Coordinator. As a result of structured options for the students at the middle school level, the guidance role focuses on helping students make a seamless transition into High School. In the Spring of 8th grade, the Guidance Coordinator meets with students to help them plan for freshman year. In addition, High School hosts an event for 8th grade which gives 8th grade students an opportunity to attend high school classes, hear from current high school students, meet the Principal and experience high school student life.

HIGH SCHOOL

MCCHS academic guidance is headed by our Director of College and Guidance and includes our Guidance Coordinator, who take an active role in the individual school career of each student. Students and parents are strongly encouraged to attend grade-level workshops which are held outside of school hours. These workshops are designed to cover important subjects applicable to each grade level and prepare students for college, trade school, armed forces or the workforce. Students and parents have access to the Naviance program that helps students to determine their strengths, identify and explore career clusters based on these strengths, research related majors for these careers and investigate relevant colleges. The Director of College and Guidance also arranges for representatives of various colleges to visit campus and connect with students one-on-one.

EVIDENCE

- [Four year planner](#)
- Course selection forms
 - [2018-19 9th Grade Course Selection Form](#)
 - [2018-19 Grade 10-12 Course Selection Form](#)
- [Naviance](#)

FINAL EVIDENCE FOR STANDARD 4

- Staff Roster
 - [2018-2019](#)

AREAS OF STRENGTH

- MCS has the support of Maranatha Chapel and resources which foster the foundation of faith and strengthen the school community.
- MCS has demonstrated a significant improvement and commitment to a measurable Staff Development Plan through implementation of DALTs, scaffolded professional development, on-site professional development, D4 meetings, and access to Title II funds.
- The MCS Administration works well with the staff and is accessible for meeting with all members of the faculty.
- The MCS office staff faithfully supports the community at MCS.
- MCS clearly communicates the vision for Christian education and the expectations for each staff member's beliefs.

AREAS OF GROWTH

- MCS desires to have ACTS certification for all teaching staff and Administration.
- MCS aims to improve the policy and provide services for students in need of academic, emotional and behavioral support.

5. FINANCES

To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes? To what extent do the governing authority and the school execute responsible resource planning for the future?

5.1 Shall provide evidence of an annual external audit or review, sound, professional, ethical, and legal practices in all financial operations.

Maranatha Christian Schools' fiscal year runs for July 1 through June 30. The school develops spending projections within the framework of our Action Plan goals, spending reports from previous years and input from departments and Administration. The Superintendent and MCS Accounting Director prepare the school's budget based on spending projections which are reviewed and given final approval by the MCS School Board.

Maranatha Christian Schools uses the Microsoft Great Plains Accounting Software Program for all accounting functions. This software has several features that do not allow any user to delete or change transactions that have been entered into the program. Any corrections must be done with another reversing or adjusting entry. All adjusting entries must have backup and explanations which are filed for the annual external audit review. The software also maintains an audit trail for all entries. MCS also uses Coastal Payroll for all payroll functions and disbursements.

MCS has a multi-tiered approval process. Each week, Purchase Orders and Check Requests are approved by Department Heads then submitted for final approval by Maranatha Chapel Finance Committee. This committee consists of the CFO, Controller, Senior Pastors, MCS Superintendent and the MCS Director of Accounting. For further security, all checks can only be signed by the following: Chapel Senior Pastor, Chapel/School CFO, Chapel Operations Pastor and Chapel Administrative Pastor. Additionally, the Superintendent and Director of Accounting review the Actuals versus Budget and Cash Flow to help ensure that MCS stays within its budgetary guidelines.

The MCS Accounting Director performs monthly reconciliations which are then reviewed by the Maranatha Chapel Controller. Once the Controller's review is complete and any needed adjustments are made, the controller prints and distributes the monthly financial statements to the School Board and church Senior Pastors.

Every March the Ronald Blue & Co. CPA firm conducts an annual audit of all MCS accounting and payroll functions. This ensures all professional, ethical and legal practices are being followed in all financial operations.

EVIDENCE

- School Budget, located in Accounting Offices
- Audits, located in Accounting Offices
- MCS Accounting procedures, located in Accounting Offices
- Accounting Forms, located in Accounting Offices

5.2 Shall present evidence of adequate and identifiable financial resources and records to operate the school's program with a realistic annual operating budget approved by the governing body and reviewed regularly.

Administration with the help of the MCS School Board draws up the school's strategic plan that contains the directives by which the school expects to fulfill its stated mission. To a great extent, the strategy is made up of short-term and long-term objectives. These objectives cannot be achieved without prudent planning and allocation of resources. Once the objectives are in place, the priorities of the school are clear for the annual period. Awareness of priorities is critical for the allocation of limited resources. In order to develop a long range strategy, MCS employs outside consultant, Rodin Consulting Inc. Additionally, at the beginning of the second semester, each division, Early Education, Elementary, Junior High and High School meets to collaborate departmental needs and updates of materials or programs that they would like to see implemented into the following school year. The recommendations are then reviewed jointly by Academic Directors, Principals and the School Board.

One priority of the MCS School Board remains overseeing the budget and financial integrity of the school, in order to ensure that resources are well-managed and allocated to areas that will enhance the student learning and ensure overall sound business practices.

Annually, the operations budget is approved by the board, which is updated at each board meeting as to the current state of funds. Furthermore, MCS undergoes an annual audit. Monthly budget reports are made available to the Superintendent and Church Financial Officer (CFO) by the Accounting Directors of the School and Church, addressing cash flow, accounts receivable & payable, savings & assets, budget trends and profit/loss reports. A Purchase Order (PO) process is in place for all staff to ensure budget accountability with the church and school. While support from the CFO is in place, MCS is an independently run and self-sufficient entity.

Over the last few years, the school population has grown at a steady but rapid pace. In order to ensure that the school is equipped for continued future growth (which supports the overall mission and vision), MCS created a 3-tier budget planning model, addressing plans for the next three to five years. Student population, educational trends and needs, and average cost per student are all taken into consideration for proper resource planning and development. Because MCS is a private christian school, our per student expenditures are primarily sourced from tuition/fees, donations and fundraising efforts. MCS does not receive per student funding from local, state or federal sources. For students who meet the appropriate academic qualifications but are unable to pay tuition in full, financial aid is available on an as needed basis.

The stakeholders at MCS include the School Board, Administration, faculty and staff, parents, and students. All the planning campaigns involved a variety of stakeholders to accomplish the implementation of goals as identified in the five year plan. As a result of the involvement of the stakeholders MCS has been successful in implementing many of the five year plan goals. These goals include a high school building, Student Life Coordinator, an additional resource room, future athletic fields and upgraded security measures.

EVIDENCE

- Five Year Plan, located in office of MCS Superintendent
- Salary Matrix, located in office of MCS Director of Accounting
- School Budget, located in office of MCS Director of Accounting
- [Eagle Fund](#)
- [Finish the Fields Campaign](#)

5.3 Shall document all fundraising and resource development activities.

Fundraising efforts involve a variety of stakeholders who work to identify the outstanding needs of their respective departments or programs. After the fundraising request is identified, it is approved by the Superintendent for communication release. Notification of stakeholders depends on the uniqueness of each fundraising campaign, for example, schoolwide, Athletics, Performing Arts or specific interests such as The Makery. A variety of communication methods may be utilized to promote fundraising efforts (and report results) including but not limited to: one-to-one communication, email campaigns, social media platforms, special events, internal school publications, personal notes and/or direct mail campaigns. All monies collected through fundraisers are deposited to Accounting and then distributed to the intended recipient.

5.4 Shall publish a tuition and fee schedule that includes a tuition refund policy.

Registration and tuition rates are adjusted every year in accordance with an income and expense report, taking into consideration a competitive rate comparison of local private schools. The new tuition and fees and registration rates are published on the school website and are also included in emails to current family members.

EVIDENCE

- [Tuition Fee and Financial Policies](#)
- Parent/Student Handbook
 - [Preschool](#)
 - [Elementary](#)
 - [Junior High](#)
 - [High School](#)

AREAS OF STRENGTH

- The MCS development of the annual school budget and correct allocation of funds.
- The continued success of the MCS Capital Campaign.
- MCS values teacher and staff professional development through the use of both budgeting and Title II funds.

AREAS OF GROWTH

- MCS will continue to manage financial forecasting with the oversight of the finance committee.

6. SCHOOL FACILITIES

To what extent are the buildings, grounds, and facilities used to provide for educational opportunity for the student population?

6.1 Shall be adequate in size, furniture, and equipment for the type of school program offered and for the size of the enrollment.

MCS was built in 2007 on a beautiful piece of property in 4S Ranch. The combined overall amount of usable space in the 5 buildings on campus is 94,100 square feet. The usable space consists of a warehouse building, two buildings that house administration offices, elementary and junior high classrooms, science labs, computer labs, music rooms and various offices. MCS also has a full size gym facilities, locker rooms, restrooms, offices and a second floor mezzanine. MCS has 8 portable buildings, which include 7 classrooms and offices and a portable staff and student restroom building. In the 2016-2017 school year, the new high school building opened with 21,600 square feet, 22 classrooms, including chemistry and biology labs, art rooms, a resource room, conference rooms, offices and a student center. The grounds around the high school building have comfortable seating and tables for students, a fountain and a fireplace.

Every classroom is air-conditioned/heated and well-equipped for instruction with: individual desk/chair units for students, teacher desks, teacher computers, document cameras, storage cupboards for instructional materials and supplies and key access for room accountability. The science labs are furnished with microscopes, other lab related equipment, safety storage cupboards for sensitive materials, sinks and an emergency safety shower. The school computer labs have 25-27 computers in each lab and are regularly maintained for student safety. Additional equipment includes: drama costume closet, additional storage in the gym mezzanine and individual elementary classroom libraries.

Both school offices and teacher workrooms provide copy machines/printers, supply cupboards and supplies. The two teacher's lounges contain full kitchens, tables and chairs for staff to enjoy lunch together or to meet for collaboration.

All PE supplies are stored on campus in designated storage spaces and contain supplies for a variety of sports and athletic activities. For physical education and sports programs there is an air-conditioned gymnasium with girls and boys locker rooms and showers. The S-Building contains the high school weight room with additional workout machines and strength and fitness equipment. The Athletic Trainer's office is accessible to student athletes needing evaluation and assistance.

The MCS' facilities are made up of the grounds, all buildings and equipment. The facilities provide a safe, well-maintained physical environment that supports optimal student development and academic growth. The school/program facilities are appropriate in size, furnishings and space to meet the stated philosophy, mission and vision.

Recreational playgrounds, common areas and athletic fields are safe and large enough for the number of students enrolled. The playground supports the developmental growth of children within a context of safety. The program has addressed the needs of children and the priority of safety through:

- Encouraging teachers to view the playground as an extension of the classroom
- Providing varied and sufficient equipment (including loose parts)
- Including these safety measures: fencing, a balance of sun and shade
- Ensuring that cushioning materials are provided (type and depth) that meet state and/or national playground safety standards
- Providing 75 square feet per child (those on the playground at any given time)
- Assigning individuals the responsibility to monitor, maintain and inspect the playground and equipment

MCS fields are accompanied by a full scoreboard for athletic events and rented stadium spectator bleachers. In 2018, a Finish the Fields Campaign was launched to help update the fields from grass to turf. The project is ongoing.

EVIDENCE

- Master site plan maps of irrigation, campus and buildings, located in Facilities Offices
- Long range facilities plan, located in Facilities Offices
- Observations of facilities by Visiting Committee

6.2 Shall be safe, clean, attractive, and meet all pertinent building, equipment, health any other legal requirements.

MCS is a safe, clean and attractive facility that meets all pertinent building, equipment, health and other legal requirements. Every classroom is equipped with a first aid kit and a PA system for use in case of emergency. All rooms with multiple points of entry have emergency exits clearly displayed as required by law (CCR Title 24, Part 9, Section 1011.1) and each classroom and office has a map with an evacuation route designated specifically for that room. Each classroom and division has a designated spot for evacuation. There are a total of 48 fire extinguishers located on the campus of MCS as well as fire alarm pull stations. All fire alarms are serviced and practiced in monthly rotation in accordance with California law. The Fire Department regularly inspects the emergency fire bell systems and evacuation routes and fire extinguishers. The Assistant Principal updates the safety handbook as needed and conducts training with staff on an annual basis.

Daily routines for school maintenance include but are not limited to: cleaning classrooms, sanitizing toys, cleaning equipment and bathrooms and trash removal. Scheduled routines for cleaning the facility include but are not limited to: inspections and correction of potential hazards, response to the needs of those with environmental allergies, removal of insects, rodents, unwanted/poisonous vegetation and inspection of fire extinguishers, fire alarms and smoke detectors.

A facilities plan is in place to address future programs, enrollment changes, staff needs, facility needs and technical needs as well as future capital improvements. The school meets all applicable federal, state, and local fire, health and building codes. The

campus grounds and buildings are clean, in good repair, and well-maintained on a regular basis, using written procedures and checklists. Facility employees are adequately trained and work off of a computerized ticket work order system.

Written rules, procedures and protocols are in place for maintaining the property and providing safety for students and staff. Quarterly and annual inspections are conducted by local agencies such as the Rancho Santa Fe Fire Department, San Diego County Health Department, Olivenhain Municipal Water, as well as other service providers such as 24-hour Elevator and Low Voltage Integrated Systems, Inc. MCS remains in compliance with rules and regulations of these agencies.

MCS routinely conducts and documents monthly fire drills, the great shakeout and periodic lock down drills so that students and staff are well-prepared in case of fire, earthquake, or intruder emergency.

There is a Nurse's Office on campus with a full-time RN. If students from TK through High School are injured or ill, they are sent to the health office, with a pass indicating class re-entry. An ambulance is immediately called in emergency health situations. Automated external defibrillators (AED's) are strategically placed throughout the campus. In case of emergency, each room has a red emergency folder that contains an evacuation route map, class roster and emergency procedures to be followed during a drill or an actual emergency.

There are a total of 17 surveillance cameras located throughout the property and hallways. These devices are on a continual recording feed that can be viewed by the front office, several key administrators and facilities staff. MCS has armed personnel who patrol the campus during normal school hours. MCS staff and school TA's are scheduled for gate duty and work one hour-shifts at appropriate school gates. Gates are opened at the beginning and end of day and on a predetermined schedule. Gates are continuously manned by a staff member when opened during school hours.

EVIDENCE

- Red Folders, located in Classrooms
- [MCS Emergency Response Manual](#)
- [Gate Duty Rotation, sample month](#)

6.3 Shall have clean, sanitary and regularly inspected kitchen and dining areas and comply with all legal requirements, (if food service is offered).

MCS uses a food catering service, that prepares food off-site. The food is brought to MCS in hot or cold boxes and distributed through a snack bar window located at the north side of the M-building.

Facilities staff pick up trash, sweep food areas and clean tables on a regular basis. The school routine for rainy or windy days includes opening up the gym for students to sit on bleachers and eat meals, or opening student classrooms for breaks and lunches and installing water absorbent mats in designated locations.

EVIDENCE

- Observation of Facilities by Visiting Committee

FINAL EVIDENCE FOR STANDARD 6:

- [Campus Map](#)

AREAS OF STRENGTH

- There is more than adequate space on campus in anticipation of further growth of student population
- MCS has a strong and comprehensive emergency/evacuation plan in place that is practiced and known by all stakeholders
- Master plan is in place that addresses the upgrading of school facilities

AREA OF GROWTH

- MCS will continue to raise monies for the Capital Campaign to complete the athletic fields, the first phase of the performing arts buildings (ACTION PLAN #3).

7. ADMISSIONS PROCEDURES AND POLICIES

*Do the domestic admissions procedures and policies reflect the school's philosophy?
The school's admission procedures and policies:*

7.1 Shall be clearly written in the student handbook.

The admission procedures and policies, approved by the School Board, are clearly written in the MCS Parent/Student Handbooks. At the time of application/enrollment, all parents/guardians agree that they will adhere to the terms set forth in this Parental Commitment for the duration of their student's attendance at Maranatha Christian Schools. MCS encourages parents to review this commitment and the handbook with their students so that MCS can work in partnership with their parents to honor this commitment.

