



# **Bethel Baptist School SELF-STUDY REPORT**

**901 South Euclid Street  
Santa Ana, CA 92704**

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**ACS WASC Focus on Learning Accreditation Manual, 2019 Edition**

# **Bethel Baptist School**

*A ministry of Bethel Baptist Church*

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## **Preface**

In the six years since our last WASC report, Bethel Baptist School has changed and grown in several areas. Our pastor for over thirty years, Dr. Dan Davidson, retired in January of 2019. Pastor Adam Shamsuddin was hired in September of 2020 as the new Pastor and Superintendent. Our WASC Self-Study Coordinator, James Ashton, moved in June of 2019 leaving the position vacant. Administration appointed Daniel Ashton to the position of Self-Study Coordinator in September of 2019.

Our school has also experienced a change in our student community in the last six years. With our approval to grant Form I-20 in 2013, we have seen tremendous growth in our international student population. A large percentage of these students are from Vietnam; however, we have had students from China, Taiwan, Norway, and several other countries as well. The growth of this aspect in our school has caused us to increase focus on the language acquisition of our students as we seek to meet our student goals.

Small groups had been meeting periodically over the last six years to address items on our Action Plan. The Covid-19 pandemic affected the ability of these groups to meet over the last two years and delayed the start of this report. In January of 2021 focus groups containing cross-sections of Bethel's staff were formed to address the different aspects of the school's processes. We have gathered and examined student achievement data, instructional materials, student assignments, and student work and looked for overarching patterns in both our strengths and areas for growth. These groups met during the spring and summer of 2021.

This collaborative process has been a valuable experience for all involved as we continue to make improvements to Bethel Baptist School

## Chapter I: Progress Report

### Staffing Changes

Since our previous visit, there have been a large number of staffing changes at Bethel Baptist School. The most notable change was when our church pastor and school superintendent, Dr. Dan Davidson, retired in January 2019. Our new pastor, Adam Shamsuddin, was hired in September 2020. He has brought years of school and church administrative experience to our ministry. He shares the school's mission and vision, and he desires for it to be a vital part of the Bethel Baptist Church ministry.



Another significant staff change occurred in June 2018 when our financial secretary, Jan Hutter, retired. Many of the accounting and bookkeeping responsibilities have been filled by an outside accounting firm, Rhythm Consulting. The transition to Rhythm Consulting has been an ongoing process. Our in-house financial liaison has shifted several times as has the outside accounting firm which we have used. One reason for the in-house liaison shift is due to each individual moving out of state. These changes have corresponded with the digitization of bookkeeping records. We feel these have been positive changes for the improvement of our institution.

Like many educational institutions, each year there are a handful of staff changes. While there is not a particular year with major changes, we did have many new staff members who were not part of Bethel during our last WASC visit. Some of the positions with new staff include first and third grade, middle school, high school history, and high school Bible. The turnover of staff has affected the ability of some of the Action Plan Follow-up Groups to have stability from year to year.

### **Growth of I-20 program**

Bethel Baptist School's International Student Program began in 2013 with the desire of a family from Hong Kong to send their two high school students to study in the US. Bethel had hoped to begin such a program several years prior, and in June 2013, the application was submitted to the Student and Exchange Visitors Program (SEVP) for consideration. The instructions stated that approval could take up to ten months, however in fewer than thirty days, approval was granted, and Bethel was permitted to issue Form I-20 to foreign students accepted into the program.

The first four students were a brother and sister from Hong Kong and their two cousins. These students had attended schools where English was taught comprehensively, and NET teachers (Native English Teachers) were brought in to supplement their language acquisition. They were able to assimilate quite well into Bethel's program, even joining and succeeding in AP classes. Upon graduation, the siblings attended Irvine Valley College for three years. The brother then transferred and graduated from UCI, and the sister went on to graduate from UCLA. Both are currently pursuing their master's degrees. The two cousins attended Orange Coast College and will transfer to Cal State universities to complete their degrees.

The local community became aware of Bethel's international student program through word of mouth and local Vietnamese television advertising. A growing interest developed in the Vietnamese community to bring their extended family and friends to study at Bethel. The 2014 school year began with twenty-six international students, mostly from Vietnam. About half transferred from other schools in the US and the rest came directly from Vietnam. It was soon realized that the high school program needed adjustments to meet the needs of this growing student population. While all students are required to speak English proficiently to be accepted at Bethel, there was a need for a supplementary English class to fill any gaps in the students' language acquisition. English Enhancement classes were developed to focus on the special needs of the English Language Learners. Also, the new students' math and science backgrounds were often stronger than those of the local students, so adjustments were made in those subject areas, specifically the expansion of our AP course offerings.

A total of eighty-five international students began the 2015-2016 school year, the third year of the program. This rapid growth brought with it other problems that soon needed to be addressed. Local parents became uncomfortable with the large number of foreign

students on campus. It became difficult to promote an English-only campus, and multiple cliques became evident and somewhat divisive. Local students expressed concern that foreign students were given priority because of the additional attention they required. Also, academic competition increased as exemplified by two international students who scored a perfect 800 on the math section of the SATs. Administration and staff began to work together to address these challenges. One effective change was to screen incoming students more carefully and to communicate more clearly expectations to new applicants. Consequently, the next several years saw about the same number of international students enrolled in the program instead of the exponential growth the program had seen.

Another concern was that many of our foreign graduates were being required to take remedial English courses when entering college despite graduating from Bethel with As and Bs in their English classes. The high school English Department began to research the English proficiency tests given by several local community colleges and to devise a program that would strengthen the areas of weakness among our students. After researching the tests, we administered a sample English proficiency test to all high school students. The tests were scored, but before the data was disaggregated, the UC and Cal State programs announced that they would no longer offer remedial English courses. This action trickled down to the local community colleges the following year. With the cancelation of remedial English classes at colleges and universities, Bethel's English Department stopped pursuing this particular aspect of student support.