EVIDENCE

- Parent/Student Handbook
 - [Preschool](#)
 - [Elementary](#)
 - [Junior High](#)
 - [High School](#)

7.2 Shall be formulated by the governing body.

The admission procedures and policies of MCS are formulated at the school's administrative level. Final adoption and approval are subject to the review of the School Board. All policies and procedures presented on the MCS Website as well as the same put forth in the various official MCS handbooks and manuals presented throughout this Accreditation Document, have been generated and approved by multiple levels of expertise and authority including the MCS Administration and the MCS School Board.

EVIDENCE

- Meeting minutes from School Board Meetings, located with Board Secretary

7.3 Shall be written in such a manner as to admit only those for whom the program is designed.

DOMESTIC

The admissions policy, student expectations, code of conduct, and related information are identified and explained in each division's Parent/Student Handbook, as well as each school's website page. All telephone inquiries about admissions are transferred to the Admissions office and addressed professionally.

Admittance to Maranatha is outlined throughout the admissions process. The following requirements are needed from each MCS applicant.

- Application Fee of \$125
- Birth Certificate and Immunization Record
- Transcript/Report Card
- Copy of IEP or 504 plan (when applicable)
- Standardized Test Results
- Financial Clearance

ADDITIONAL REQUIREMENTS FOR 6-12TH GRADE APPLICANTS

- Two (2) Academic References
- Pastoral Reference
- Student Questionnaire/Testimony
- Parent/Student Handbook Agreement

All applicants for Grades K-12 are required to take an entrance assessment. Applicants for 1st-12th grade and a parent/guardian will have a personal interview with the Director of Admissions. After the application is complete, the Admissions Office will contact each family to schedule an interview. Kindergarten applicants are not required to have a family interview.

The applicant's file is reviewed by the Admissions Committee and all discussions regarding applications are held in strict confidence.

INTERNATIONAL

The admissions policy, student expectations, code of conduct, and related information are identified and explained in each division's Parent/Student Handbook, as well as on the International page on our school website. All telephone inquiries about International admissions are addressed within 48 hours and email inquiries are answered within 24-48 hours by the International Program Director.

Admittance to the International Program at Maranatha is also outlined throughout the admissions process. The following requirements are needed from each applicant.

- Application Fee of \$400
- Clear copy of passport
- Immunization Record
- Transcript/Report Card - current and 2 previous years in native language and translated into English
- English Proficiency Results (one of the following)
 - iTep SLATE Plus; TOEFL; TOEFL Jr.; IELTS
- Two (2) Academic References (US transfers only)
- Administrative or Lead Teacher Reference (US transfers only)
- Affidavit of Support (Required by Department of Homeland Security)
- Bank Statement (Required by Department of Homeland Security)
- Guardianship Agreement and copy of guardian ID (DL or Passport)
- Parental Medication Release Form
- Request for student records (US transfers only)
- Copy of I-20 (US transfers only)

After the application is complete and all supporting documentation is received, the International Program Director will contact the agent, relative or student to schedule a Skype interview. The International Program Director will communicate the admissions decision to the appropriate party within 24 hours. Tuition and Registration Fees are due in full upon acceptance for I-20 Form Issuance to obtain an F1 Visa.

EAGLE ACADEMY

Potential Eagle Academy families must first be reviewed by the Eagle Academy Coordinator to determine if the student and family are a fit for the program and for MCS. This is done via a phone and/or in-person informational interview, and by review of the Eagle Academy Application (submitted by the family to the Eagle Academy Coordinator). Upon review of the application and informational session results, the program coordinator will decide if a recommendation to Admissions is appropriate. If so, the applicant and family go through the standard Admissions process. Upon acceptance into MCS, the Eagle Academy Coordinator will meet with families to determine course of study. An annual Eagle Academy Orientation is required for all Eagle Academy families, and includes processing of all documentation (including the annual Academic Contract).

EVIDENCE

- Parent/Student Handbook
 - [Preschool](#)
 - [Elementary](#)
 - [Junior High](#)
 - [High School](#)
- [Checklist/Instruction page in the TK-12 online Application](#)
- [Checklist/Instruction page on International Website Page](#)
- [FAQ's on International Webpage](#)
- [International Tuition Agreement](#)
- [International Registration Agreement](#)
- Eagle Academy Documentation
 - [Eagle Academy Application](#)
 - [Eagle Academy Academic Contract](#)
 - [Course of Study](#)

7.4 Shall contain a published policy of non-discrimination and demonstrate consistent adherence.

MCS has published a non-discrimination policy in the Parent/Student Handbooks, and reads as follows: “Maranatha Christian Schools admits male and female students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, and color, national or ethnic origin in the administration of its educational policies or other school-administered programs.”

The MCS Administration and staff demonstrate a consistent adherence to this policy.

EVIDENCE

- RenWeb Reports, located in the MCS RenWeb Database
- Parent/Student Handbook
 - [Preschool](#)
 - [Elementary](#)
 - [Junior High](#)
 - [High School](#)

7.5 Shall address financial and other contractual arrangements between the school and parents/students.

Information regarding the financial responsibility of the parents for student tuition/fees can be found on the financial policies page on our admissions section of our website, and in our information packet that we provide to families who visit and tour the school.

Information specifying our tuition fees, payment schedules, sibling tuition discounts and the usage of FACTS to withdraw tuition is found in the Admissions section of the MCS website and in the information packet.

Domestic

Information regarding our financial aid application process is found on the MCS website under the financial aid tab within the admissions page.

International

Information regarding the financial responsibility of the parents for student tuition and registration fees can be found on the International online application, admissions checklist and the individual registration and tuition agreements. Parents/Guardians sign two financial agreements:

- Registration Agreement
- Tuition Agreement

Eagle Academy

The Eagle Academy prices include per-class pricing (on and off campus), proctoring fees, and an annual administrative fee which covers resources needed for the Eagle Academy, facility costs and staff time to meet the needs of Eagle Academy students. The MCS class prices are 1/7 of full tuition per class. Additional classes are priced according to whether the course is proctored by the Eagle Academy Coordinator or counseling staff, and the type of course being taken.

EVIDENCE

- [Admissions Checklist](#)
- Registration Agreement:
 - [Preschool](#)
 - [K-12](#)
- Tuition Agreement
- [FAQ's on International webpage](#)

- [Eagle Academy Tuition Worksheet, 2018-19](#)

FINAL EVIDENCE FOR STANDARD 7

- Admissions Enrollment Packet, located in Admissions Office
- [Admissions Website](#)

AREAS OF STRENGTH

- Admissions process is clearly defined and reviewed by the governing body.
- All admissions forms are easy to access online.
- Financial obligations for MCS families are clearly communicated prior to the start of the school year.
- Non-discrimination policies, which are strictly adhered to, can be found in all MCS publications.

AREAS OF GROWTH

- Begin the development of admissions instructions, for International students, in languages other than English. To include having a tutorial video of International admissions process available on International webpage.

8. STUDENTS' RECORDS

8.1 Students' Records shall be kept in a safe, secure, and professional manner (fireproof or electronically current, retrievable dual backed format).

All records for students are kept in locked and fireproof file cabinets that are secured in the Admissions Office, International Program office, Preschool office and the mezzanine. All buildings are secured by a monitored alarm system as well as video cameras. Records are also maintained on secure RenWeb files. Health records are maintained in the Magnus Health System. Only authorized personnel may access records respective of their assignment and established level of authority.

- MCS utilizes RenWeb for database management of all student demographics, gradebooks, transcripts, lesson plans, homework requirements, custodial or medical alerts and emergency contacts. This is an integrated database which connects students, classrooms, parents and guardians.

Students, parents, guardians, and host parents are provided a secure login to RenWeb and Magnus which gives them 24/7 access to student demographic information and academic performance. The data is backed up nightly with full back-ups on Sundays and differential backups during the week. The backups are a complete SQL of the entire database structure and its contents.

EVIDENCE

- Records, located in the Admissions Office, International Program Office and in the mezzanine
- [RenWeb](#)
- [Magnus](#)

8.2 Student records shall be kept on each student enrolled in the school.

MCS cumulative files are maintained according to the California Code of Regulations (Title 5, Section 432) and Title 22 (Preschool). Student cumulative files contain all mandatory permanent student records. This includes, but is not limited to:

- grade reports
- MCS transcripts
- standardized testing
- SAT, PSAT and AP Scores
- court documents, if applicable
- IEPs
- medical accommodations

EVIDENCE

- Records, located in the Admissions Office.
- Records, located in the Program Director's office.
- Records, located in the Preschool Office.

8.3 Student records shall be updated on a regular basis

The integrity of student records is important to MCS. The maintenance of these records is completed in stages throughout the school year. Student demographic information is refreshed each year through the online enrollment process which begins in February. The online enrollment system is connected to the RenWeb database and is followed by a series of verifications by the Admissions Offices or Program Director. Student information can be updated after enrollment as needed. RenWeb allows for detailed tracking of changes to student information by date and staff.

All data pertaining to student grades, grade reports and transcripts are managed in a secure environment through the RenWeb database. Grades are updated through the gradebook module and calculated cumulatively, as assessments are created and scored. In Elementary, the school year is divided with four grading periods. Parents are emailed progress reports half-way through the quarter (week 5). In Junior High and High School the school year is managed into two independent semesters of 18 weeks; each semester is broken into three progress reports. Detailed gradebook information is available to students and parents through the ParentsWeb module of RenWeb. Progress reports are made available to Junior High and High School students weekly through an email that is automated every weekend. Grade reporting and transcripts are generated directly from the gradebook with a verification process that runs through each division.

EVIDENCE

- RenWeb Student Records, students CUM folders for TK and kindergarten only.
- RenWeb Student Records, located in RenWeb management system

8.4 Student records shall include academic, health, discipline and other pertinent information.

ACADEMIC RECORDS

DOMESTIC

Current Preschool, TK and kindergarten students' academic records are kept in locked and fireproof file cabinets in the Preschool or main campus Admissions Office. First through 12th grade student transcripts, report cards and all demographic information are archived on RenWeb.

All individual official transcript requests are directed to the Department of College and Guidance. School record requests (Student CUM files) are directed to the Admissions Office/registrar which will include the official transcript. Additionally, record logs containing a list of all persons, agencies or organizations requesting or receiving information are kept. There are separate log sheets that are kept for requests from school officials or employees having a legitimate educational interest.

INTERNATIONAL

Student's academic, health, discipline and visa records are kept in locked and fireproof file cabinets in the Program Director's office. Sixth through Twelfth grade students' transcripts, report cards and all demographic information are archived in RenWeb. Records of graduates, withdrawn students are kept in locked and fireproof file cabinets in the mezzanine. School record requests (Student CUM files) are directed to the Program Director which will include the official transcript. All official transcript requests are directed to the Department of College and Guidance.

EAGLE ACADEMY

Eagle Academy student work samples and grade reports are kept in a locked and fireproof file cabinet near the Eagle Academy Coordinator's Office. Transcripts from external courses are sent to Admissions to be placed in the main student cumulative file after entry into RenWeb. Additional student records are kept in the Eagle Academy Coordinator's office, which is in the Counseling offices in the mezzanine. Academic records for graduated and withdrawn students are in a fireproof and locked file cabinet in the mezzanine near the Eagle Academy Coordinator's office. School record requests are directed to Admissions.

HEALTH RECORDS-- PRESCHOOL STUDENTS

Health records for currently enrolled MCS Preschool students, including verification and/or exemption from required immunizations, doctor information and allergies are kept in the student's file as well as in RenWeb.

HEALTH RECORDS-- STUDENTS (K-12)

Health records for currently enrolled MCS students, including verification and/or exemption from required immunizations, are securely kept in Magnus Health. Magnus Health electronically stores and backs up all files. Health records of graduates and students who have withdrawn from the school, and unclaimed student records are kept on RenWeb and/or Magnus Health system depending on time of withdrawal or graduation and in the filing cabinets located in the mezzanine.

DISCIPLINE RECORDS-- PRESCHOOL STUDENTS

Discipline records for Preschool students are kept in the student individual file that is stored in the Preschool Director's office.

DISCIPLINE RECORDS --STUDENTS (TK-12)

Permanent discipline records are stored in RenWeb for each student. Routine discipline records are considered for school use only and are rarely accessed after six months of graduation. Suspension and expulsion records are interim and rarely accessed after three years.

ACADEMIC ACCOMMODATIONS-- ALL STUDENTS

Academic accommodations are kept in student cumulative files. The Educational Specialist reviews these files, summarizes the findings and notifies the teachers of any needed recommendations.

EVIDENCE

- [RenWeb](#)
- Health Records, located in the Health Office
- Domestic Records, located in the Admission's Office
- International Records, located in the International Program Director's Office
- [Magnus Health System.](#)

8.5 The school shall make provision for the permanent maintenance of all student and faculty records, which includes a policy for the permanent retrieval and storage in the event of school closure. (Electronic copy of said plan must be submitted each year with annual report.)

In accordance with the California Code of Regulations, Title 5, Division 1, Chapter 2, Subchapter 2, Article 3, Section 432; MCS indefinitely maintains all mandatory permanent pupil records or an exact copy thereof for every pupil who has enrolled.

As a ministry of Maranatha Chapel, the church will be responsible for appointing a Custodian of Records. This arrangement for maintaining student and faculty records in perpetuity is sanctioned by the Schools/Professional Learning Support Division. Record requests for current students affected by closure will necessitate the Custodian of Records to remain on staff for one year; with the expectations that required hours will diminish as that first year progresses. During this time, the Custodian of Records will send out cumulative records of students who are transferring, assure that all mandatory permanent records are electronically stored and train designated church personnel to fulfill records requests and graduation verifications.

8.6 Access to student records shall follow the provisions of all local, state, and federal regulations relating to an individual's right to privacy.

The MCS Parent/Student Handbooks and Employee Handbook outline privacy policies that comply with local, state and federal regulations. Access to student records is managed by a password protected delineation of job responsibility.

EVIDENCE

- Parent/Student Handbook
 - [Preschool](#)
 - [Elementary](#)
 - [Junior High](#)
 - [High School](#)
- [MCS Employee Handbook](#)

8.7 Personnel records for faculty and Administration shall include transcripts, contracts, tax records, form I-9, evaluations, reviews, discipline and professional licensure (ACTS certification).

MCS Staff Records are held by Human Resources, with the exception of Professional Development, which are stored with yearly review by the Director of Curriculum and Instruction. All staff member files contain evidence of their qualifications for the position in which they are employed. The Human Resources department maintains:

- Employee Information Form
- W-4 Withholding Form
- Payroll
- Confidentiality Agreement
- Arbitration Agreement
- Statement of Faith
- Affirmative Action
- Form I-9, Employment Eligibility Verification
- Sexual Harassment
- Statement Acknowledging Requirement Report Child Abuse
- Precautions Against Blood Borne Diseases
- Notice to Employee
- Computer Network and Internet Access Policy
- Request for Live Scan Services
- Copy of Teaching Credentials
- Fingerprints cleared by the Department of Justice
- CPR Certification
- TB Test Results
- CIF Coaches Certificate
- Staff Computer Guidelines and Agreement
- MCS Employee Handbook Agreement

Additional forms maintained for Preschool staff per State of California Child Care Licensing:

- Employee Rights
- Criminal Records Statement
- Health Screening Report

MCS is an “at-will” employer. The definition of this status is documented in the MCS Employee Handbook, which is made available to each employee through the intranet, agreed to, and acknowledged by, an employee signature.

EVIDENCE

- [MCS Employee Handbook](#)
- Employee Files, located in Human Resources Office
- Domestic Records, located in the Admissions Office
- International Records, located in the International Program Director’s Office

AREAS OF STRENGTH

- All MCS student files are stored in a safe and professional manner
- MCS maintains files on every enrolled student that contain essential and required information
- MCS student files are reviewed and updated on a regular basis following established legal guidelines
- Personnel records for MCS Faculty and Administration include all required legal and professional documentation and are securely stored by Human Resources

AREAS OF GROWTH

- MCS will continue to research and implement training to the electronic version of all records and files

9. STUDENT ACTIVITIES

9.1 Shall be consistent with the school's philosophy and objectives.

MCS encourages students to participate in co-curricular activities that enhance spiritual growth and offer social and emotional support, all within a safe environment that compliments classroom study and supports the 4C's. All student activities and events are evaluated and implemented according to the philosophy, mission, and vision of MCS. MCS intentionally encourages a wide variety of clubs, performing arts, and interscholastic athletics in order to develop the God-given talents and interests of the entire school body.

EVIDENCE

- Parent/ Student Handbook
 - [Preschool](#)
 - [Elementary](#)
 - [Junior High](#)
 - [High School](#)

9.2 Shall be controlled by the school Administration.

All MCS activities including but not limited to athletics, clubs, performing arts, and community service events, require pre-approval by the school Administration. Each event is assigned a staff advisor, DALT, or director who reports directly to the Administration. The schedule for these activities is kept on a master calendar and discussed in weekly Event Planning Meetings.

EVIDENCE

- Example of Event Planning Form
- [Master Calendar](#)

9.3 Shall be staffed by personnel carefully selected on the basis of applicable background and training.

MCS utilizes staff and volunteers with a variety of skills and initiative to share their time and talents in performing arts, athletics and events. All leaders are held to the MCS standard of excellence and professionalism. Staffing for any school activity is determined by the Administration. Volunteers are cleared by the Administration in order to assist with activities.

The senior class has an additional faculty advisor to run the graduation festivities including but not limited to: senior events, graduation, senior trip, and senior breakfast. The advisor also works with the Department of College and Guidance to ensure students are fulfilling MCS graduation requirements.

Volunteer participate in various activities to assisting staff leadership. Some examples of volunteer participation include:

- Field Trips/ Chaperones: Level II volunteers can join students outside of the classroom and help chaperone field trips.
- School Overnight Trips: Staff and parents are approved by Administration and given responsibility and duties for each trip (8th grade D.C. trip, International cultural trip, 4th grade Sacramento trip, etc.)
- Special On-Campus Events: These events are typically held outside of school hours and facilitated by both staff and volunteers (i.e. Father Daughter Dance, Homecoming, Sadies, etc.).
- Performing Arts Productions: Pre-production, tech week, behind the scenes oversight and tear down are complete by the PROPS team. The PROPS team is made up of both staff and parent volunteers.
- Coaching: Unlike the opportunities mentioned above, coaches are interviewed and must provide a background check before they may participate in any level of paid and unpaid coaching. The coaches report directly to the Athletic Directors.

EVIDENCE

- [Volunteer Form](#)
- [PROPS team for Performing Arts](#)
- [PAC](#)
- [Athletic Boosters](#)

9.4 Shall be adequate in nature and type for the size of the school's enrollment and grade level.

All student activities are designed to enhance educational pursuits, challenge personal development, and increase students' engagement and school spirit. MCS offers a wide variety of extra-curricular activities which include but are not limited to: clubs, performing arts, and interscholastic athletics.

MCS encourages students to participate in many student activities in all divisions. Some examples of the activities the school offers are:

ELEMENTARY

Clubs

- ASB - 12 students in 4th & 5th grade
- Robotics - 40 students

After School Care Program (ASCP) Activities

- Cooking - 10 members
- Golf - 10 members
- Swift Kick - 5 members
- Chess - 12 members
- Knitting - 12 members
- Coding - 12 members
- Tennis - 6 members

Performing Arts

- Musical Theatre - 40 members
- 5th Grade Band - 45 members

JUNIOR HIGH

Clubs

- ASB - 13 students in 6th-8th grade
- Robotics - 17 students
- Fellowship of Christian Athletes (FCA) - Average of 60 students per meeting
- Math Club - 33 members

Performing Arts

- Musical Theatre - 45 members
- Drumline - 20 members
- Concert/Jazz Band - 30 members
- Carolers - 12 members

Athletics

Junior High athletic teams participate in the South Coast Middle School League which consists of 15 schools, both private and public.

- Flag Football - 22 athletes
- Volleyball (boys and girls) - 35 athletes
- Cross Country (boys and girls) - 25 athletes
- Soccer (boys and girls) - 30 athletes

- Basketball (boys and girls) - 35 athletes
- Softball - 14 athletes
- Baseball - 18 athletes
- Track and Field (boys and girls) - 30 athletes
- Golf (boys and girls) - 12 athletes
- Cheer - 18 athletes

HIGH SCHOOL

Clubs

- ASB-38 members
- NHS-30 members
- Key Club-25 members
- FCA-17 members
- Guitar Club-10 members
- Game Club-10 members
- Math Club-20 members
- Fashion Club - 5 members
- Newspaper Club - 8 members
- Design Club - 7 members
- Photography Club - 15 members
- Video Production Club - 10 members

Performing Arts

- Musical Theatre - 50 members
- Drama Production - 10 members
- Drumline - 5 members
- Concert/Jazz Band - 5 members
- Choir- 15 members
- Worship Team- 12 members

Athletics

High School athletic teams are governed by the California Interscholastic Federation (CIF) and participate in the San Diego County Section which consists of 128 schools, both private and public. MCS is also a member of the Coastal Conference which consists of 16 teams that form three competitively balanced leagues: The Pacific League, The Coastal League, and The Ocean League. The Athletic Department philosophy places a strong emphasis on player development, while striving to strengthen the Christian character of every athlete. The ultimate goal of all co-curricular activities is to please God and honor Him in everything we do. In all athletic programs, MCS offers highly qualified coaches and staff, hands-on help and guidance with college placement for the driven athlete and an emphasis on fundamental skills, proper mechanics, and character development. Over 70% of the High School has participated in at least one sport over the past 3 years.

MCS offers the following sports:

- Football – 29 athletes
- Volleyball (boys and girls) – 37 athletes
- Cross Country (boys and girls) – 22 athletes
- Soccer (boys and girls) – 34 athletes
- Basketball (boys and girls) – 26 athletes
- Softball – 18 athletes
- Baseball – 18 athletes
- Track and Field (boys and girls) – 30 athletes
- Golf (boys and girls) – 18 athletes
- Cheer – 40 athletes
- Wrestling – 1 athlete

EVIDENCE

- [MCS Participation -- 3 Years of Evidence](#)
- [MCS Sports Offered](#)
- [MCS Offered Athletics](#)
- [Athletic Competitiveness](#)
- ASB Calendar of Events
 - [Elementary Example](#)
 - Junior High calendar located with Junior High Advisor
 - High School calendar located in High School Student Center
- *Little Mermaid* production program to be provided to VC on Sunday, March 24th.

9.5 What percentage of your students participates in academic and co-curricular activities?

Students are highly encouraged to participate in a variety of curricular and co-curricular activities to express themselves artistically, develop leadership abilities and improve social skills. Students are also made aware of the benefits of curricular and co-curricular activities for the college application process. All MCS curricular/co-curricular activities are faculty supervised. Faculty advisors work alongside the administration in cooperation with the school mission and monitor the level of student involvement. The schools "Service U" database is a tool to monitor the level of student involvement and participation.

In addition, the MCS athletics department regularly administers interest surveys to generate new athletic programs and participation. New sports and activities are added based on students' interest level and availability. Additionally, co-curricular coaches monitor student academic progress and are available for student mentoring and discipleship. All Junior High and High School students are required to complete community service hours (hours vary depending on the grade level). High School Seniors do a service project in the Spring and seventh-graders do a service project through their mission trip. In performing arts, Elementary and Junior High students perform school shows for community outreach.

ELEMENTARY

All elementary students participate in field trips as they are an extension of curriculum and the overall learning process. An average of 42 students participate in co-curricular events after school through the after school program.

CO-CURRICULAR FIELD TRIPS

The MCS elementary division offers many co-curricular field trip opportunities throughout the school year. Field trips are proposed by teachers, approved by Administration, support the curriculum, and extend student learning outside of the classroom. Field trips include:

- TK: Children's Museum, Botanic Garden
- Kindergarten: Pumpkin Patch, SeaWorld with 8th grade buddies, and a local farm
- First grade: Living Coast museum, Art museum
- Second grade: Zoo, Legoland
- Third grade: Reuben H. Fleet Science Center, Old Town tour
- Fourth grade: Sacramento State Capital
- Fifth grade: Junior Achievement Biz Town; Riley's Farm

COMMUNITY SERVICE

Elementary students are a large part of the MCS campus-wide community service project Operation Christmas Child (OCC). OCC is the emphasis of the holiday season, as speakers come to chapel, students bring in gifts and they spend a day packing boxes to be delivered to other countries.

CLUBS

In Elementary, an academic club offered for students is Robotics. This club, for 1-5 graders, represents 18% of the student body. During the first semester, the 4th and 5th grade club meets, using MindStorm Legos Robotic programming. In second semester, 1st-3rd grade students use the Legos Wedo 2.0 robotics programming system.

PERFORMING ARTS

The performing arts program brings in an average of 30 students who participate in acting, singing and choreography in the winter production as well as grade-level productions. All students participate in a Christmas production and a Spring show. Fifth grade students participate in weekly band class and two annual performances.

JUNIOR HIGH

Junior High offers 13 interscholastic sports, three clubs, student government, performing arts, mission trips and class field trips. About a third of our junior high students choose to participate in clubs, including Fellowship of Christian Athletes. These co-curricular activities are open to all students and provide opportunities to learn the value of teamwork, responsibility and accountability. Over 80% of junior high students have participated in at least one sport over the past three years.

CO-CURRICULAR FIELD TRIPS

Junior High field trips are coordinated by class and are intended to include 100% of the student population in connection with the curriculum. Sixth graders attend science camp in Alpine, 7th graders participate in a missions trip with local community service projects in Murrieta, and 8th grade visits Washington D.C. and other historical East Coast sites. The number of participants depends on the class size which fluctuates every year.

COMMUNITY SERVICE

Community service opportunities and hours are required in Junior High. Each junior high student must complete 8-16 hours per year. The Junior High also participates in the OCC project by collecting materials and packing boxes.

CLUBS

The Junior High offers Fellowship of Christian Athletics, Math Club and Robotics. These clubs are available to all students and take place either during student lunch or after school. Overall participation is approximately 5%.

PERFORMING ARTS

All junior high students have the opportunity to participate in both the Fall and Spring musicals. Junior high students are given the opportunity to lead in the Fall production through acting, props and costuming. Additionally, there is a junior high caroling group that performs around San Diego County during the Christmas season. Junior High also provides the first opportunity for students to participate in drumline and the all-school band. Overall participation in performing arts is 30%.

HIGH SCHOOL

MCS provides additional development opportunities to enhance student gifts and talents in order to gain acceptance in top-tier competitive universities. A large proportion of Maranatha Christian High School students participate in clubs, athletics, academic organizations, student trips, and fine art programs. The breadth of opportunities for participation in co-curricular and extra-curricular activities is one of the distinctives that sets MCS apart from other schools in the community.

CO-CURRICULAR FIELD TRIPS

High school field trips are held outside of school hours. Students have had the opportunities to see Shakespeare plays, cultural activities, and museums. Each year the High School provides an opportunity to attend a week-long trip that addresses culture, art, languages and history. Destinations have included New York, Spain and Italy. The destination for the 2019-20 year will be Greece. All international students participate in two American culture days. The students vote on American places of interest and participate in the activity. Approximately 8% of our students participate in field trips.

COMMUNITY SERVICE

Community service is required of all high school students and makes up 10% of their Bible class grade. Students are encouraged to serve in areas that align with their interests and passions. Examples of service are: San Diego River and beach clean ups, Humane Society, local churches, American Red Cross, retirement centers, local shelters and food banks. With the tie to the Biblical Studies grades, approximately 98% of MCS students participate in community service.

CLUBS

Approximately 50% of high school students participate in the variety of clubs offered at MCS. Popular clubs include traditional service organizations like the National Honor Society and Key Club, academic focused groups like Math Club, Debate Club and the school newspaper, and more esoteric organizations like Video Production, Fashion Club, Board Game Club, Hand Craft Club and Classical Music Club.

PERFORMING ARTS

High school students have the opportunity to participate in two productions a year -- a drama and a musical. Students can perform in acting, singing, choreography and backstage opportunities. Contemporary Music, Choir and Instrumental Music are offered courses and students in those classes have the opportunity to perform at the Christmas production, chapels and community events. Approximately 30% of MCS high school students participate in performing arts activities.

HIGH SCHOOL RETREAT

High school students attend two retreats a year; the first is a three day retreat in the Fall at an off-campus facility and a one day retreat in the Winter. During the Fall retreat, students spend time in chapel, playing games, worshipping the Lord and meeting in small groups. Staff members chaperone the retreat and spend quality time with students. In the Winter, High School has an “in-house” retreat. This retreat includes: chapel, worship, breakout sessions and a sporting event. All high school students are required to attend these retreats.

EVIDENCE

- [Student Participation at MCS](#)
- [Athletic Participation: Junior High and High School](#)
- Field Trips
 - [BizTown](#)
 - [Children’s Museum](#)
 - [San Diego Zoo](#)
 - [Service Project](#)
 - [Mission’s Trip Powerpoint](#)
 - [Field Trip: Washington DC](#)
 - [Field Trip: Washington DC](#)
 - [Field Trip: Washington DC](#)
- Clubs
 - [Robotics](#)
 - [FCA](#)

- Performing Arts
 - [Elementary Christmas Production](#)
 - [Carolers in Escondido JAYCEES Christmas Parade](#)
 - [High School Choir in Studio](#)
- ASB
 - [Elementary ASB Application](#)
 - [Elementary ASB Ballot](#)
 - [Elementary ASB Meeting Minutes](#)
 - [Elementary ASB Campaign Guidelines](#)
 - [Elementary ASB Calendar](#)
 - Junior High ASB Documents are located in the Advisor's Office
 - High School ASB Binders are located in the Advisor's Office
- High School Athletics
 - [Sports offered at MCS](#)
 - [MaxPreps](#)
 - [CIF San Diego](#)
 - [Go Marantha!](#)

FINAL EVIDENCE FOR STANDARD 9:

- [Field Trip Planning Form](#)
- [Field Trip Approval Form](#)

AREAS OF STRENGTH

- MCS offers a variety of activities that work as an extension to the classroom and gives students the ability to develop skills that enhance the 4C's.
- MCS offers a variety of performing arts opportunities that allows students to grow in their talents and abilities.
- MCS offers a variety of athletic opportunities that helps students live out the MCS vision statement of "Transformed Lives, Transforming the World"

AREAS OF GROWTH

- Continue to develop community service opportunities for all students.

10. PUBLICATIONS

Do publications reflect the philosophy and the Biblical world view of the school?
All official school publications:

10.1 Shall contain a statement of non-discrimination.

MCS Parent/Student Handbooks and the school website contain a statement of non-discrimination: “Maranatha Christian Schools admits male and female students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, and color, national or ethnic origin in the administration of its educational policies or other school-administered programs.”

EVIDENCE

- Parent/Student Handbook
 - [Preschool](#)
 - [Elementary](#)
 - [Junior High](#)
 - [High School](#)
- [MCS Website](#)

10.2 Shall be true, accurate, and reflect ethical guidelines.

All MCS school publications represent the Biblical values and worldview of MCS. These publications are reviewed on an annual basis by the Administration to ensure accurate reflection of the MCS philosophy and Biblical worldview of MCS.

EVIDENCE

- Parent/Student Handbook
 - [Preschool](#)
 - [Elementary](#)
 - [Junior High](#)
 - [High School](#)
- MCS Curriculum Guide
 - [Elementary](#)
 - [Junior High and High School](#)
 - [Eagle Academy](#)
- [Admissions Website](#)
- [MCS Employee Handbook](#)

10.3 The school shall have a student handbook that informs students and parents of the school's philosophy, programs and support services such as academic calendar, attendance policies, guidance services, health services, transportation, food services, dress code, rules and regulations, discipline procedures, graduation requirements, grading scales and assessment policies. (Place a copy of the handbook in Appendix A.)

MCS has online parent/student handbooks used to inform current and prospective students about the philosophy, programs and support services of the schools. Each year, parents and students are required to sign the Parent/Student Handbook as acknowledgment and agreement to the policies set forth. The MCS Parent/Student Handbooks contain:

- Philosophy of Education
- Mission Statement
- Statement of Faith
- Student Code of Conduct
 - Guidelines/Procedures
- Attendance Policies
- Discipline policies, rules and regulations
- Academic policies
 - Graduation Requirements
 - Grading Scales
 - Assessment Policies
- Athletic policies

EVIDENCE

- Parent/Student Handbooks
 - [Preschool](#)
 - [Elementary](#)
 - [Junior High](#)
 - [High School](#)

10.4 The school shall publish a faculty and personnel handbook which shall include the following: philosophy of the school, dress code, rules and regulations, discipline procedures, grading, and personnel evaluation policies, and a policy statement of due process and grievance procedures (Place a copy of the handbook in Appendix B.)