In an effort to connect with and better screen potential students, two of Bethel's staff members began traveling to Vietnam and Hong Kong. The first trip occurred in 2016. Parents of current students and alumni were very eager to host these staff members and provide opportunities to introduce Bethel to other families. Visits were made to the agencies that had been responsible for many of the international students who enrolled at Bethel. The quality of incoming students continued to rise, and the cooperation of

foreign and local students continued to increase. The stability in the high school enrollment allowed Bethel to assist worthy students in the local community by offering financial assistance to attend Bethel.

The events surrounding Covid-19 greatly impacted the international student program. Bethel typically receives more than one hundred international student applications annually, we received only a fraction of that amount for the 2020-2021 school year. A total of seven new students joined the program that year. Five transferred in from other US schools, and two were able to travel from Vietnam. More than forty applications were received for the 2021-2022 school year, including an application from a Syrian student living in Saudi Arabia. However, with the renewed spike in Covid cases, only three new students were able to join the program. Eighteen more plan to enroll before January 2022 if they are able to schedule and pass their student visa interviews.

There remains a strong interest in our international student program in the local community, through referrals by siblings of current students and alumni, and with agencies wishing to partner with Bethel. While we desire the program to grow in numbers, we are most committed to maintaining the quality program and cooperative atmosphere developed on campus by the adjustments and adaptations of our educational approach. We believe continued investment in the program will benefit foreign students and allow the school to expand course offerings and foster healthy academic pursuits among all students.

### **Security Upgrades**

During the years since our last visit, improving the safety and security on campus has been a continued effort. During the summer of 2018, a new security gate was added to our front parking lot to control the times when people could access the rear parking lot. The gate's construction was funded by the Bethel Parent Association, BPA. The gate is opened during school pick-up and drop-off times and



closed for the remainder of the day. With visitor parking still available in the front, the gate helps funnel guests towards the office before having access to other parts of the campus.

We also restriped our parking lot to help the flow of traffic before and after school. There is now a dedicated lane for student drop-offs and pick-ups and a different lane for individuals who need to park their cars. We have found the new traffic flow has helped cut down on congestion in our parking lot during busy times.

Another security improvement that has been implemented is a system of cameras on campus. These cameras allow the office personnel to see several places on campus throughout the day. The cameras also monitor any activity on campus at night. These cameras have proven to be valuable on several occasions, including when a staff member had his bicycle stolen and a few instances when someone has come on property in the middle of the night. We were able to use recordings from the cameras to include on police reports.

Another safety improvement that is in progress is moving the front glass doors further towards the front parking lot. This will give an extra level of security to the classrooms which have exterior doors on the front side of the building.

### **Changes in Elementary Math Curriculum**

During the 2016-2017 school year, the elementary teaching staff met on several occasions to discuss the success of our current math curriculum. Throughout the collaboration process, the elementary teachers expressed concerns about the McGraw-Hill math curriculum. Many felt that their students were not retaining information due to a lack of review options. Some teachers reported that their students were becoming confused due to poor wording of word problems within the curriculum, and other teachers stated that the foundational skills for adding, subtracting, multiplying, and dividing were lacking. To further support their concerns, the elementary teachers pulled test scores from our annual standardized testing which confirmed there was a deficit in certain areas within the math curriculum. The elementary staff invited the junior high math teachers into our meetings to discuss the success of the curriculum and to make sure the students were well prepared for junior high school. We concluded that foundational math skills were lacking. The information gathered by the elementary staff was presented to the administration where it was decided that the math curriculum in elementary school should be changed.



Once the decision was made to change the math curriculum, the elementary teachers researched different curriculum companies. Each elementary teacher researched three different types of curricula to present during our monthly teacher meetings. The research involved reading reviews, observing the curriculum in other Christian schools, speaking to representatives, and bringing representatives into our school. We had multiple curriculum companies send sample textbooks. We taught lessons from the samples and evaluated which ones worked best for our students. At teachers' meetings, we talked about the pros and cons of each curriculum.

After much review and research, we decided that we would utilize the Bob Jones University Press elementary math curriculum because it best meets our student goals and provides a strong mathematical foundation. Since implementing the BJU Press curriculum, the teachers have been pleased with the results we have observed. We have noticed a significant improvement in basic math concepts. We have also seen improvements in critical thinking skills. We have noticed that the students are able to draw from those skills when they are having difficulty, and think through different ways to solve problems. The elementary teaching staff has also been impressed with the hands-on practice the curriculum provides. Each student is provided with a manipulatives packet, and the teachers can create hands-on math activities for each lesson. This has been an effective way of differentiating instruction to meet the needs of all learners. The process of changing the math curriculum was beneficial for the improvement of our school. With the collaboration and research of the teachers and with the support of the administration, we successfully implemented a new math curriculum into our elementary program.

## **Reorganization of Middle School Structure**

The school staff and administration noticed a need to improve the social, academic, and spiritual dimensions at the middle school level. Students needed a more structured environment that allowed teachers to focus on middle school developmental needs in a smaller environment.

As teachers noticed these needs, they were brought to the administration. The teachers and administrators discussed possible solutions for addressing these needs. One of the solutions was to separate the middle school from the high school, making it its own



department. Teachers conducted interviews with students, sought feedback from parents, and looked at the current academic grades and enrollment in middle school.

The administration reviewed the team's information and decided to departmentalize the middle school. It was decided that it would be under the leadership of the elementary principal because of the smaller size of the departments. As the planning process began, the administration looked at enrollment and financial numbers. They determined that the fifth-grade class should also be included in the middle school department because of the low enrollment. This transition supported the school budget and would allow the fifth-grade students to transition to a structured middle school environment.

This change has helped Bethel infuse its student goals more minutely within the fifth through eighth-grade classes. For example, the middle school teachers developed a Character Reflection sheet which they use in disciplinary actions. This sheet encourages students to consider their citizenship towards themselves and others. It also focuses on applying Biblical



principles to everyday situations. We believe that having teachers who are expressly dedicated to this age group has been a beneficial component of our school ministry.