The MCS Administration, including Preschool, provides the MCS Employee Handbook containing the philosophy of the school, terms of employment and other essential information relative to employment at the schools. The handbook is reviewed on an annual basis and updated as needed by the school Administration. All staff is required to indicate their agreement to the terms of employment by signing an Offer Letter at the time of hire.

EVIDENCE

- [MCS Employee Handbook](#)

ADDITIONAL PUBLICATIONS

Maranatha Christian Schools employ a variety of professional communications, schoolwide events, and current technologies to communicate with parents and our community. For every division, parents and the community are consistently informed about MCS academic programs, standards, and student achievements. MCS uses print and electronic publications, and hosts several events that facilitate communication regarding our academic programs. Communication includes the semi-annual school magazine, termed “WINGSPAN”, which highlights programs, faculty and student achievements by Division. The Eagle Express is a weekly communication providing current information on school events and programs which is sent to all staff and families.

EVIDENCE

- [WINGSPAN](#)
- [The Eagle Express](#)

FINAL EVIDENCE FOR STANDARD 10:

- [Athletic Handbook](#)

AREAS OF STRENGTH

- MCS publications include a statement of non-discrimination and mirror the Biblical values and worldview of MCS
- MCS publishes updated Student Handbooks annually that contain relevant information about the philosophy, programs and support services for each Division
- MCS publishes weekly and quarterly documents that provide extensive information for students, families and staff

11. STUDENT DATA ANALYSIS

The Leadership and Faculty

11.1 Shall see to the continuous collection, analysis and application of learning goals from a range of data sources, including comparison and trend data concerning student learning, instruction, program evaluation, and organizational conditions.

The professional and support staff have adopted a variety of resources to assist the teachers in analyzing student data as it relates to student learning, instruction, and scope and sequence. Teachers use this information to reflect on the effectiveness of instructional strategies and to plan instructional improvements.

The data sources that are available include

- RenWeb Gradebooks
- The 4Cs
- MAP Test Scores
- SAT and PSAT Scores
- AP Test Scores
- UC Diagnostic Math Testing
 - [Test Example](#)
 - [Scores](#)
- ISEE Testing
- Grade distribution at the end of each term

GRADE LEVEL

All MCS divisions meet in grade level and division teams before the school year and throughout the year to decide how to implement the 4C's into various departments. The 4C's are integrated into Annual Plans, including summative and formative assessments, monitoring progress on the goals that have been set for each of the 4C's. There is an established baseline using previous year's data to measure growth.

EVIDENCE

- SLO Learning Goals
 - [Elementary](#)
 - [Junior High](#)
 - [High School](#)

CLASSROOM LEVEL

Comparison and trend data analysis for student learning is completed through the analysis of classroom test scores, individual summary reports of assignment and grade book categories, mid-term and final exams, and AP exam results.

DEPARTMENT LEVEL

Department Academic Lead Teachers (DALTs) utilize grade distributions at the end of each term and grade book category averages within the course offerings to measure student learning. Review of MAP data is completed at the Elementary and Junior High levels three times annually.

DIVISION LEVEL

At the division level, data is collected through a formal grade distribution report reviewed by Administration. Additionally, data from MAP scores, SAT, PSAT and AP scores are used to identify schoolwide trends. As needed, the Division Principals will assist individual departments to manage any areas of concern.

MAP TESTING

MAP testing for both the Elementary School and the Junior High School is done three times annually. Scores for the past three years have consistently remained above the national norm for both elementary and junior high students.

EVIDENCE

Student performance by grade for the past three years.

- [MAP Scores Elementary 2014-15](#)
- [MAP Scores JH 2014-15](#)
- [MAP Scores Elementary 2015-16](#)
- [MAP Scores JH 2015-16](#)
- [MAP Scores Elementary 2016-17](#)
- [MAP Scores JH 2016-17](#)

SAT and ACT TESTING

SAT test information is provided to high school students and their parents by the Department of College and Guidance via student counseling sessions, parent grade level meetings, and email. Test preparation services are available by referral through the Department of College and Guidance. The number of MCS high school students that participate in SAT or ACT testing is 93% with the majority of students taking the SAT exam. The ACT exam is taken by 9 to 22 MCS students each year, with average composite scores ranging from 23.1 to 26.3 for the period of 2014-2018. MCS average student scores on the SAT exceed both the national and California averages. The Department of College and Guidance along with the High School Principal and Director of Curriculum and Instruction meet with the AP and high school teachers to discuss scores and trends.

PSAT TESTING

The PSAT exam is administered each Fall by the Department of College and Guidance in collaboration with MCS faculty, staff and Administration. In years prior, PSAT testing was optional. As of 2018, students in grades 9, 10 and 11 participate in the on-campus administration of this exam.

EVIDENCE

- [Student Data Analysis SAT](#)
- [SAT Information for Admissions](#)
- [ACT Executive Summary, 2014-2018](#)

ADVANCED PLACEMENT PROGRAM (AP)

MCS has 16 AP classes available for high school students. AP classes are offered in categories “a” through “f”. MCS continuously strives to expand the AP program by increasing the number and types of courses offered.

EVIDENCE

- [AP Test Trends and Analysis](#)
- [2018-19 MCS School Profile](#)

UC Diagnostic Math Testing

The UC Diagnostic online test is used for grade 5 through 8 math assessment, including classroom-based Spring testing sessions (grades 5 through 8) and assessment of new students (grades 6-8). Junior High staff has created a Math Placement Rubric using MAP results, UC Diagnostic results, and classroom Testing results, which is used for Fall math course placement recommendations for grades 6 through 8. The UC Diagnostic exam is also used, as needed, for placement of new high school students after formal admission has been offered.

EVIDENCE

- UC Diagnostic Test Results
 - [Test Example](#)
 - [Scores](#)

ISEE TESTING

ISEE testing is utilized by the Admissions Office for assessment and placement of new student applicants to MCS.

EVIDENCE

- ISEE Test information and database in Admissions Office

11.2 Shall facilitate annual training in best practices of evaluation, interpretation, and use of data.

The Administration has begun the process of training teachers to evaluate the 4C's to overall student learning. This data will be used in the formation of 2018-2022 Strategic Plan and scope and sequence adjustments.

The elementary grade levels meet to review and assess current gradebook data to gauge the effectiveness of lessons and activities and modify future planning.

Elementary and Junior High divisions meet during the year to review and evaluate MAP scores. The data is then used to support teacher planning for student growth. Compass Learning digital curriculum supports student learning in areas of student weakness as determined through MAP testing data.

AP test scores are reviewed with departments and are used in aligning curriculum and creating a scope and sequence. The Director of Curriculum and Instruction, the College and Guidance Department, and the Division Principal meet with all AP teachers to discuss individual scores and their relationship to curriculum and student achievement.

Annual training is provided in data evaluation and interpretation as follows:

- The Administration and faculty are trained in use of RenWeb, including training in available updates.
- The College and Guidance Department is trained to administer testing and/or

assess results from SAT, PSAT, AP, and UC Diagnostic exams. Training is done through CollegeBoard and UCSD (for the UC Diagnostic exam).

- Admissions personnel is trained in MAP and ISEE exam administration.
- The Administration and some faculty/staff are trained in MAP test administration and analysis of results.
- The faculty and staff are trained in the use of online curricular websites that provide data on summative and formative assessments which provide evidence for growth and mastery.

EVIDENCE

- Professional Development Plan, located in the office of Director of Curriculum and Instruction
- RenWeb Training completed by MCS Ed Tech Specialist
- 4C Reflection Goals
 - [Elementary](#)
 - [Junior High](#)
 - [High School](#)

11.3 Engages in creating and implementing measurable and verifiable student learning goals based on multiple data points, which include but are not limited to standardized/norm referenced testing, formal and informal assessments.

Assessment data is one of the ways student achievement is analyzed at Maranatha Christian Schools. A variety of methods are used, based on grade-level appropriateness to collect, analyze, and adjust instruction.

- Using MAP scores, teachers pick the lowest strand within each grade level and focus on that strand within each classroom. This is updated after each testing window.
- Junior High Math Department uses data from formative and summative assessments to form a Math Enrichment Course that further supports student learning.
- Based on MAP data, teachers in Elementary create class and individual goals in strands of needed improvement.
- In the high school level, teachers examine tests, student writing and projects in order to assess student mastery of content and curriculum. Teachers analyze student results to identify if remediation or reteaching needs to occur for students to master learning goals. Curriculum such as Pearson, MathXL and NoRedInk provide data analysis tools which allow teachers to see student weaknesses in content standards, and also provide the opportunity for teachers to assign students individualized work to help strengthen their mastery so that they can progress in the course curriculum successfully.

Teachers utilize formal and informal assessments like chapter tests, writing, quizzes, informal student check-ins, classwork, and class discussions to evaluate the effectiveness of instruction and student learning. Based on results from these various assessments, teachers are able to adjust instruction in order to go back over specific areas of weakness and plan lessons for the following year. Instruction is differentiated based on daily assessments, weekly assessments and MAP results. Relevant feedback is provided for students.

EVIDENCE

- MAP Test Results
 - [MAP Scores Elementary 2014-15](#)
 - [MAP Scores JH 2014-15](#)
 - [MAP Scores Elementary 2015-16](#)
 - [MAP Scores JH 2015-16](#)
 - [MAP Scores Elementary 2016-17](#)
 - [MAP Scores JH 2016-17](#)
- Lesson Plans
 - [Example 1](#)
 - [Example 2](#)
 - [Example 3](#)
- Formal Assessments
 - [Elementary 5th Grade Example](#)
 - [Junior High English Example](#)
 - [High School APUSH Example](#)
- Informal Assessments
 - [Elementary 4th Grade Spanish Example](#)
 - [Junior High English Example](#)
 - [High School Arts Example](#)

11.4 Shall monitor and communicate annually comprehensive information and analysis of student learning goals, conditions that support student learning, and the achievement of school improvement goals to stakeholders

MCS supports student learning through: lesson presentation, instructor feedback, peer feedback, classroom safety, class arrangements and student groupings.

LESSON PRESENTATION

Through formal and informal observations, learning conditions are evaluated for effectiveness in supporting student learning. The effectiveness of lesson presentation is evaluated throughout the school year. Lesson presentations are assessed in the areas of: content competency, ability to communicate concepts to students, teacher preparation, student assessment and equal participation of all students. A formal observation and follow-up once a year is conducted by an Administrator with every member of the teaching staff.

INSTRUCTOR FEEDBACK

Teachers regularly review assessments with students with the intention of helping students understand areas of growth. Feedback is given through grades, teacher edit comments, verbal instruction and teacher review of assessments. Individual student conferences are held at the request of parent, student or teacher. Teachers who identify a struggling student are able to use the available MCS resources (ie. peer tutoring, after school help with teachers) to help scaffold the learning process for the at-risk student.

PEER FEEDBACK/CLASSROOM SAFETY

Through the use of Kagan strategies and mixed-level cooperative groups, MCS teachers provide students with a well-rounded learning environment that support

their individual learning needs. Implementation of Kagan into MCS classrooms has the added benefits of providing student-to-student praise, student-to-teacher praise and overall classroom safety.

Stakeholders are kept informed about the ongoing improvements regarding the learning process through Back-to-School Night, AP Night, Prospective Student Shadow Day, and periodic email updates from the Administration. The school profile is assembled and published by the Department of College and Guidance and appears on the school website. Division and department meetings are utilized to communicate progress in achieving student academic goals.

AREAS OF STRENGTH

- MCS utilizes a variety of assessments that demonstrate student achievement and ensure accurate student placement.
- MCS offers a scaffolded approach to testing through MAP.
- MCS Administration continues to utilize data to further program growth for further student achievement.

AREAS OF GROWTH

- MCS will review and re-develop a plan to improve scores for all low performing students, based on classroom grades and standardized testing, with the intent to enhance overall student readiness (ACTION PLAN #2).

12. HEALTH, SAFETY AND SECURITY

12.1 The school shall be safe, secure, clean, and meet all pertinent building, equipment, health requirements and legal requirements.

MCS is a safe, secure, and clean campus that meets all pertinent building, health and legal requirements. In order to maintain a safe and secure campus, MCS has put into place a safety team that includes:

- Assistant Principal
 - Responsible for all safety and security
- Junior High Principal
 - Assists in all security related matters
- School Nurse
 - Responsible for health and welfare of student and staff
 - All staff are CPR trained.
 - Mental Health referrals on file for student services.
- Athletic Trainer
 - Responsible for injury prevention training and treating MCS athletes

MCS has a maintenance plan for all buildings that are overseen by the Facilities Director. Responsibilities are as follows:

- Cleaning
- Building maintenance and equipment
- Assists in safety/security issues

Technology that supports security and safety is maintained by the Director of Technology.

- Assists with safety and security technology
- Information Storage
- Server Maintenance

The MCS Facilities Department conducts regularly scheduled fire, earthquake and lock-down drills to ensure that students and staff are prepared in case of an emergency. Fire alarms are inspected and tested annually by the local fire department. In addition, all fire extinguisher are inspected regularly to ensure they are in good working order. Each classroom has an emergency map and a red folder containing essential information. All classrooms are kept locked throughout the day.

MCS has campus security cameras that provide 24-hour surveillance and the school perimeters are fenced with one access point at the main school office. The front entrance hallway has a security door with a controlled access keypad and keycard entry with software.

EVIDENCE

- Staff Job Descriptions, located in Human Resources Office
- [MCS Emergency Response Manual](#)
- Parent/Student Handbook
 - [Preschool](#)
 - [Elementary](#)
 - [Junior High](#)
 - [High School](#)
- Building and Safety Records, Located in the S Building
- Staff Screening of Employment, Located in the Human Resources Offices

12.2 The school shall have policies that ensure the security of students and staff (i.e. access to students, release of students and procedures relative to suspected child abuse).

The MCS Parent/Student Handbooks clearly state that MCS is a closed campus and follows the Attendance Guidelines of the State of California.

MCS is required by the California Education Code (AB 346) to obtain fingerprint clearance for all school employees and volunteers. The school has a registered account with the Department of Justice and uses Live Scan systems administration through the school Admissions Office.

MCS policy on child abuse reporting is in accordance with California's law as regards "mandatory reporters" as cited in the Employee Handbook. In accordance with the California law (California Penal Code Sections 11164-11174.3), new employees are required to sign a statement of agreement to comply with mandated reporting requirements prior to commencing employment. All staff receive training relative to child abuse on an annual basis.

RenWeb contains notification of all court documentation for students who have limited parental access. The attendance office verifies parents' rights to sign out their students according to the legal documentation. Alerts are immediately present when any student with restricted access is queried.

MCS has a Health Office on the campus that employs a full time Registered Nurse to treat all non-emergency cases and identify any situations that require emergency services. The campus is equipped with AED defibrillators located strategically around the campus, and the staff has been trained in their use. These AED machines are tested monthly in accordance with California Health and Safety Codes (hsc: 1797.196). Training is offered to designated personnel (school nurses and coaches/athletic directors) at least every two years with the CPR and First Aid recertification training.

MCS has established policies and procedures that ensure the security of students and staff:

- Armed personnel on campus
- Security cameras
- Gate procedure guidelines
- Student off-campus procedures
- Two-way radios used throughout the campus

- Visitor access procedures
- Procedures related to suspected child abuse reporting
- Level 1 and level 2 volunteer screening procedures
- Lockdown procedures
- Consistent teacher aide presence on campus before, during and after school
- Controlled access points to Administration offices
- Working relationships with local law enforcement agencies
- Secure student lockers for Junior High & High School

EVIDENCE

- [Gate Watch Guidelines](#)
- [Off Campus Procedures](#)
- [Visitor Access Procedures](#)
- [Lockdown Preparation](#)
- [Lockdown Procedures](#)
- [Fire Drill Procedures](#)
- [Campus Security Policy](#) [Armed Personnel](#)
- [TA Gate Duty Procedures](#)
- [Two-Way Radio Procedures](#)
- Locker Procedures
 - [Junior High](#)
 - [High School](#)

12.3 The school shall have a Crisis Management Plan, to include as a minimum: Evacuation Plans; Lockdown Procedures; Natural Disaster Responses; Grief Counseling (death of a student/staff); Media Communications Policy; Emergency Contact Numbers; and an Uninhabitable Building Plan (i.e., secondary location).

MCS has developed the MCS Safety Preparedness Manual and Incident Command Systems Training Document that is intended to prepare the school for potential disasters. Part of this disaster preparedness is training teachers and students in the emergency procedures. Evacuation maps and drill procedures are located in every classroom and some offices. Fire, earthquake and lockdown drills are scheduled throughout the school year. Staff are trained and updated on disaster procedures during annual school in-services, and students are informed by classroom teachers.

The MCS Safety Preparedness Manual and Incident Command Systems Training Document, located on the school's intranet, is the responsibility of the Assistant Principal. All safety and emergency procedures are defined and updated as necessary. The MCS Safety Preparedness Handbook covers the following information and procedures:

- Responding to an Emergency
- Notification of Incident
- A Key Decision - "Stay Safe" or "Leave Safe"
- Response Shelter-in-Place
- Lockdown

- Code Red Lockdown
- Evacuation
- Duck, Cover and Hold On
- Cancellation/Closure of School During Hours
- Types of Emergencies and Procedures to Follow
- Procedures for During Emergencies

EVIDENCE

- [MCS Emergency Response Manual](#)

12.4 The school shall conduct fire and disaster drills in accordance with state and local regulations.

MCS exceeds California regulations (CCR TITLE 19, 3.13) and conducts emergency drills on a monthly basis at various times of the school day. Records of these drills are kept on file in the Assistant Principal's office.

Each classroom has a red folder that outlines the details of emergency procedures, evacuation plan and student rosters. Each classroom also contains an Emergency Kit that is located near the door-- to be carried out at all drills.

EVIDENCE

- Evacuation Map
- Red Folders, located in classrooms

12.5 The school shall provide adequate and consistent supervision of all students during all school activities (including drop-off and pick-up).

School supervision and safety is consistently maintained by school staff in collaboration with the school's Assistant Principal. Supervision of students is continuous throughout the school day, beginning with their arrival, where trained TAs direct traffic and maintain safety at the two drop-off locations.

Administrators, Teachers, TAs, Office Staff and Facilities are trained in the supervision of responsibility of student safety. Administration, Teachers and TAs circulate through student areas before school, at break and during lunch. This supervision is continued at all school activities outside of the classroom.

EVIDENCE

- [Gate Watch Guidelines](#)
- [TA Gate Duty Procedures](#)

12.6 The school shall have, if transportation services are provided, procedures and regulations designed to safeguard students.

MCS charters state-approved transportation for field trips, school retreats and sporting events.

FINAL EVIDENCE FOR STANDARD 12

- [Fire Hydrant Inspection 2017](#)
- [Fire Hydrant Inspection 2018](#)
- [Fire Alarm System Test Report 2017](#)
- [Fire Marshall Inspection Report 2018](#)
- [Fire Safety Inspection 2018](#)
- [OSHA Proposal for Work Ordered](#)
- [Log of Fire Drills 2017-2018](#)
- [Log of Fire Drills 2018-2019](#)

AREAS OF STRENGTH

- MCS has a well-developed Crisis Management Plan, that clearly addresses procedures for all types of disasters
- MCS has policies and procedures in place that regulate access to and release of students
- MCS students have consistent supervision throughout the school day by qualified staff members
- MCS is a safe, clean and well maintained campus that meets all health and legal requirements
- Surveillance cameras provide ongoing ability to track access to building throughout the MCS campus

AREAS OF GROWTH

- MCS will continue to practice and implement safety procedures and protocols
- MCS will continue to provide additional cameras and safety precautions at key areas throughout the campus

Preschool Accreditation Addendum

Note: Standards 1, 2, 5, and 7 are the same between the K12 and Preschool Protocols

Welcome to Maranatha Christian Schools Preschool. We are honored to have you on our campus, show you our academic successes and most importantly welcome you into our school family. We are genuinely thankful for the privilege and opportunity to participate in Christian education and care for a child's academic and spiritual needs. We believe that God has called us here to provide an experience that will equip each student with the tools they will need to reach their academic potential and grow spiritually in their relationship with Jesus Christ.

Please note the following as you read the Preschool Addendum.

1. The Preschool is located on a separate campus than the TK-12 campus. Our address is: 10752 Coastwood Rd, San Diego, CA 92127.
2. The following standards have been addressed in the TK-12 chapters: Standards 1, 2, 5, and 7. We believe that we are one school and we share the same philosophy, governance, finance and records.
3. We are blessed to host you. Please enjoy and let us know if you have any questions, we are here to serve.

3. PRESCHOOL CURRICULUM AND INSTRUCTION

3.1 Shall be consistent with the Preschool's philosophy.

For further information reference K-12; 3.1.

3.2 Shall incorporate a Biblical worldview into each subject area.

For further information reference K-12; 3.2.

3.3 Shall be in written form, based on knowledge of child development and designed to meet individual needs by using student assessment tools and allowing teachers flexibility to adapt lesson plans.

Maranatha Christian Schools' goals for every student at each grade level are to provide the academic skills and concepts necessary to succeed not only at grade level but for the next grade. The Preschool adheres to the California Preschool Curriculum Framework and the California Preschool Learning Foundations for ages 24 - 60 months. The California Frameworks and Foundations define academic standards in math, science, language and literacy, social-emotional development, English language development, health, physical development, visual and performing arts, and history and social science. The 4-year old/Pre-K students' classes also use OWL by Pearson curriculum and Engage New York math to augment in meeting the standards outlined in the foundations. The teacher is responsible for integrating the California Preschool learning foundations with the OWL by Pearson curriculum and the Engage New York math curriculum. The teachers evaluate their defined academic standards at each age level by submitting weekly lesson plans to the Preschool Director. California standards are cited in the weekly lesson plans.

The techniques the teacher uses to determine how students learn and their individual needs through instructional approaches include but are not limited to: whole brain teaching, check-ins during circle time and small group assessment during table-top time in the areas of math, language, literacy and art. One-on-one time is utilized where the teacher is able to evaluate the students' learning and individual needs. With that information the teacher is able to incorporate differentiated learning into their classroom routine so that the students' individual needs are met through appropriate instructional approaches. Some approaches include but are not limited to differentiated groups so that each level learner is challenged appropriately, spiral review at the end of each day, and individual and/or small group pull-out time during the school day. The teacher plans and then uses her lesson plans to abide by the 4 C's and standard-based learning outcomes for each student so that their instruction is age appropriate.

The Preschool has a clear assessment process using the OWL by Pearson assessment, Handwriting without Tears assessment, and Engage New York math assessment. These tools are used to determine if academic standards are achieved. Students are given pre- and post- assessments in the Fall and Spring. According to the results of the pre-assessment, teachers offer differentiated learning during one-on-one learning time. Rubrics are used to standardize letter recognition, phonological

awareness and auditory discrimination in language arts. Rubrics are also used in number recognition, addition, subtraction, geometry and algebra in Mathematics as well as in health, physical development, spiritual development and social-emotional development. Rubrics assist teachers in identifying specific areas and skills where students need assistance. Preschool teachers use morning meetings, learning centers, open centers, individual and small group pull-outs as well as formal and informal reviews incorporated into daily routines to gather student feedback and to adapt lesson plans accordingly. The Preschool teacher uses formal assessments to measure each child twice a year, and ongoing daily informal assessments within the classroom setting. The student is given a grade of:

- **P for proficient**
The student typically and regularly exhibits the behavior or performs the skill.
- **D for developing**
The student exhibits the behavior or performs the skill on an increasingly regular basis.
- **E for Emerging**
The student is just beginning to exhibit the behavior or perform the skill.
- **N for Not Introduced**
At this time the skill has not been introduced in class.

EVIDENCE

- Preschool report card examples
 - [Three Year Olds](#)
 - [PreK](#)
- OWL assessment examples:
 - [Example 1](#)
 - [Example 2](#)
 - [Example 3](#)
- [California Preschool Frameworks](#)
- [California Preschool Foundations Books](#)
- Engaged New York math assessment examples:
 - [Example 1](#)
 - [Example 2](#)
- Handwriting Without Tears assessment
 - [Example One](#)
- Curriculum mapping
 - [Example 1](#)
 - [Example 2](#)

3.4 Shall avail itself of the resources of the local community.

The Preschool refers speech related issues to Del Sur Speech Therapy and the Poway Unified School District for further screening and evaluation. The Preschool maintains a working relationship with Del Sur Speech Therapy in which a speech therapist provides information to the teachers during weekly staff meetings, provides annual screenings at the Preschool site, and directly addresses parents' concerns. The Preschool Director maintains an Early Intervention Service Directory list in the Preschool Office and refers to Poway Unified School District when/if a developmental delay or special education issue is identified or suspected. Preschool teachers focus on

establishing a strong parent/teacher relationship based on open communication. Teachers also attend IEP meetings with the family to ensure that support services have a direct relationship to student involvement.

EVIDENCE

- Del Sur speech therapy
 - [Example One](#)
 - [Example Two](#)
 - [Example Three](#)

3.5 Shall provide appropriate teacher planning and preparation time.

Teachers are encouraged to collaborate with each other within age level and as a whole to share best teaching techniques and ways to help each student. Teachers come together during prep times to evaluate strengths and weaknesses in different curricular areas. Professional development days also increase the opportunity to collaborate among teachers and Administration with resources that promote critical thinking skills, creativity, collaboration, and communication. Throughout the year, teachers communicate with each other on what areas they are working on to accomplish their teaching goals and finding areas that need improvement. In addition, the teachers meet every week to discuss curriculum design, planning and strategies. Teachers are provided two hours a day for planning and preparation time.

EVIDENCE

- Professional Development Plan, Located in the office of the Director of Curriculum and Instruction

3.6 Shall be formally and systematically evaluated by the Preschool and revised as needed.

At the Preschool level the teacher evaluates how the students work is meeting the 4C's that are set and aided by Biblical integration. With the 4C's goals set for the classroom the teacher can evaluate the student's work and assess if the student is demonstrating achievement in areas such as, but not limited to: math, language and literacy, art, science, creativity, communication, critical thinking, collaboration, and Biblical worldview. The teacher uses the student's engagement level to the subject matter as well as formal and informal assessments to make these evaluations. For further information, reference K-12; 3.8.

EVIDENCE

- [MCS Curriculum Review Cycles](#)

3.7 Shall reflect acknowledgment of differences in children and show God's love for people of each race, color, and sex.

The curriculum and instructional program at Maranatha Christian Preschool addresses the needs and learning styles of all children. Teachers use a variety of resources in differentiating their instruction that include but are not limited to suggestions embedded within the curriculum in language/literacy and math, webinar training sessions and on-site professional speakers. The Preschool student mix is very diverse and reflects the program's love for all children.

EVIDENCE

- Maranatha Christian Preschool Curriculum Binder, located at Preschool Campus
- Differentiated Instruction
 - [Example 1](#)
 - [Example 2](#)
 - [Example 3](#)

3.8 Shall incorporate developmentally appropriate materials and equipment available for all ages enrolled in the Preschool.

Maranatha Christian Preschool provides high quality early learning within safe, stimulating environments that are warm, comfortable and aesthetically pleasing. Children are active learners who use the physical environment in a direct, hands-on manner through the use of a wide variety of manipulatives, science exploration, art materials, creative themed play and props, writing and fine motor, blocks, reading/library area, sensory play, music and movement and STEAM/technology. Developmentally appropriate materials are available in a quantity and variety to occupy all children in attendance and are consistent with the developmental capabilities of the children. Many types of play choices, for blocks of time, provide different opportunities for children to experiment, explore and learn. Materials are rotated and changed frequently based on the children's interests. Materials and equipment are also offered indoors and outdoors to broaden the children's exploration and experiences.

3.9 Shall meet the intellectual needs of each child.

1. Receptive and expressive language experiences, appropriate to development of children, are provided throughout the day.

Each day students are given opportunities to accomplish the 4C's during table-top time and open center time. The teacher provides opportunities for students to develop the 4C skills in the areas that include but are not limited to dramatic play, STEAM areas (block building, sensory table, light table, art shelf) math and literacy tables. Throughout the year teachers communicate with each other about which areas are working to accomplish these goals and finding areas that need improvement.

EVIDENCE

- Weekly Lesson Plan
 - [Sample 1](#)

2. Opportunities are provided for supervised exploration and experimentation that develop cognitive skills.

Maranatha Christian Preschool provides a well-rounded program that encourages and challenges age appropriate development using hands-on curriculum in literature, art, science, math, and music. STEAM activities are included as a regular part of preschool curriculum. Hands-on learning centers are part of the everyday classroom environment that include but are not limited to writing centers, process oriented art, listening centers, dramatic play, puzzles and books, science exploration, math readiness activities, and language and print-rich activities. The Preschool program extends learning to the outdoors unlocking the student's natural curiosity to explore God's creation.

EVIDENCE

- Lessons Include the Development of Cognitive Skills
 - [Example 1](#)
 - [Example 2](#)
- Visiting Committees Observations of the Classroom

3. Media programs serve as special events rather than a significant part of the everyday program. Previewed programs are appropriate to age and attention span, and enhance the concept and values of the Preschool.

The Preschool director and teachers work together to ensure that lesson plans reflect the goals of the program and connect with the student outcomes. The classroom schedule includes a balance of Biblically integrated, age-appropriate activities including but not limited to teacher directed large group, small group with teacher/child and child/child interaction, child initiated individual choice and indoor and outdoor play opportunities. A variety of experiences are provided for the Preschool children including language and literacy activities, engagement with mathematical concepts and materials and opportunities to discover the world of science. The program provides rich receptive and expressive language experiences throughout the school day. Media programs are limited and brief. They are used as an enhancement to the learning material. The early childhood staff interact with each child in a manner that exhibits love, respect, and an ongoing effort to live out the mission of Maranatha Christian Schools for all students to “experience God’s love, be equipped to fulfill God’s unique call and purpose and to excel in their God-given potential through academics, arts and athletics.”

EVIDENCE

- Weekly Lesson Plan:
 - [Sample 1](#)

3.10 Shall meet the physical needs of each child.

1. Classes should be given time and space for outside play on a daily basis, weather permitting.

The Preschool gives each class a 30-minute outdoor exploration time each day. Additionally, parents are given the opportunity to sign their child up for an additional hour of outdoor exploration and socialization through the school's Lunch Bunch program.

EVIDENCE

- Outdoor Exploration:
 - [Sample 1](#)
 - [Sample 2](#)

2. Outside play equipment and experiences shall be appropriate for the age and number of children using the playground.

The playground and the equipment are age appropriate for students ages two to five. The one-to-twelve teacher-to-student ratio is maintained during the outdoor exploration time. Teachers are actively engaged with students during outdoor time to enhance learning through play. The sand, tricycle track, swings, outdoor sensory bin, climbing structure, garden, and grass areas encourage teachers and students to actively engage during outdoor exploration time.

EVIDENCE

- Observations by the Visiting Committee

3. Curriculum will provide for hand-eye coordination, gross and fine motor skills.

Gross and fine motor skills are integrated throughout the day. Each teacher is mindful of developmentally appropriate tools and manipulatives, and makes them available during table-top and open center times including but not limited to movement and music time, writing centers, sensory bin, art easel, and science table. Outdoor exploration time to develop gross and fine motor skills include but are not limited to balancing activities, sidewalk chalk, ball sports, hula hoops, sensory bins, large and small blocks, tricycle path, swings, sandbox and various play structures.

EVIDENCE

- Weekly Lesson Plan:
 - [Sample 1](#)

3.11 Shall meet the social needs of each child.

1. Develop age appropriate rules and consequences for each group.

At the Preschool each teacher develops an age and social/emotional appropriate behavior system to meet the needs of each class. The teachers communicate and collaborate to meet the social needs of each child. At the beginning of each school year, a strong focus is integrated into each teacher's lesson plan to equip the students with age appropriate behavior strategies through the use of books, puppets, teacher

modeling, and songs, to develop a clear understanding of classroom expectations. These practices are continued and reinforced throughout the year to maintain a consistent understanding of the rules and consequences of each classroom.

EVIDENCE

- Weekly Lesson Plan:
 - [Sample 1](#)
- [MCS Employee Handbook](#)

2. With Christ as our example, pro-social techniques are encouraged in developing cooperation, taking turns, sharing, and problem-solving.

With the use of the ACSI Bible curriculum, the teachers are using age appropriate, Christ-centered techniques to encourage pro-social behavior in the school. With the use of the Bible curriculum, teachers are able to provide students with biblical examples to help encourage positive collaboration and communication for peer interactions in the classroom. Utilizing God's Word, social issues are addressed each day where teachers guide students' to follow Christ's example in cooperation, taking turns, sharing and problem-solving.