## **Response to Covid-19**

During March of 2020, as it became apparent that the Covid-19 pandemic was going to affect schools, we began to research ways to facilitate distance learning. With a limited amount of time to train teachers, staff, and students, we decided that using Zoom along with the existing resources such as email, Gradelink, and Turnitin would be our best way to proceed through these uncertain times. Furthermore, our two main curriculum

companies assisted in the transition to distance learning by allowing additional online access to video content for student learning.

On Monday, March 16, it was announced that we would cease in-person instruction after Thursday, March 19. During class time that week, teachers trained students on using Zoom. Teachers and administration were given training in implementing Zoom as well as other ways to use Gradelink on Friday, March 20 and Monday, March 23. Synchronous online instruction officially began on Tuesday, March 24.

The regular daily schedule for classes varied based on the grade level. Elementary classes met at least once a day on Zoom. During these meetings, the teachers reviewed video lessons and taught some of the more difficult concepts. Teachers also scheduled Zoom meetings for reading groups and individualized instruction. Student work packets were available for pick up and drop off in the school office.

Middle school and high school students followed their regular class schedules for Zoom meetings. In most cases, assignments are sent by email through Gradelink or Google Drive. Class meeting times were filled with instruction, review, and student engagement. Teachers incorporated video lessons, workbook pages, and online resources to support their scheduled lessons. Teachers modified many existing assignments and projects to fit the online learning format and to provide curricular consistency.

In the 2019-2020 school year, Bethel juniors and seniors agreed to take 69 AP exams, in the subjects of biology, calculus, chemistry, computer science, literature, physics, statistics, and US history. The students continued to work hard to prepare themselves. Several of their online classes included Saturday sessions to make up for lost time. The pandemic forced the tests to be taken in an online format for the first time. Rather than a three-hour paper test, each student was given a 45-minute test consisting of one or two questions. This was the most shocking change thrown at the AP students, yet most said that they felt prepared for each exam they took. The average score of our AP exams

was a 3.1, with 61% of the exams taken scoring a 3 or higher. This was our most successful year of AP exams on record.

The switch to synchronous online learning caused postponements and cancelations of many school events. Our annual standardized testing was postponed until mid-September 2020. The biannual spring trips to Sacramento and Washington, D.C., and the middle school's annual trip to Rawhide Ranch were postponed. Kindergarten graduation and elementary and middle school awards programs occurred through Zoom. The high school awards ceremony was live-streamed. The senior class indicated that they wanted to have an in-person graduation ceremony. The ceremony occurred in late August 2020.



To stay connected, we held twice-weekly staff meetings using Zoom. Initial meetings addressed some of the issues of synchronous online learning. As the pandemic continued, our meetings transitioned to keeping staff informed on any new developments regarding the pandemic as well as any school news.

Our desire to maintain a close connection with students drove staff members to seek creative avenues of engagement. During the weekly high school chapel, the principal held a drawing for a free boba drink that he personally delivered to the student's house. Elementary teachers delivered Easter baskets to their students. Middle school teachers held a drive-through curriculum packet pick-up with Easter candies, freshly baked cookies, and hand-crafted boba teas from the 901 Cafe. The technology teacher hosted an online game night for middle school students. Elementary and middle school

students participated in weekly online typing and math competitions. Personalized graduation yard signs were designed and distributed to our 2020 graduates.

Bethel students responded well to the changes in the learning format. Several students commented that they appreciated having the regular schedule because it provided structure to their days. Student attendance in classes remained consistent with pre-Covid levels. When students missed class, teachers and administration contacted the students about the absence. While this experience has been positive, both teachers and students were ready to return to in-person instruction.

During the summer of 2020, the State of California implemented a waiver process for elementary schools to open for in-person instruction. The elementary staff met several times to compose the waiver which was submitted to the state and county health departments. The waiver outlined how the school would be run during the pandemic and how we would respond to any potential infections. Our waiver was approved and our kindergarten through sixth-grade classes were able to start the 2020-2021 school year in person. Our upper grades were able to return to in-person instruction when Orange County reached the Red Tier of California's Blueprint for a Safer Economy. Throughout the rest of the year, the high school had hybrid classes because some parents/guardians desired to keep their children in distance learning. We believe that our health strategies and protocols worked well because there were no known reports of Covid being spread at Bethel Baptist School.

## **Food Service Improvements**

The beginnings of our school lunch and snack window improvements began in January 2018. At the time of the retirement of our longtime lunch cook, the school lunches mainly consisted of prepackaged, frozen meals that would be heated and sold to students. A goal was set then to improve the quality of meals while also increasing lunch and snack sales. The kitchen began transitioning the menu to include more freshly prepared meals which included fruits and vegetables.

During the spring of 2019, numerous changes were made to the snack window. New menu items geared towards our international student population were added including fresh homemade cookies, milk teas with boba and grass jelly, fruit smoothies, iced

coffee beverages, and much more. Student response has been overwhelmingly positive.

The changes coincided with rebranding the snack window as the “901 Cafe.” Included in the improvements made to the 901 Cafe was an increased amount of student involvement in its operation. Students are responsible for much of the sales, customer service, and marketing of the cafe. Students who work in the cafe are part of the Entrepreneurs Club. This has been a practical application of many of our student goals.

The 901 Cafe was closed throughout the 2020-2021 school year due to pandemic restrictions, but it is scheduled to return in the fall of 2021.



## **Ongoing School Improvement Process**

Bethel's ongoing process of school improvements takes several forms. To address the action plan items, teaching and support staff are split into four groups. A leader for each group was appointed by the WASC self-study coordinator. Over the last six years, there has been turnover in group membership and leadership. The lack of continuity in some groups has affected the ability of certain groups to make significant progress. A goal for each group is to be meeting about once a month throughout the school year. During the last six years, we have had mixed success at meeting this goal. The pandemic also affected the ability of these groups to meet and make progress. As we move forward, regular meetings will become a focal point for each group.

The process for developing this report began in earnest in January 2021. The WASC Self-Study Coordinator selected four teachers to lead the different focus groups. The rest of the staff was divided into these groups to have a mix of job areas within each group. Each group set a meeting schedule that worked for its members. Groups met throughout the spring, summer, and early fall to complete their sections.



School administration holds biweekly meetings to address the ongoing needs of the school as a whole, while high school and elementary/middle school meet biweekly and monthly respectively to discuss grade-level specific needs of students. The school also publishes a weekly newsletter, The Weekly Warrior, to keep parents and students up to date on current and future events and announcements.



## **Progress on Critical Areas for Follow-up/Schoolwide Action Plan**

During the 2015 Self-Study, we identified four areas to implement into our action plan.

1. Curriculum Development
2. Support Systems for Academic and Social Development
3. Technologies Upgrade
4. Professional Development.

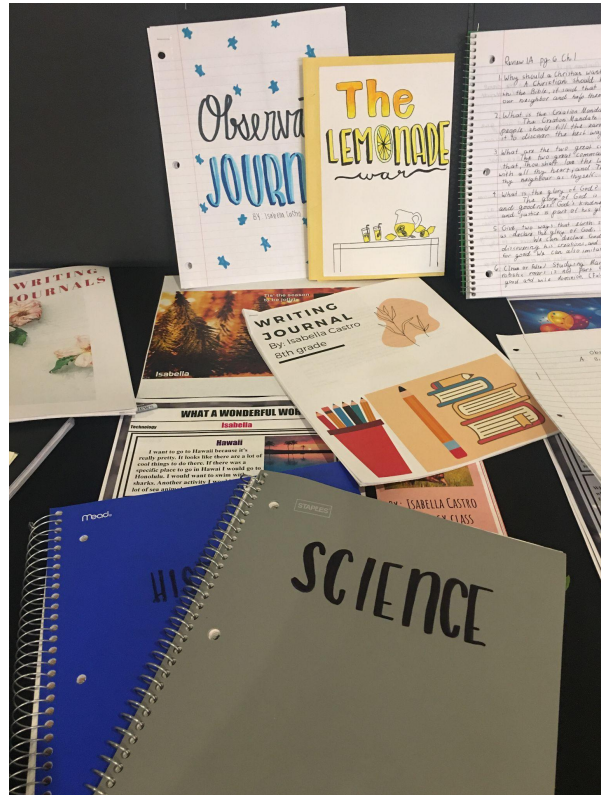
Additionally, the Visiting committee left four critical areas for follow-up-

1. The administration needs to develop and implement stronger support systems for struggling students and international students.
2. The school, under the leadership of the leadership team, needs to develop a schoolwide technology plan with goals, timeline, curricular and budgetary considerations.
3. The administration needs to implement a process for curriculum and assessment development and review.
4. The leadership team and administration need to implement and monitor the accomplishment of action plan items; the school board needs to monitor reports of progress.



### Action Plan Item #1 and Critical Area for Follow-Up #3 Curriculum and Assessment Development and Review

Below is the existing action plan addressing curriculum development. This group was particularly affected by staff turnover, as several of the group members as well as two different group leaders left Bethel over the last six years. There was a success in implementing a Reading Buddies program, which paired high school students with elementary students for a time of reading. While this was paused in recent years because of the pandemic, there are plans to reinstate it in the spring. Collaboration within departments has developed through regularly scheduled department meetings. The elementary and middle school have been particularly successful in their implementation of projects which span the various disciplines. The high school department collaborates on ideas and events so that we can have a unified approach to student learning; however, there are not necessarily any cross-discipline projects at this time. A formal cycle for curriculum review and assessment is a goal that still needs to be met. Curriculum changes would follow the same pattern as the elementary math curriculum. Assessment review cycles have not been implemented, although assessment results have been handed to teachers. There is still a need to develop a formalized review process.





**Action Plan #1 Curriculum Development**

<b>TASK</b>	<b>PERSONS RESPONSIBLE</b>	<b>SUGGESTED STEPS TO ACHIEVE</b>	<b>MEANS TO ASSESS/ REPORT</b>	<b>TIMELINE</b>	<b>PROGRESS</b>	<b>FUTURE ACTIONS</b>
Integrate cross curricular and cross-grade student interactions throughout K-12.	Curriculum Coordination Committee Administrators	Create a schedule for classes to interact academically.	Evaluations of Student Work Minutes from meetings (Administration/ Teachers/ etc.)	Fall 2015 and ongoing.	Reading and Math Programs buddies were established in 2015-2016 and 2016-2017 respectively	Implement Science and History. Continue to assess its value
Establish methods for K-12 teachers to initiate, collaborate, evaluate, and report progress.	Curriculum Coordination Committee Administrators		Evaluations of Student Work Minutes from meetings (Administration/ Teachers/ etc.)	Fall 2015 and ongoing.	Routine elementary and high school teachers meetings give teachers an opportunity to reports	Develop specific methods and for teachers to collaborate
Create a formalized cycle and schedule of curriculum review.	Curriculum Coordination Committee Administrators Teachers	Evaluate the current curriculum and compare it with other available curriculums. Present results of review document to Administration for evaluation. Oversee implementation and changes. Continue to monitor assessment data and curriculum.	Evaluations of Student Work Test Results Minutes from meetings (Administration/ Teachers/ etc.)	Fall 2018 and ongoing.	Review Cycle used to evaluate elementary math in 2016-2017 Follow-up Group 2018-2019 began to formalize, process, and scheduled review	Implement review in 2019-2020 Review English and Bible 2020-2021 Review Math and Science 2021-2022
Implement an assessment review cycle.	Administrator	Evaluate standardized assessment tools. Create an annual review to evaluate formal assessment.	Evaluations of Assessment Results Minutes from meetings (Administration/ Teachers/ etc.) Assessment Database	Fall 2017 and ongoing	Iowa Assessments to replaced SAT10 Teachers review data	

## **Action Plan Item #2 and Critical Area for Follow-up #1**

### **Support Systems for Students**

The WASC subgroup which focuses on struggling students has implemented the following processes.