EVIDENCE

- ACSI Bible Curriculum, located on Preschool Campus

3. Interactive discipline procedures such as redirection, reflective listening, and positive reinforcement are encouraged.

Teachers are trained in the implementation of differentiated positive discipline procedures. Teachers find opportunities to redirect students' behavior through use of reflective listening, adult role modeling and positive reinforcement. Teachers work one-on-one with students to meet individual needs to help support social and emotional growth.

EVIDENCE

- [Biblical Integration and Contextualization](#)

3.12 Shall meet the emotional needs of each child.

1. The curriculum includes activities that enhance esteem for self and others and promote children's emotional growth.

Through the use of books, puppets, modeling, and reflective listening, teachers actively teach students to recognize their emotions and those of others in the classroom. Teachers integrate Bible stories, prayer, and memory verses to promote children's emotional growth. Teachers use circle time to teach feelings and emotions as a whole group and then use open center time to help guide the students in building confidence and positive self-esteem with their peers. Opportunities are integrated into the classroom setting to help boost emotional growth. Some examples are show and tell in front of peers, dramatic play, small and large group collaboration.

EVIDENCE

- Weekly Lesson Plan
 - [Sample 1](#)
- Maranatha Preschool Curriculum document, located in Preschool Director's Office

2. Staff members demonstrate love and respect for each child and interact often with children by showing interest, warmth, consideration, and affection.

- a. Staff speak to children in a loving, friendly, and courteous tone.*
- b. Staff are available to individual children and responsive to their needs.*
- c. Staff encourage self-help skills in children.*
- d. Creative art and musical experiences are reflected in the curriculum.*

Teachers use a gentle tone and patience when interacting with each student, making sure that they are in control of their own feelings and emotions before interacting with the child. The ACSI Bible curriculum also includes a teacher devotional each week that helps them have a Christ-centered mindset to start the week with their students. Teachers provide a loving and respectful environment.

The teacher is available to all students each day during class time. The Preschool follows licensing regulations of 1:12 teacher student ratio. Maranatha Christian Preschool is staffed with a TA in every class to give each classroom a 1:6 teacher to student ratio. This ratio enables the teacher to have more one-on-one opportunities with the children as needed. The small ratio allows teachers to be more effective in recognizing students' needs and to safely give one-on-one attention to the student during their time of need.

Teachers encourage children to learn self-help skills by providing opportunities for students to put on their own clothing, shoes and backpacks; clean up after snack; pour their own water; clean-up the classroom; use the restroom; and recognize and use verbal communication to communicate their own needs. The teacher implements age appropriate routines in each classroom to promote independence and help students learn how to navigate a classroom independently with limited prompts from the teacher.

Children experience visual and performing arts from the teacher during bimonthly chapel times, circle time interactions and planned experiences integrated throughout the classroom. Teachers demonstrate love and respect for each child by providing a warm and inviting classroom that includes but is not limited to a creative art table-top time, art easel, music and movement, fingerplays and songs, access to musical instruments, flannel board stories, and audio listening center.

EVIDENCE

- The ACSI Bible curriculum, located on Preschool Campus
- Weekly Lesson Plan:
 - [Sample 1](#)
- Maranatha Preschool Curriculum document, located on Preschool Campus

3. The sound of the environment is primarily marked by pleasant conversation, spontaneous laughter, and exclamations of excitement rather than harsh, stressful noise or enforced quiet.

Each child is warmly greeted at the door by the teacher every morning. The teacher welcomes each child into a classroom environment that promotes and encourages conversations, laughter and excitement with peers in areas that include but are not limited to open center time, table-top time, circle time, small groups, outdoor exploration and Bible time.

EVIDENCE

- Classroom Environment:
 - [Sample 1](#)
 - [Sample 2](#)
 - [Sample 3](#)

3.13 Shall meet the spiritual needs of each child.

1. Christian values and principles are prevalent across disciplines and are interwoven throughout each day's activities in an age-appropriate manner.

Weekly lesson plans include a dedicated Bible time each day. The teachers build on and integrate the ACSI Bible curriculum throughout all learning centers in the classroom, including but not limited to dramatic play, math, science, language and literacy, STEAM, and outdoor exploration time.

EVIDENCE

- ACSI Bible Curriculum, located on the Preschool Campus
- [Bible Truths for Early Childhood Education](#)
- Weekly Lesson Plan
 - [Sample 1](#)

2. Worship songs, prayer, and scripture verses are integrated into daily routines and activities.

Teachers integrate Bible songs, stories, prayer time, and scripture verses through a Bible group time, and other teacher-directed learning times throughout the day. Additionally, scripture verses and story cards are displayed in the classroom at all times.

EVIDENCE

- ACSI Bible Cards, located on the Preschool Campus

3. Bible stories are presented as truth and are taught in ways appropriate to the children's developmental levels.

Maranatha Christian Preschool has adopted the ACSI Bible curriculum for use in all classrooms, ages two through five. The curriculum scaffolds each lesson and activity to ensure that it is developmentally appropriate for each age group. Each lesson is presented as truth, and in a manner that encourages the child to grow their faith in Jesus.

EVIDENCE

- ACSI Bible Curriculum, located on the Preschool Campus

4. Biblical principles are implemented for conflict resolution, guidance, and discipline.

Teachers use their own faith foundation and the weekly Bible verses and stories to help point the students to Christ when conflict arises in class. The Preschool classroom is a Christ-centered environment that gives the student access to a Bible, safe space to calm down, and a gentle and loving teacher who is willing to pray for them when needed. When helping students solve problems the teacher guides students to think about Christ first and His example about how to treat others.

Starting in the Fall of 2018, all Preschool classes implemented a highly well-received Bible curriculum that was piloted at the end of the previous school year. It incorporates all areas of learning across the classroom to enforce the Biblical truths being taught.

EVIDENCE

- [Biblical Integration and Contextualization](#)
- Weekly Bible Verses
- Teaching of Biblical Principles
 - [Sample 1](#)
 - [Sample 2](#)

5. Through words and actions, staff members serve as Christian role models.

Teachers are expected to serve as Christian role models to all students. At the Preschool, this is seen in both words and in actions. This might be seen in a morning smile or high five, a tone which a teacher uses to discipline a student, or in the singing of worship songs at chapel. All staff members know the mission and vision of MCS and try to live it out in their daily lives.

EVIDENCE

- [MCS Employee Handbook](#)
- Classroom Environment:
 - [Sample 1](#)
 - [Sample 2](#)
 - [Sample 3](#)

FINAL EVIDENCE FOR STANDARD 3

- [Daily Schedule for Preschool](#)

AREAS OF STRENGTH

- Compassionate well-trained teachers and supportive, engaged parents.
- Maranatha Preschool offers a wide variety of instructional strategies in support of student learning and achievement through continual professional development.
- Maranatha Preschool provides equal access and appropriate learning experiences for all learners.
- Maranatha Preschool appropriately and accurately communicates academic data to all stakeholders.
- The communication of the 4C's in the classroom lesson plans, annual plans and classroom structure, helps strengthen student learning.
- Maranatha Preschool offers Biblical integration into curriculum and instruction at the appropriate levels of student learning.

AREAS OF GROWTH

- MCS will continue to strategically align its programs (EE-High School) to enhance overall student achievement. (ACTION PLAN #1)

4. Preschool Staff

4.1 All members of the Preschool staff shall be Christian and shall exhibit Christian character in all areas of life. (i.e. Fruit of the Spirit according Galatians 5:22-23).

For further information reference K-12; School Staff 4.1.

4.1.1 All Preschool personnel (full/part time staff or any volunteers) are required to undergo background check prior to their employment or being given access to students, and all new staff members will serve a probationary employment period to ascertain their competence in working with children.

For further information reference K-12; School Staff 4.2.

4.2 All school personnel (full/part time staff or any volunteers) are required to undergo a background check prior to their employment or being given access to students.

For further information reference K-12; School Staff 4.2.

4.3 Instructional Staff

4.3.1 Staff who are in charge of a group of children should have at least an ACTS Preschool Staff Credential. In cases where staff members do not meet the specific qualifications, a training plan, both individualized and program-wide, has been developed and is being implemented for those staff members. NOTE – Centers/Preschools must comply with state and local requirements for Preschool staff credentials/supervision as well.

All Maranatha Christian Preschool teaching staff have a minimum AA degree which must include 24 early childhood college course units. All Preschool TAs have the California State required 12 early childhood college course units. Maranatha's staff education requirements meet or exceed the ACTS requirement.

EVIDENCE

- Employee files, located in Preschool Directors Office

4.3.2 Members of the teaching staff are involved in regularly scheduled professional development or continuing education programs.

Professional development days are regularly scheduled and are sometimes planned up to a year in advance. In addition to outside training, MCS also provides opportunities to collaborate among teachers and Administration with resources that promote critical thinking skills, creativity, collaboration, and communication. For further reference see section 4.4 in the K-12 narrative.

EVIDENCE

- Professional Development Plan, located in the office of the Director of Curriculum and Instruction

4.3.2.1 The instructional staff participates in a minimum of 10 documented hours of continuing education or professional development annually.

Each staff member is required to complete 21 hours of approved early childhood training per school year. This is achieved through completing early childhood classes, professional development, and staff trainings. Teachers are also encouraged to attend training conferences throughout the year.

EVIDENCE

- Bonnie Bruce, Educational Consultant for EE developmentally appropriate practices
- Branching Out Consultants, Brain Based Learning CEUS
- ACSI Webinars

4.3.2.2 All staff shall have a professional development plan on file with evidence that it is being implemented.

Current staff meet higher than recommended degrees and early childhood units. Teachers have AA degrees or higher plus 24 early childhood units. All teachers currently fulfill the requirements of the Professional Teacher Certification for intermediate and professional levels. TA's have completed or are working towards completing 12 early childhood units.

Maranatha Preschool division is licensed through the State of California. Teachers are required to complete a minimum of 24 early childhood education units, and TA's are required to complete a minimum of 12 early childhood education units. In addition, each staff member is required to complete 21 hours of approved early childhood training per school year. This is achieved through completing early childhood classes, professional development and staff trainings. Teachers are also able to attend training conferences during the year.

EVIDENCE

- Employee files, located in Preschool Directors Office

4.3.3 Staff/child ratios are in compliance with state standards. Recommended ratios are

Birth – 12 months	1 staff to 4 children
12 – 23 months	1 staff to 6 children
2 year olds	1 staff to 11 children
3 year olds	1 staff to 15 children
4 year olds	1 staff to 20 children
5 year olds	1 staff to 25 children

The Preschool division has small class sizes, with a ratio of twelve students to two adults. There is a teacher and TA in each classroom, and parent volunteers offer additional support.

The classrooms are staffed with a 1:6 teacher to student ratio. This low ratio allows for differentiated instruction and a personalized approach to learning. Learning is conducted through large group instruction, small group instruction and one-on-one pull-out. These instructional options allow for access to and progress in the rigorous standards-based curriculum.

EVIDENCE

- Observations made by the Visiting Committee

4.4 Support Staff

4.4.1 The support staff shall be sufficient in number as to provide adequate clerical assistance to the Preschool.

Maranatha Christian Preschool has a fully staffed Preschool office that includes the Early Education Principal, Administrative Assistant to the Principal and Office Assistant. The three support staff are all full-time employees.

EVIDENCE

- Observations made by the Visiting Committee

4.4.2 The Preschool shall provide a custodial staff sufficient to maintain a clean and safe environment.

Maranatha Christian Preschool utilizes the MCS main campus and Maranatha Chapel facilities teams to provide daily support to the Preschool campus to maintain a clean and safe environment. An outside janitorial service is utilized daily to clean all classrooms, resource rooms, and office space.

EVIDENCE

- Observations made by the Visiting Committee

4.5 Administrative Staff

4.5.1 The Preschool's governing body shall appoint a full-time person as the chief administrator/Director and who shall be on the full-time Preschool staff and functioning in that capacity. An Early Childhood Specialist (who can be the director or another staff member who meets the criteria) is employed to direct the educational program. The qualifications of an Early Childhood Specialist are a baccalaureate degree in Early Childhood Education/Child Development and at least 3 years of full-time teaching experience with young children and/or a graduate degree in Early Childhood Education/Child Development. In cases where the Early Childhood Specialist does not meet the specific qualifications, a professional development plan toward meeting the qualifications is on file with evidence that it is being implemented.

The MCS School Board is responsible for all Administration hires. A full-time Early Education Principal is on staff for the Preschool division. The Principal has a

baccalaureate degree, 36+ early childhood units and over 25 years in the Preschool industry that includes six years of teaching experience.

EVIDENCE

- Job Descriptions, located in the Human Resources Office
- Employee files, located in the Human Resources Office

4.5.2 The administrative staff shall show evidence of continued professional growth by documented participation in the Preschool's professional development program and/or college or continuing education credit.

Reference K-12: 4.12

4.5.3 The chief administrator seeks to provide spiritual leadership to the staff and students in fulfilling the spiritual mission of the Preschool.

The Early Education Principal works closely with the MCS Director of Biblical Studies in providing spiritual leadership to the Preschool staff. Weekly devotions are held at staff meetings as well as Maranatha Chapel pastoral devotions.

4.5.4 The chief administrator shall oversee all executive functions including compliance with governmental regulations, public relations, financial responsibilities, parent education and relations, building and equipment maintenance, staff recruiting, supervision, and employee relations.

The Early Education Principal oversees all California Licensing, Title 22 regulations in keeping the Preschool compliant. The Principal works closely with the MCS Director of Human Resources regarding staff recruiting, supervision and employee relations. The MCS Facilities, Accounting and Marketing departments also provide support for the Preschool Principal.

EVIDENCE

- [State of California Title 22: 101200, 101217\(c\), 101221\(d\)](#)

4.5.5 The Preschool shall establish a formal and systematic process of faculty/staff evaluation which shall be conducted on a periodic basis and properly documented.

For further information reference K-12: 4.15

4.6 Faculty/Personnel Handbook

4.6.1 The Preschool shall publish a faculty/personnel handbook which shall include the following: philosophy of the Preschool, dress code, rules and regulations, discipline procedures, and personnel evaluation policies.

Maranatha Christian Preschool utilizes the MCS Employee Handbook as well as an Early Childhood Staff handbook that addresses MCS mission, vision and values, philosophy of education and personnel policies.

EVIDENCE

- [MCS Employee Handbook](#)
- [Early Education Staff Handbook](#)

4.6.2 The faculty/personnel handbook shall contain a policy statement of due process and grievance procedures.

Maranatha Christian Preschool follows the MCS Employee Handbook policies and procedures for due process and grievance procedures.

EVIDENCE

- [MCS Employee Handbook](#)

FINAL EVIDENCE FOR STANDARD 4:

- [Staff Roster](#)

AREAS OF STRENGTH

- Maranatha Preschool has the support of Maranatha Chapel and resources which foster the foundation of faith and strengthen the school community.
- Maranatha Preschool has demonstrated a significant improvement and commitment to a measurable Staff Development Plan through: schoolwide in-service training, scaffolded professional development, on-site professional development and Early Education conferences.
- The Maranatha Preschool Administration works well with the staff and is accessible for meeting with all members of the faculty.
- The Maranatha Preschool office staff faithfully supports the community at MCS.
- Maranatha Preschool clearly communicates the vision for Christian education and the expectations for each staff member's beliefs.

AREAS OF GROWTH

- MCS desires to have ACTS certification for all teaching staff and Administration.
- MCS aims to improve the policy and provide services for students in need of academic, emotional and behavioral support.

MCS NOTE: Preschool Addendum does not include section 6. But, in order to help the flow of information, the Preschool-only policies are listed in the following addition to the Addendum.

6. Admission Procedures and Policies

The school's admission procedures and policies:

6.1 Shall be clearly written in a student handbook.

Preschool program information and the enrollment process is written in the Preschool Parent Handbook. The handbook is posted on the MCS website for all parents to access.

EVIDENCE

- Parent Handbook
 - [Preschool](#)

6.2 Shall be formulated by the governing body.

Preschool admission procedures and policies are formulated and approved by multiple levels of expertise and authority to include the MCS Administration, the MCS School Board and State of California licensing regulations.