A list of tutors is available in the office. Struggling students are directed to tutors who are tailored to meet their grade level and subject matter needs. This list is reviewed annually.

A college counselor was appointed who meets with seniors and assists in their college selection and application process. The high school principal has also offered assistance to seniors who plan to attend community colleges.

The group began formalizing a process for assisting struggling students. Struggling students are identified by such indicators as low grades, behavioral challenges, and attendance. Teachers discuss struggling students with their fellow teachers during routine department meetings. After a discussion, the teacher would speak with the administration and review potential strategies. Next, the parent, guardian, or student would be contacted so that strategies would be enacted. If the student continues to struggle, teachers will inform the administration who will determine how to pursue further. The group has developed a form to track the progress of struggling students. This form still needs to be presented to the staff for official use.

English Enhancement is a supplementary English class for international students which helps with their language acquisition. In the past, this class had no formal curriculum, and the content was determined by its teachers. This led to little cohesion in the overall scope and sequence of the class. The English department has created the scope and sequence of the class to ensure that our international students are having their linguistic needs met throughout their Bethel tenure. More details of the English Enhancement program are given in Chapter 2 of this document.

**Action Plan #2 Support Systems for Student Academic and Social Development**

<b>TASK</b>	<b>PERSONS RESPONSIBLE</b>	<b>SUGGESTED STEPS TO ACHIEVE</b>	<b>MEANS TO ASSESS/ REPORT</b>	<b>TIMELINE</b>	<b>PROGRESS</b>	<b>FUTURE ACTIONS</b>
Establish or formalize existing support systems for struggling students and all foreign students.	Administration Student Support Group	<p>Modify the extended care program to include a formal, structured help class.</p> <p>Publish a list of after-school tutors who can work with students.</p> <p>Look into the creation of labs for math, reading, English, etc.</p> <p>Educate parents on the use of Gradelink so they can track their child's progress.</p> <p>Write formalized processes in faculty and student handbooks</p>	<p>Administrative meeting minutes</p> <p>Staff meeting minutes</p>	Spring 2016 and ongoing.	<p>Reclassified 6<sup>th</sup> grade.</p> <p>Modified Enhancement classes</p> <p>High School Academia Club established</p> <p>Posted a list of tutors in the school office</p> <p>Parents and students received printed instructions for Gradelink</p> <p>The technology lab was set up for our first conference to assist parents and students on Gradelink.</p> <p>Elementary students practiced going on Gradelink in Technology classes</p> <p>The technology teacher gave a copy of usernames and passwords to all Middle School students</p>	<p>Evaluate the need for after school help</p> <p>Write a formalized process for student evaluations in faculty and student handbooks.</p>

# Bethel Baptist School **ACS WASC Self-Study Report**

Create formal processes for identifying struggling students and creating an action plan for each student's success.	Administration Student Support Group	Discuss possible ways to help individual students.  Train teachers to identify struggling students and refer them to an academic advisor who will work with each student.	Administrative meeting minutes Staff meeting minutes	Fall 2017 and ongoing	Teachers' meetings provide opportunities for faculty to discuss student needs.  Follow-up Group 2018-2019 began to define formalize processes and milestones	Continue to implement actions
Work individually with students to help guide them in college preparation.	College Counselor	Appoint a person to work with high school students in the capacity of a College Counselor.  Meet with students regularly to understand their strengths and weaknesses.  Review grades and assessment data with students.  Log meetings and provide a brief description for record-keeping.  Communicate with parents and students to keep them informed of progress.  Organize a college/career activity to help educate all students regarding the opportunities available to them.	Administrative meeting minutes Staff meeting minutes	Fall 2015 and ongoing	Principal meets with most seniors	In Progress

### **Action Plan Item #3 and Critical Area for Follow-Up #2 Technology Upgrades**

#### ***Upgrades***

Over the past six years, we have continuously progressed in the area of technology. Since our last WASC visit, nine interactive projectors have been installed. The teachers with these projectors notice high levels of student engagement when using the projectors for activities and lessons.

Other improvements included increased bandwidth and upgraded higher capacity WiFi access points. This has allowed us to offer a student WiFi network. This new system is highly expandable and can grow as future needs arise.

To continue meeting our technology upgrades, Bethel hired a technology teacher who teaches a weekly technology class to our elementary grades (1-4) and a daily technology class for middle school students (5-8).

#### ***Chromebooks***

Prior to 2017, students used Chromebooks in the library. During the 2017-2018 school year, several Chromebooks were distributed among each of the elementary classrooms. By the 2019-2020 school year, Bethel achieved a 1:1 Chromebook to student ratio for grades 1 through 8.

#### ***Elementary Technology Class***

The elementary technology class teaches fundamental computing skills including turning on and off a computer, opening and shutting down programs, basic keyboarding skills and hand placement, internet safety, logging on and off, and opening hyperlinks. These skills are taught using programs such as TypingClub, Prodigy, Starfall, Khan Academy, and Pixton. Beginning in third grade, students are taught to use Google Drive to create documents and slide presentations. Other skills taught include manipulating fonts, applying keyboard shortcuts, and managing files. Because our elementary students were on Chromebooks daily learning technology skills, the transition to online education over Zoom during the Covid-19 pandemic was eased.

### ***Middle School Technology Class***

Beginning in the 2019-2020 school year, Bethel included a daily technology class for all students in middle school. At the start of the school year, students were issued a gmail account and a lesson on how to use the Google family of applications. The students used these applications to create slide presentations and projects in their other classes. These projects range from 10-25 slides and incorporate a title slide, credit, transitions, and animations. The students have become well-versed in Google Docs and have written papers where they need to incorporate skills demonstrating a mastery of word processing software. Students are taught how to access, share, and collaborate in real-time on the same project. Other projects included designing a bulletin for the Christmas Program, creating comics using Pixton, digital breakouts, coding, internet research, producing a state travel brochure, and WebQuests. The students complete typing lessons generating a weekly report showing accomplishments, goals, words per minute, and accuracy.

### ***High School Technology***

Technology at the high school level continues to improve with more resources being used to broaden the student learning experience. In many of the classes, the students can turn in work using online resources such as Turnitin.com and Google Classroom. Turnitin has been used by instructors at the high school level to hold students accountable and to deter plagiarism. Popular sites used to supplement instruction are Romulus (quiz based), Quizlet, Khan Academy, APNotes.net, CommonLit.org, History.org, Sheg.org, NationalHumanitiesCenter.org APUSHReview.com, and YouTube. Teachers have assigned presentation projects requiring the use of Google Slides or PowerPoint. Google Docs, Word, or Pages have been used for report writing. The science classes have had students present video projects occasionally. In some of the elective classes, students use Photoshop, Pixlr, and Canva to edit pictures and design art. The music class uses Noteflight, which is a music application that allows students to create, view, hear, and print professional-quality music. Teachers continue to look for ways to use technology in the classroom.

**Google Classroom**

During the summer of 2020, Bethel applied to Google to use their GSuite for Education with the intent of utilizing Google Classroom. Our application was approved in September of 2020. With this tool available to us, students were issued an official school email address ([studentname@bbwarriors.org](mailto:studentname@bbwarriors.org)). Teachers post and accept assignments through Google Classroom. This system is also designed to sync with Gradelink. This has not only been a valuable tool for many teachers during the pandemic but also continues to be utilized in many classes. We plan to continue using Google Classroom on an ongoing basis.

While technology improvement is a continuous process, we believe that we have met the goals of this action plan item. It will not be included in our new action plan.

**Action Plan #3 Technology Upgrades**

<b>TASK</b>	<b>PERSONS RESPONSIBLE</b>	<b>SUGGESTED STEPS TO ACHIEVE</b>	<b>MEANS TO ASSESS/ REPORT</b>	<b>TIMELINE</b>	<b>PROGRESS</b>	<b>FUTURE ACTIONS</b>
Create a three to four-year technology cycle.	Administration Teacher/Student Technology Committee	Using Google Classroom in the 2020/2021 school year. Professional development opportunities for teaching and implementing technology (Fall 2020). Search out grants and other means to fund improvements. (Summer 2020). Send teachers to professional development opportunities for implementing technologies (Ongoing). Implement plan (Fall 2020). Evaluate student progress (Spring 2021). Revise plans and reevaluate technologies skills to be implemented (Spring 2021). Video and/or Robotics for high school and middle school students.	Administrative meeting minutes Committee meeting minutes. Student progress.	As stated in suggest steps	Technology teacher hired in August 2019. Technology skills identified for 1st, 2nd, 3rd, 5th, 6th, 7th, & 8th (Fall 2019). Implemented a new typing program; Typing Club (Fall 2019). Lesson plans developed to teach Docs, Slides, Coding, Sheets, Scratch, & Canva (Fall 2019). Purchased more Chromebooks so every student in 1st thru 8th had one (Fall 2019). Created gmail accounts for all middle school students.	Evaluate Typing Club Evaluate Google Classroom Incorporate technology class with other subjects. Use Google Drive for all classes.

## **Action Plan Item #4 Professional Development**

As the Professional Development (PD) Team began to review the current program for professional development, several questions surfaced such as “what is professional development?” and “why is it important?” The team spent the 2018-2019 and the 2019-2020 school years composing a document to answer these questions as well as to outline an ongoing process for continuing education. The document has been submitted to the administration for approval and inclusion in the faculty handbook.

The PD document outlines methods for professional development, which include

1. Modeling what is being taught
2. Commitment to personal professional development
3. Understanding and using micro-teaching practices
4. Reviewing student feedback
5. Incorporating teacher evaluation as a learning tool for improving practices
6. Evaluating other teachers
7. Conducting teacher in-service days as a form of learning/improving skills
8. Attending WASC team workshops,
9. Viewing webinars
10. Engaging in one-on-one training
11. Participating in college courses.

The PD Committee recommends all teaching staff complete 12 hours of training for each 12-month span. The training year begins on the first day after the last day of school. Teachers will record their training hours on the PD form located in the teachers' lounge and submit it to the administration for review and placement in the teachers' files. The PD Team Lead will send a PD completion reminder to all staff members during the first week of February as a reminder to complete and submit the PD form to Administration by the end of the academic year. The school administrator will determine if a teacher is exempt from training on a case-by-case basis.



Annually, the administration will conduct in-class observations of all classrooms and prepare a written report to the observed teacher. Observed teachers will meet with the observer and review the observation worksheet to determine needed improvement areas. Administration may delegate this to a master teacher who will observe and complete the worksheet, advise administration of the findings, and meet with the observed teacher for comments and suggestions.

We believe that we have met the goals of this action plan item. It will not be included in our new action plan.

#### **Action Plan #4 Professional Development**

<b>TASK</b>	<b>PERSONS RESPONSIBLE</b>	<b>SUGGESTED STEPS TO ACHIEVE</b>	<b>MEANS TO ASSESS/ REPORT</b>	<b>TIMELINE</b>	<b>PROGRESS</b>	<b>FUTURE ACTIONS</b>
Write out current professional development policies and activities.	School Improvement Coordinator Professional Development Committee		The plan is written in the faculty manual	Fall 2015	Follow-up Group 2018-2019 began to define formalize milestones	This step is still on-going
Create and implement personal excellence plans (PEP)	School Improvement Coordinator Professional Development Committee Teachers	Define goals and objectives to encourage professional development. Establish routine meetings with teachers and supervisors to discuss classroom learning trends and informal assessments. Use student assessment to guide professional development activities. Provide in-service opportunities and staff meetings for teachers to share what they learned at professional development. Encourage staff to join area-specific professional organizations.	Individual PEP plans Teacher Evaluations In-service and meeting minutes	Fall 2016 and ongoing	PEP plans distributed to faculty One elementary and one high school teacher volunteered to oversee	Continue to monitor and evaluate the effectiveness

### **Critical Area for Follow-Up #4**

Beginning in the fall of 2021, the WASC Self-Study Coordinator began attending the biweekly administration meetings. This allows the administration to monitor the school improvement process more closely. The coordinator's participation in these meetings will accomplish several goals. It will provide means of regular reporting of the progress small groups have made in the action plan. It will also facilitate better communication between the groups and administration. The self-study coordinator's attendance in these meetings will occur on an ongoing basis.