EVIDENCE

- Meeting minutes from School Board Meetings, located with Board Secretary

6.3 Shall be written in such a manner as to admit only those for whom the program is designed and is consistent with the Preschool's philosophy and objectives.

Maranatha Preschool's Admission Agreement is as follows:

Maranatha Christian Preschool's admission policy is non-discriminatory and grants enrollment to any two-year-old and any toilet-trained child, 3 to 5 years of age, without regard to race, color, national origin, ancestry or religion.

Maranatha Christian Preschool has a non-refundable, non-transferable \$135.00 enrollment/registration fee that is due upon enrollment. All remaining enrollment forms must be returned within two weeks from submitted application.

Children will not be enrolled unless an immunization record is presented and immunizations are up-to-date. If your child is unimmunized due to medical reasons please notify us.

Maranatha Christian Preschool follows a traditional school year calendar. A separate summer program is available during the summer.

Maranatha Christian Preschool requires that the annual tuition be electronically paid

through FACTS management. Monthly and annual options are available. For monthly options FACTS will collect a one-time processing fee. A FACTS account must be created by the MCPS deadline or risk possible disenrollment.

There are no deductions for absences or for holidays.

In case of withdrawal, a two-week notice is required. Two full weeks tuition must be paid whether or not notice is given. The Principal may discontinue enrollment at any time.

Children who become ill may not remain at the Preschool. Parent will be called to pick up their children. Only those people on the emergency form will be allowed to pick children up from the center. Identification MUST be shown to the Preschool Administration.

Children may not be sent to school when showing signs of fever, sore throat, swollen glands, thick yellowish or green mucus, nasal discharge, rash or other skin conditions, or watery, crusty or pink eyes. Your child must be free from vomiting, diarrhea and fever for 24 hours before returning to school.

A fee of \$1.00 per minute will be charged for every minute a student remains after their designated pick-up time.

It is mandated by the state of California to have a rest time if the child is in a full-day program. Parents must provide a fitted crib sheet and blanket for their child at the beginning of the week and take it home to be laundered at the end of the week.

Children who are staying all day or through Lunch Bunch must bring a lunch and drink from home. When packing the lunches parents should be mindful that we do not provide refrigeration or have the capability to heat food.

Maranatha Christian Preschool is an environment where Jesus Christ comes first. Our love for him, need for him, and the gift of his salvation will be incorporated in all of the children's daily activities.

I have read the above and agree to these school policies.

EVIDENCE

- Parent/Student Handbook
 - [Preschool](#)

6.4 Shall contain a published policy of non-discrimination and demonstrate consistent adherence.

The Preschool non-discrimination policy is published in the Preschool Parent Handbook as well as on the MCS website. For further information reference K-12 7.4.

EVIDENCE

- Parent/Student Handbook
 - [Preschool](#)

6.5 Shall address financial and other contractual arrangements between the Preschool and parents/students.

Financial and other contractual arrangements between the Preschool and parents/students are noted in the Admissions Agreement (see 6.3)

EVIDENCE

- Registration Agreement:
 - [Preschool](#)
- Tuition Agreement

FINAL EVIDENCE FOR STANDARD 6:

- [Enrollment Packet](#)
- [Enrollment Checklist](#)

AREAS OF STRENGTH

- The admissions process is clearly defined and reviewed by the governing body.
- All admissions forms are easy to access online.
- Financial obligations for MCS families are clearly communicated prior to the start of the school year.
- Non-discrimination policies, which are strictly adhered to, can be found in all MCS publications.

7. Records

7.1 Children's records shall be kept on each student enrolled in the Preschool.

Individual student records are maintained on every Preschool student. California Licensing, Title 22 regulations on required student forms are in each student's file. Required forms include but are not limited to application for enrollment, emergency medical consent (Lic 627), health history/parent's report (Lic 702), identification and emergency information (Lic 700), parent's rights (Lic 995), personal rights (Lic 613), physician's report (Lic 701), immunization records, admissions agreement, parent handbook agreement, photo release permission and sunscreen permission.

7.2 Children's records shall be updated on a regular basis.

Student records are updated regularly when parents notify the Preschool office on any changes to the student's profile. The Preschool office maintains updated student records to include but not limited to progress reports, injury notices and court notices.

7.3 Children's records shall include health and other required information (Birth Certificate, Medical Records, Custody documents if applicable, registration forms, state-required documents).

Maranatha Christian Preschool follows California Licensing, Title 22 regulations with required health information and all state required documents pertaining to the student. Records include but are not limited to immunization records, physician's report, emergency medical consent, health history/parent's report and identification and emergency information.

7.4 Children's records shall be kept up-to-date in matters of discipline.

The Preschool division utilizes an Early Childhood Behavior Incident Report and daily progress reports in regards to matters of discipline. These forms are used in partnership with the student's parents in order to work on agreed upon goals. Copies are given to parents as well as maintained in the students' Preschool file.

EVIDENCE

- [Early Childhood Behavior Incident Report](#)
- [Daily Progress Report](#)
- [Behavior Incident Report](#)

7.5 Children's records shall be kept in a safe, secure, and professional manner (fireproof or electronically current, retrievable dual backed format).

Student records are kept in locking file cabinets secured in the Preschool office which is supervised by assigned staff during normal hours of operation and locked during non-operation hours. Records are also maintained on secure Renweb files. The

buildings are secured by a monitored alarm system as well as video cameras. Only authorized personnel may access records respective of their assignment and established level of authority.

7.6 Access to children's records shall follow the provisions of all local, state, and federal regulations relating to an individual's right to privacy.

Maranatha Preschool division follows State of California Licensing, Title 22 regulations for access to children's records.

Inspection Authority of the State of California Child Care Licensing Department

The Department has the authority to interview children or staff without prior consent (Section 101200). The Department has the authority to inspect, audit, and copy child or child care center records upon demand during normal business hours. Records may be removed if necessary for copying. Removal of records shall be subject to the requirements in Sections 101217(c) and 101221(d).

EVIDENCE

- [State of California Title 22: 101200, 101217\(c\), 101221\(d\)](#)

7.7 Office records shall be adequate in nature to present a true and accurate picture of the Preschool's income, expense, and operational procedures.

Please reference the narrative of K-12's standard 5.2.

EVIDENCE

- Office Records, Located in Accounting Offices

7.8 Office records shall be kept in a safe, secure, and professional manner (fireproof or electronically current, retrievable dual backed format).

All records for both students and staff are kept in locking file cabinets secured in the Preschool office which is supervised by assigned staff during normal hours of operation and locked in the same office during non-operation hours. Only authorized personnel may access records respective of their assignment and established level of authority.

EVIDENCE

- Office Records, Located in Accounting Offices

7.9 Personnel records shall be kept on all personnel with evidence that they are qualified, competent, and meet legal requirements for the position held.

Personnel records are maintained at the Preschool as well as in the Human Resource Director's office.

EVIDENCE

- Office Records, Located in Human Resources Office
- Office Records, Located in Preschool Director's Office

7.10 Personnel records shall include transcripts, contracts, tax/employment records, and professional licenses, and continuing education or in-service.

Records are maintained on each staff member that include but are not limited to an employment contract, transcripts, employment records, professional licenses and continuing education or in-services. Maranatha's Human Resources Director oversees all Preschool personnel records.

EVIDENCE

- Office Records, Located in Human Resources Office
- Office Records, Located in Preschool Director's Office

AREAS OF STRENGTH

- All Maranatha Preschool student files are stored in a safe and professional manner.
- Maranatha Preschool maintains files on every enrolled student, which contain essential and required information.
- Maranatha Preschool student files are reviewed and updated on a regular basis following established legal guidelines.
- Personnel records for Maranatha Preschool Faculty and Administration include all required legal and professional documentation and are securely stored by Human Resources and the Preschool office.

AREAS OF GROWTH

- MCS will continue to research and implement training to the electronic version of all records and files

8. Family & Community Relations

8.1 PARENT HANDBOOK: All parents shall receive a handbook that is true and accurate, reflects ethical guidelines, describes how the Preschool functions on a day-to-day basis, including but not limited to the philosophy statement and policies regarding holidays, illnesses, hours, fees, refunds, enrollment, and termination, and contains a statement of non-discrimination.

The Maranatha Christian Preschool Handbook is provided electronically through the school website to all families as part of the registration packet. Parents acknowledge receipt of the handbook by signing enrollment documents. The Maranatha Christian Preschool Handbook is updated yearly by Administration to reflect regulatory and operational changes. The handbook is true, accurate and reflects ethical guidelines, describes how the Preschool functions on a day-to-day basis, including but not limited to the philosophy statement and policies regarding holidays, illnesses, hours, fees, refunds, enrollment, and termination, and contains a statement of non-discrimination.

EVIDENCE

- Preschool Parent Handbook
 - [Preschool](#)

8.2 Weekly or monthly memoranda are sent to parents as a regular means of communication.

Maranatha Christian Preschool provides monthly schoolwide emails detailing school events. Monthly classroom newsletters and calendars are provided by each teacher detailing schoolwide and classroom events, learning themes, Biblical focus, literacy and math curriculum highlights. Teachers provide a weekly parent letter outlining the Biblical themes and concepts taught in class. Parent boards are posted in each classroom with current newsletter, calendars and classroom daily schedule. Teachers provide daily reminders on classroom easels as well.

EVIDENCE

- Monthly Classroom Newsletter
 - [Sample](#)

8.3 Parent conferences are held at least once a year and at other times as needed to discuss the child's progress, care, and education. Parents are encouraged to participate in the goal setting process for their child.

Scheduled formal parent and teacher conferences are held twice a year – once in the Fall and once in the Spring. These conferences are based on formal and informal social, emotional, physical, and academic assessments of the child's current developmental level, growth, and deficits. Informal conferences are made available as needed when requested by either parent or teacher. Informal conferences ensure that each student is receiving the proper attention and care necessary to promote the best education possible.

Regular and effective two-way means of communication also occurs between the school and its families. In addition, parents are encouraged to communicate any concerns about their child's development directly to teachers and administration staff anytime during the year. Parents have access to teachers face-to-face at pick-up and drop-off, and through teacher's school email addresses. Teachers encourage parents to request an individual conference time to be scheduled if necessary to address concerns. In addition, parent and teacher communication can be addressed through the Daily Progress Report, Behavioral Incident Report, and Individual Learning Plans.

The goal setting process for each student is a collaboration between teacher and parents. Parents are provided with the goal setting document in which they communicate their goals for their child. This information is discussed with parents during conferences to ensure that each child's needs are met.

EVIDENCE

- [Daily Progress Reports](#)
- Behavioral Incident Report, located on the Preschool Campus

8.4 The Early Childhood Specialist assists the staff with methods of recording their observations of children. Observation records are used for curriculum planning and parent conferences.

The Early Childhood Specialist (Principal) provides the teaching staff with methods of recording their observations of children. These methods include but are not limited to assessment rubrics, progress report teacher guidelines, Daily Progress Reports, Behavioral Incident Reports, and Individual Learning Plans. Observation records are used for curriculum planning and parent conferences, to meet each child's social emotional, academic, physical and spiritual needs.

EVIDENCE

- [Student portfolios](#)
- [Daily Progress Reports](#)
- Behavioral Incident Reports, located on the Preschool Campus
- Individual Learning Plans, located on the Preschool Campus

8.5 Significant changes in a child's physical or emotional state are reported to parents/guardians immediately, are documented, and are placed in the child's file.

Significant changes in a child's physical or emotional state are reported to parents/guardians immediately, are documented, and are placed in the child's file through the Daily Progress Report, Behavioral Incident Report, Ouch Report and/or Individual Learning Plans. All teachers conduct a daily health check when children are first dropped off at school, notify parents of any concerns, and refer children who may need medical care to their family physician. In accordance with State of California requirements, parents are promptly notified by email if teachers or administration staff becomes aware of any communicable disease that their child might have been exposed to while attending school. This policy is communicated in the Preschool Parent Handbook. If a student is injured at school, both verbal and written details are recorded and communicated to parents via an "Ouch Report" with details of the time, place, circumstance, severity of, treatment given, and staff name who witnessed the injury happen.

An additional copy of "Ouch Report" is filed in the Preschool Office. Depending on the severity of the injury, the school has a system in place to notify parents immediately, contact emergency personnel, and in some cases administer lifesaving medicines such as EpiPens (with signed physician/parent signature). Walkie-talkies and first-aid fanny packs are located in each classroom and in the Preschool Office. Teachers take walkie-talkies and first aid fanny packs with them when they travel throughout the campus. Two AED units are located on the Preschool Campus and staff receives both First Aid and CPR Training every two years.

EVIDENCE

- [Ouch Reports](#)
- [Wellness Check](#)
- Daily Progress Report, located on the Preschool Campus
- Behavioral Incident Report, located on the Preschool Campus
- Individual Learning Plans, located on the Preschool Campus

8.6 The Early Childhood Specialist is familiar with and makes appropriate use of community services and resources including social services, mental and physical health agencies, and educational programs such as museums, libraries, and other professional sources.

At the Preschool level, assessments, screenings, resources, referrals, and information about community services are provided to support the success of the children and families. Preschool refers speech related issues to Del Sur Speech Therapy and the Poway Unified School District for further screening and evaluation. The Preschool maintains a working relationship with Del Sur Speech Therapy in which a speech therapist provides information to the teachers during weekly staff meetings, provides annual screening at the school site, and directly addresses parents' concerns.

Early Childhood Specialist(Preschool Principal) maintains an Early Intervention Service Directory list in the Preschool Office and refers to Poway Unified School

District when/if a developmental delay or special education issue is identified or suspected. Preschool teachers focus on establishing a strong parent/teacher relationship based on open communication. Teachers also attend IEP meetings with the family to ensure that support services have a direct relationship to student involvement. Preschool Director maintains a Early Intervention Service Directory in the Preschool Office and provides parents with information regarding referrals for special needs and evaluation services including but not limited to the Poway Unified School District, Del Sur Speech Therapy, and the child's pediatrician. The school hosts professionals such as the fire department visit, dentist visit and nurse visit. These community partners support and educate by directly speaking to the students and staff.

EVIDENCE

- [Early Intervention Service Directory](#)
- Del Sur speech therapy
 - [Example One](#)
 - [Example Two](#)
 - [Example Three](#)

8.7 Policies concerning parental involvement such as visiting, observing, and volunteering are in place to ensure a bonding relationship between the home and Preschool is maintained.

Maranatha Christian Preschool policies concerning parental involvement require that all parent volunteers to the classrooms have completed a Level 1 Volunteer Application and have received a Volunteer Badge. All authorized volunteers must sign in the Preschool office prior to assisting in the classroom. Volunteer forms are available from the MCS website or in the Preschool office.

Preschool curricular and co-curricular activities where parents visit, observe and volunteer, include but are not limited to Meet the Teacher, Ice Cream Social, Trike-a-thon, Fire Department Visit, Thanksgiving Program, Christmas Pageant, Dentist Visit, Nurse's Visit, STEAM Day with Dad, Mother's Day Tea, Blessing Boxes for Community Outreach, End-of-the-Year Family Picnic, Summer School, and individual opportunities to volunteer in their child's classroom. These opportunities ensure that a bonding relationship between the home and Preschool is maintained.

EVIDENCE

- Parent Handbook
 - [Preschool](#)

8.8 Parents are provided information regarding the Preschool's philosophy of child development and discipline techniques in order to minimize potential conflicts and confusion for the children.

We believe that God uniquely gifts all children and has an abundant plan for their lives. We also believe that God entrusts parents with the primary responsibility to train their children to know Him and enjoy a relationship with Him. At MCS, we partner with parents to help them fulfill this God-given role by offering a challenging

and diverse educational environment that honors God and enables students to excel in academics, arts, and athletics. Students are encouraged to explore and cultivate their unique talents, preparing them to follow His lead and transform the world around them. And do not be conformed to this world, but be transformed by the renewing of your mind, that you may prove what is good and acceptable and perfect will of God (Romans 12:2).

Maranatha Preschool lives out this mission by partnering with parents to provide a learning environment that prepares each student developmentally in their spiritual, cognitive, physical, social, and emotional maturity.