## **Chapter II: Student/Community Profile and Supporting Data and Findings**

### ***General Background and History***

Bethel Baptist School is a K4-12 college-prep school located at 901 South Euclid Street in Santa Ana, California on the premises of Bethel Baptist Church. Pastor Ray Chappell founded the school in 1967. The school is a ministry of the church; school administration and faculty make all decisions within the guidelines of church policy. Bethel is in central Orange County and in the northwest corner of Santa Ana, which neighbors the cities of Fountain Valley, Garden Grove, Westminster, Tustin, and Costa Mesa. The vicinity around the school is primarily residential, interspersed with small businesses.



Over the past 54 years, Bethel has built a solid reputation for high academic achievement and outstanding character development. At Bethel, we encourage the growth of the whole student academically, socially, physically, and spiritually. It is our desire for students to integrate Biblical principles into the choices they make as they respond to daily circumstances. The students of Bethel Baptist School benefit from the close connection with Bethel Baptist Church; they profit from the relationships created with staff members and from the homelike atmosphere in a school setting. A goal of Bethel's staff is to develop personal relationships with each family to meet the needs of every student specifically and effectively. Enhanced communication can occur as a result of these formed relationships.

Bethel received its initial WASC accreditation in 2006. The school pursued accreditation so our students would have their credits accepted at colleges and universities.

A major event in our school's history was our approval to accept international students in 2013. The addition of English language learners into our high school's program challenged teachers to grow in their pedagogy. We expect our international students to perform at the same level as our local students, but their language acquisition skills sometimes present challenges. The English Enhancement courses are designed to help meet the individual language acquisition needs of our students.

### ***Our Mission***

The mission of Bethel Baptist School is to provide a God-honoring, Christ-centered, Bible-based education for kindergarten-4 through twelfth grade students. We endeavor to accomplish this by seeking to assure that each student has a personal relationship with Christ, educating each student through superior academic and extracurricular programs, ministering to the family each child represents, and helping each student find God's will for his or her life.

### ***Our Vision***

Bethel Baptist School is a community of learners where knowledge is applied and all students and staff are supported in continual personal and spiritual growth, academic progress, and leadership.

Bethel Baptist School provides a Christ-honoring, safe, welcoming, and challenging environment where everyone has a voice, a sense of belonging, and school pride.

Bethel Baptist School actively reaches out to our parents and families with the Gospel and involves them in the learning process.



### ***Our Student Goals***

The school-wide Student Goals guide Bethel's main focus. Originally adopted in 2006, these goals now include four areas: Critical Thinkers, Competent Communicators, Cooperative Citizens, and Conscientious Learners.

#### **Critical Thinkers:**

1. Access, organize, process, and evaluate information
2. Develop and apply problem solving and decision making skills
3. Formulate decisions based on principles from the Word of God

#### **Competent Communicators:**

1. Demonstrate proficiency in reading, listening, speaking, writing, viewing, and presenting
2. Incorporate technology, whenever possible, to enhance communication
3. Communicate persuasively using well-rounded facts, theory, and opinion
4. Communicate artistically through style, organization, and development of content
5. Explain the Biblical worldview regarding life, government, social issues, diverse cultures, and world events

#### **Cooperative Citizens:**

1. Contribute and function responsibly in various group activities in and out of the classroom
2. Use collaborative efforts to contribute to peer learning
3. Demonstrate integrity, respectful behavior, self-motivation, and self-discipline
4. Develop the ability to relate to individuals and situations in a Scriptural and loving way

#### **Conscientious Learners:**

1. Set high standards and challenging goals
2. Demonstrate awareness that physical fitness is developed through regular exercise and proper eating habits
3. Make correct choices by the daily application of biblical principles to everyday life through Bible reading and prayer
4. Determine and use personal gifts from God to His honor and glory



### ***Infrastructure***

The education building at Bethel Baptist School is approximately sixty years old. The building houses all sixteen classrooms, the school office, teachers' workroom, restrooms, a kitchen, and an elementary library. Outdoor volleyball and basketball courts are located on our main playground, and two other age-appropriate playgrounds are used for our Kindergarten-4 (K4) and Kindergarten-5 (K5) classes.



Our middle and high school interscholastic sports teams practice and play in nearby Fountain Valley Recreation Center. The gymnasium is about two miles from campus and allows us to play home games at a location near the campus. The gym is close enough for students, families, and staff to attend games. The relationship our school has developed with the staff at Fountain Valley Recreation Center has proven to be a valuable asset to our athletic program.

Teachers and students are encouraged to use technology in the classroom. Of the sixteen classrooms, twelve have digital projectors and nine of those are interactive whiteboard projectors. The three other classrooms have access to a mobile projector as needed. Projectors are used daily to enhance lessons and engage students. In our elementary and middle school grades there is a one-to-one student-to-Chromebook ratio.

### ***School Governance***

Because the school is a ministry of Bethel Baptist Church, the pastor is President and CEO. Our current Pastor, Adam Shamsuddin, was hired in the fall of 2020. Church by-laws establish the church Board of Trustees to work with the pastor and to oversee all the ministries including the school. The Board of Trustee meetings occur quarterly. During the meetings, board members review school financial reports, receive education updates from the administrator and principal, and conduct other business. The board records minutes expressing discussion and approval of the business and reports.

### ***School Operations***

The day-to-day operations of the school are led by the administration team which includes:

- Pastor and School Superintendent: Adam Shamsuddin
- School Administrator: Terry Cantrell,
- High School Principal: Danny Thomas
- Elementary and Middle School Principal: Roe Osborne

School Administrators meet every other week to discuss school matters. High school staff meets biweekly with the high school principal. Elementary and middle school staff have scheduled meetings throughout the school year as well. These meetings serve as a way to discuss student needs, plan future events, and bring matters to the attention of administrators.