The Bible exhorts us to discipline our children because of our love for them. This philosophy should be a hallmark of Christian education. One of the most important lessons that students can learn is the proper response to and respect of authority. We recognize that in “equipping students to fulfill God’s purposes in their daily lives,” will include the opportunity to discipline students. The purpose of discipline is to disciple students according to God’s word and is intended to bring about corrective behavior, or what the Bible calls the “fruit of righteousness.” Discipline is instruction that molds, shapes, corrects, and inspires appropriate behavior. It is one of the tools God uses to help develop Christ-likeness. It is therefore, our desire to maintain loving, yet firm disciplinary procedures that will encourage growth. Proverbs 13:24, 22:6; Jn.8:11, Hebrews 12:5, 9, 11; I Tim 4:12, and Gal. 6:1 The following are the guidelines for handling day-to-day classroom situations and major problems. The Principal reserves the right to handle unique individual situations that may not be described in the Parent Handbook in a manner that she deems appropriate. All disciplinary decisions are made prayerfully and the school Administration reserves the right to make all final decisions regarding discipline. Please note: The use of corporal punishment in discipline is against the law (CCR Title 22, Section 101223.2) and will never be used in a disciplinary action.

- **Counsel:** discussion about acceptable behavior
- **Time of Reflection:** a chance for the child to observe others engaging in appropriate behavior
- **Removal:** a break from all activities
- **Principal’s office:** This will be followed up with a note or a phone call home
- **Parent conference:** A behavior plan and contract will be created
- **Termination of Services:** If all of the above has been tried and it is decided that the needs of this child cannot be met, then MCPS will require that the child finds care elsewhere. If the school asks a child to leave, a refund will be given for the days of the month that are left.

EVIDENCE

- Parent Handbook
 - [Preschool](#)
- [State of California Title 22: 101200, 101217\(c\), 101221\(d\)](#)

AREAS OF STRENGTH

- Maranatha Preschool maintains a high level of communication through daily parent/teacher contact at drop-off and pick-up, email communication, monthly newsletters and monthly calendars.

- Maranatha Preschool maintains frequent electronic communications with all families through the Preschool Weekly Update and notifications of special events electronically throughout the school year.
- Maranatha Preschool partners with parents through parent/teacher conferences and goal setting twice a year and additional times as needed.

AREAS OF GROWTH

- MCS Preschool will continue to develop community partnerships with various organizations

9. Health and Safety

9.1 The board of directors and all other Preschool personnel shall demonstrate a commitment to the physical health and safety of the children in their charge.

At the Preschool, all teachers conduct a daily health check when children are first dropped off at school, notify parents of any concerns, and refer children who may need medical care to their family physician. Parents are promptly notified by email if teachers or administration staff becomes aware of any communicable disease that their child might have been exposed to while attending school. This policy is communicated in the Preschool Parent Handbook. If a student is injured at school both verbal and written details are recorded and communicated to parents via an “Ouch Report” with details of the time, place, circumstance, severity of, treatment given, and staff name who witnessed the injury happen.

An additional copy of “Ouch Report” is filed in the Preschool Office. Depending on the severity of the injury, the school has a system in place to notify parents immediately, contact emergency personnel, and in some cases administer lifesaving medicines such as EpiPens (with signed physician/parent signature). Walkie-talkies and first-aid fanny packs are located in each classroom and in the Preschool Office. Teachers take walkie-talkies and first aid fanny packs with them when they travel throughout the campus. Two AED units are located on the Preschool Campus and staff receives both First Aid and CPR Training every two years.

Preschool teachers conduct social, emotional, physical, and academic assessments both formally and informally to assess a child’s current developmental level, growth, and deficits on an ongoing basis. Formal assessments are done in the Fall and Spring and information is communicated to parents in Parent/Teacher Conferences. In addition, parents are encouraged to communicate any concerns about their child’s development directly to teachers and administration staff anytime during the year. Parents have access to teachers face-to-face at pick-up and drop-off, teacher’s school email addresses, and are encouraged to request an individual conference time to be scheduled if necessary to address concerns. In addition, parent and teacher communication can be addressed through the Daily Progress Report, Behavioral Incident Report and Individual Learning Plans.

The Preschool also hosts professionals such as the fire department visit, dentist visit and nurse visit. These community partners support and educate by directly speaking to the students and staff.

Each Preschool staff is free of physical and psychological conditions that might adversely affect children’s health. Pre-employment physical examinations and tuberculosis tests are in each staff personnel file.

EVIDENCE

- [Teacher Daily Health Check](#)
- Preschool Parent Handbook
 - [Preschool](#)
- [Ouch Reports](#)
- Informal Assessments
 - [Sample 1](#)
- Formal Assessments
 - [Sample 1](#)
- [Daily Progress Reports](#)
- Behavioral Incident Report, located on the Preschool Campus
- Individual Learning Plans, located on the Preschool Campus

9.2 Each adult is free of physical and psychological conditions that might adversely affect children's health. Pre-employment physical examinations and tuberculosis tests shall be on file (if required by the state).

Each Preschool staff is free of physical and psychological conditions that might adversely affect children's health. Each staff person is required to have a health screening report (LIC 503) certifying that their health condition allows them to perform the type of work required of serving children 2-5 years of age. The health appraisal is to be completed by or under the direction of a physician. Each staff person must provide proof of TB, measles immunity and whooping cough immunity.

9.3 Suspected incidents of child abuse and/or neglect are reported to the local agencies. Risk prevention policies are in place. All reported incidents are well documented and maintained in a confidential file.

All staff are required to attend and complete California-mandated child abuse training every two years and provide proof of training. Maranatha Christian Preschool has well defined and clearly written policies in line with California Title 22 licensing regulations to comply with its legal reporting responsibilities in case of alleged child abuse, neglect or other areas in which reporting is mandated. The Preschool has clearly written policies regarding its legal reporting responsibilities. Staff are required to attend annual training and must sign forms indicating knowledge of policies and requirements for reporting suspected child abuse and neglect.

EVIDENCE

- [Early Education Staff Handbook](#)

9.4 The program has a written policy specifying limitations on attendance of sick children and the Preschool provides an area where sick children are isolated while awaiting someone to take them home.

The parent and employee handbook provides clearly written policies regarding limitations on attendance of sick children. Parents are required to notify the preschool office if their child contracts any contagious disease. A notification is sent to all

families that might be affected by the contagious disease. The Preschool office maintains an isolation area for sick children awaiting someone to take them home.

EVIDENCE

- Preschool Parent Handbook
 - [Preschool](#)
- [Early Education Staff Handbook](#)

9.5 Staff are alert to the health of each child and medical incidents and problems are recorded and reported to staff and parents.

Staff members perform health checks of children upon arrival at Preschool. Clear attendance policies are set forth so parents understand the signs of illnesses which would preclude attendance and the time period before their child is able to rejoin class. Parents and Preschool office staff are provided a written report in the event of injuries or onset of illness.

EVIDENCE

- [Early Education Staff Handbook](#)

9.6 At least one staff member who is certified in CPR and First Aid is present at all times.

All Preschool staff receive training in CPR, first aid/pediatric first aid, food allergy awareness, EpiPen usage, and knowledge of blood-borne pathogen procedures. All staff members are required to maintain current AED and CPR certification.

EVIDENCE

- [Early Education Staff Handbook](#)

9.7 The Preschool/center shall have a Crisis Management Plan, to include as a minimum: Evacuation Plans; Lock-Down Procedures; Active Shooter Policy; Natural Disaster Responses; Grief Counseling (death of a student/staff); Media Communications Policy; Emergency Contact Numbers; and an Uninhabitable Building Plan (i.e., secondary location).

Maranatha Christian Preschool has a crisis management plan in place to include fire drills, earthquake drills, shelter in place and lock-down drills. These are conducted on a regular basis throughout the year. Each campus has emergency supplies, including first aid and food/water supplies. The campus uses two-way radios to communicate between staff members. Maranatha Preschool's grief counseling, media communications policy, emergency contact numbers, and uninhabitable building plans fall within the umbrella of Maranatha School's K-12 policies and procedures. Reference K-12: 12.3

EVIDENCE

- [Early Education Staff Handbook](#)

FINAL EVIDENCE FOR STANDARD 9

- [Health and Safety Audit](#)
- Campus Map

AREAS OF STRENGTH

- Maranatha Preschool is committed to the physical health and safety of the children in their charge through daily health checks, ouch report parent communications and compliance of all Title 22 licensing health and safety regulations
- Maranatha Preschool trains and certifies all of their staff in CPR, first aid/pediatric first aid, food allergy awareness, EpiPen usage, AED usage and knowledge of blood-borne pathogens procedures

10. Nutrition and Food Service

The nutritional needs of children are met in a manner that promotes physical, social, emotional, and cognitive development.

10.1 The nutritional needs of children are met in a manner that promotes physical, social, emotional, and cognitive development.

Preschools students are given outdoor exploration time to enhance their motor skill development. Students sit with classes and are encouraged to play, eat and socialize with their peers. Teachers teach and discuss healthy food choices in the classroom, and informally around the table.

EVIDENCE

- Visiting Team Observations

10.2 Food Service furniture and utensils are suitable for each group of children.

Foods Services are not made available for MCPS. All food provided for Lunch Bunch and snacks are provided by the individual families. MCPS Parent Handbooks talks about healthy snacks, and peanut policies are outlined per classroom.

EVIDENCE

- Visiting Team Observations
- Preschool Parent Handbook
 - [Preschool](#)

10.3 Adult supervision is required: One adult sits with children at meals; Infants are held in an inclined position while bottle feeding.

A Preschool staff member sits with students for snacks and lunches. MCPS students are supervised at all times.

EVIDENCE

- Visiting Team Observations

10.4 The physical environment of the program provides sufficient lighting, good ventilation, comfortable temperature and appropriate administrative space.

The classrooms and administrative space on the church campus provides ample natural and artificial lighting, central air conditioning and heating. The office space allows for a private office for the Early Education Principal plus three additional work spaces with desks and computers. Two of the work spaces are currently used by the Administrative Assistant and the Office Assistant. Ample storage space is provided and the office is a welcoming first impression for families and visitors to the preschool.

EVIDENCE

- Visiting Team Observations

10.5 Classrooms are suitable for the age and activities of the children in the program. Floor space meets or exceeds a minimum of thirty-five square feet (or state-mandated requirements) of usable space per child.

The Maranatha Christian Preschool play area follows California Title 22 Regulations and provides a minimum of at least 35 square feet of indoor activity space per child. The floor of all rooms has a surface that is safe and clean.

EVIDENCE

- Visiting Team Observations
- [State of California Title 22: 101200, 101217\(c\), 101221\(d\)](#)

10.6 Classrooms are clean, well maintained, age appropriately furnished and arranged not only to stimulate learning by accommodating large and small groups of children but also to encourage exploration and experimentation.

Classrooms are cleaned on a daily basis by a professional cleaning company. All classrooms are equipped with child sized chairs and tables. Suitable space is available to encourage exploration and experimentation. Each classroom has a layout that provides large group learning such as Circle Time activities, as well as areas in the classroom that can accommodate small group learning such as math, language, science, and art areas.

EVIDENCE

- Visiting Team Observations

10.7 Children are provided with individual spaces, such as cubbies, in which they can store their work and personal belongings.

Cubbies are provided and labeled for each individual child. They are large enough to fit a standard size backpack, lunch box, classroom work and other personal belongings such as a jacket or sweater. Cubbies are at the children's height which allows each child to access their belongings at anytime.

EVIDENCE

- Visiting Team Observations

10.8 Drinking water is adequately provided to the children as regulated by civil authorities.

Children are provided with drinking water that is accessible and readily available both indoors and in the outdoor activity area. The outdoor area has child-sized drinking fountains. Each classroom provides two child-sized plastic pitchers of filtered drinking water, along with drinking cups. Water and cups are accessible to children at all times and can be refilled at anytime.

EVIDENCE

- Visiting Team Observations

10.9 Sinks and toilets are readily accessible to children. The number of sinks and toilets (child-sized ones are recommended) must be in compliance with civil authorities and adequate for the number of children in attendance and contain soap and paper towels accessible to the children.

Sinks and toilets are readily accessible to children. The Preschool exceeds the state requirement of one toilet and one hand-washing fixture for every 15 children or fraction thereof. All classrooms are equipped with a restroom and two hand-washing stations. Each bathroom and hand-washing station is stocked with soap and paper towel dispenser.

EVIDENCE

- Visiting Team Observations

10.10 The diapering area is in good repair and is sanitized after each use, and soiled diapers are stored in a sealed container. Gloves as well as running water and soap for hand-washing are accessible and utilized by the staff during diapering.

Staff follow clear procedures, which are posted in the diaper changing area, and include proper hand-washing, glove-wearing, disposal and sanitizing steps. Children wash hands after diapering, staff members wash hands and change gloves between each changing. The changing table is also sanitized between each changing. Diapers are disposed of in a sealed container which is emptied at the end of each class.

EVIDENCE

- Visiting Team Observations

10.11 Outdoor facilities shall be able to accommodate the children's various play activities; the outdoor physical environment includes 75 square feet (or state-mandated requirements) per child on the playground at any given time. Children are supervised at all times, maintaining appropriate child-adult ratios.

The Maranatha Christian Preschool play area follows California Title 22 Regulations and provides a minimum of at least 75 square feet per child. The Maranatha Christian Preschool goes above and beyond the CA licensing requirements in reference to teacher-child ratio. The 3 and 4 year old classrooms maintains a ratio of 2 qualified teachers per 12 students. The 2 year old classroom maintains a ratio of 2 qualified teachers per 10 students. These ratios are maintained both on the playground and in the classroom.

EVIDENCE

- Visiting Team Observations

10.12 Playground equipment is varied and sufficient for the number of children on the playground at the same time. The playground is designed and equipped to provide optimal learning experiences for children.

The playground supports the developmental growth of children within the context of safety. An assigned Preschool staff is responsible for setting up the playground with additional outdoor learning experiences on a daily basis. The exterior space consists of the school playground including a covered area, wood chip play area with climbing equipment, a sand area for sand play, tricycle path area, along with a park-like grass area for outdoor games. The Preschool has a garden area that is planted and maintained by the preschool children.

EVIDENCE

- Visiting Team Observations

10.13 The program provides adequate protection for the play area, including fencing and a balance of sun and shade.

The Maranatha Christian Preschool play area follows California Title 22 Regulations and provides an enclosed fence to protect children and to keep them in the outdoor activity area. The Maranatha Christian Preschool goes above and beyond the CA licensing requirements in reference to providing a fence height above 4 ft. high.

The Maranatha Christian Preschool provides several shaded areas for the children in the play and rest area. Shaded rest areas are located in the lunch area where tables and seating are provided. Shaded play areas include the rock climbing and fire truck play structures. In addition to the sandbox area which has a partial shaded area. These shaded areas provide a balance of sun and shade.

EVIDENCE

- Visiting Team Observations
- [State of California Title 22: 101200, 101217\(c\), 101221\(d\)](#)

10.14 Wood chips, sand, and other cushioning materials of recommended depths are used under equipment such as swings and climbing apparatus, as recommended by civil authorities or national playground safety standards.

The Maranatha Christian Preschool follows CA Title 22 regulations in reference to providing sand, wood chips, and rubber mats in the areas around and under high climbing equipment, swings, slides and other similar equipment to absorb falls.

EVIDENCE

- Visiting Team Observations
- [State of California Title 22: 101200, 101217\(c\), 101221\(d\)](#)

10.15 Through routine inspections and resulting timely repairs, the outdoor play area is well-maintained to prevent children from being injured by broken equipment, sharp edges, and rusty parts.

Scheduled formal and daily informal inspections are made by all preschool staff. Any area or structure that is in need of repair will be closed off for the children's safety until repairs are made. The full-time school and church maintenance team is available during school hours to address any facility concerns.

EVIDENCE

- Visiting Team Observations

10.16 There is a process in place that ensures proper maintenance of the buildings, grounds, and equipment.

All repairs and maintenance issues are reported through a work order document. This document is completed and submitted to the Early Education Principal, who will then review and forward the work order to the full-time school and church maintenance team.

EVIDENCE

- Visiting Team Observations

FINAL EVIDENCE FOR STANDARD 10:

- [Campus Map](#)

AREAS OF STRENGTH

- Maranatha Preschool classrooms and administrative space provides ample natural lighting and artificial lighting, central air conditioning, and heating
- Maranatha Preschool maintains well equipped classrooms with child-size tables and chairs, areas for exploration and experimentation and designated areas for large and small group activities

AREAS OF GROWTH

- Continue to provide and update developmentally appropriate structures that promote gross motor development