In 2014, administration and school parents formed the Bethel Parent Association (BPA). BPA meets monthly to discuss a variety of topics including school improvement and outreach opportunities.

Bethel Baptist Church members stay apprised of the school's events through announcements and weekly bulletins. Members are invited to attend games and fine arts events throughout the year.

### ***Professional Development***

Bethel Baptist School pursues the professional development of its staff in multiple ways. We begin each school year with several days of staff in-service meetings. These meetings contain a mix of spiritual, educational, and operational aspects to prepare for the coming school year. Some years we have brought experienced teachers in to lead sessions. In October, we take our teachers to a two-day Educators' Convention run by the Golden State Association of Christian Schools in Oxnard, California. Twice a year, we hold an in-house staff development day. The focus of these meetings varies from year-to-year based on current needs. During the summer months, AP teachers have participated in the AP Summer Institute to prepare for specific courses. Elementary teachers have also gone to a training convention in Pensacola, Florida. There is a bulletin board in our Teachers' Workroom that also highlights upcoming Professional Development opportunities. The administration is very supportive of teachers pursuing developmental opportunities and has consistently paid the cost of training and any associated travel. Teachers annually submit their professional development hours to the office.

**Associations**

Bethel Baptist School is a member of the Golden State Association of Christian Schools (GSACS) and the American Association of Christian Schools (AACS). GSACS is a service organization that endeavors to support the Christian school ministries of churches in California that are in agreement with the association's statement of faith and educational mission. AACS works with various state associations, including GSACS, to provide federal legislative oversight, to promote high-quality Christian education programs, to encourage the goal of producing Christlike young people, and to provide related institutional and personnel services to member schools. Our membership with GSACS allows us to participate in two major events during the year. In October of each year, our teachers participate in the GSACS Educators' Convention in Oxnard, California. The Association brings in educators from schools and colleges throughout the country to lead sessions that equip our teachers with ideas and skills to implement in the classroom. The other major event that we can participate in is the GSACS Fine Arts Competition in Santa Maria, California each March. This is a two-day event for seventh through twelfth-grade students to compete in many different disciplines including music, speech, chess, academic testing, and art. This is a valuable opportunity for our students to demonstrate the skills they have learned. It shows them being Competent Communicators and Cooperative Citizens as they prepare their pieces and as they interact with other students at the competition.

Bethel is a member of the California Interscholastic Federation (CIF) and the Christian Athletic League of Orange County (CALOC) which provide opportunities for students to participate in basketball and volleyball. We are willing to offer other sports dependent on student interest and staffing availability.

**Area Demographic Data**

Orange County is the third-most populous county in California with 3.176 million residents. The county is a hub for the entertainment industry with theme parks such as Disneyland and Knott's Berry Farm. Other important industries include aerospace, electronics, and medical. The city of Santa Ana is the second-most populous city in Orange County with a population of approximately 332,000. The residents of these areas are considered lower middle class with an annual household



income of \$66,145. Coupled with this lower-income are high housing costs. These economic factors present a challenge to our school as we desire to keep tuition and costs affordable for families. The school, although in Santa Ana, is located close to the cities of Westminster, Fountain Valley, and Garden Grove. Westminster and Garden Grove hold some of the largest Vietnamese populations outside of Vietnam. This area has adopted the name “Little Saigon” as a result. We have attempted to reach this community by advertising on local Vietnamese television channels. This has accelerated the interest in our international student program.

### ***Ethnic Demographics of Surrounding Cities***

	<b><i>Population</i></b>	<b><i>Asian</i></b>	<b><i>Hispanic</i></b>	<b><i>White</i></b>	<b><i>Black</i></b>
<b><i>Santa Ana</i></b>	<b><i>332,318</i></b>	<b><i>11.8%</i></b>	<b><i>76.8%</i></b>	<b><i>9.4%</i></b>	<b><i>1.1%</i></b>
<b><i>Westminster</i></b>	<b><i>90,643</i></b>	<b><i>48.4%</i></b>	<b><i>24.1%</i></b>	<b><i>23.7%</i></b>	<b><i>1.5%</i></b>
<b><i>Fountain Valley</i></b>	<b><i>55,357</i></b>	<b><i>35.8%</i></b>	<b><i>15.4%</i></b>	<b><i>44.3%</i></b>	<b><i>0.7%</i></b>
<b><i>Garden Grove</i></b>	<b><i>171,644</i></b>	<b><i>41.2%</i></b>	<b><i>36.4%</i></b>	<b><i>19.5%</i></b>	<b><i>1.0%</i></b>

***\*Data from US Census Bureau 2019***

### ***Ministry opportunities / Community programs***

Bethel Baptist Church provides the students of Bethel Baptist School with a connection to children and youth ministries. While offering a place to grow spiritually, these ministries also present an outreach to students who need a community of friends and support.

To encourage students as they endeavor to become Cooperative Citizens, Bethel Baptist School requires high school students to complete eight community service hours each semester. Students become more involved with the local community as they work to complete community service hours. Some programs students participate in include Habitat for Humanity, Carmel Village Assisted Living Center, UCI Medical center, local library work, Emmanuel Baptist Rescue Mission in Los Angeles, Samaritan's Purse, local park, beach, and street clean up days, and the Red Cross. Students may also earn community service hours from school-organized peer tutoring.

### ***Clubs and Organizations***

Student involvement is encouraged and facilitated through student clubs and organizations. A standing organization is the Associated Student Body (ASB). ASB consists of four officers, at least one student representative from each high school

grade, and a faculty advisor. The faculty advisor is appointed by the administration, while the officers and representatives are elected by a popular vote of the students. ASB's goals are to organize activities that engage students and create school spirit. Some of the events sponsored by the ASB are Chris-O-Gram sales, the Homecoming Banquet, Val-O-Gram sales, Spring Festival, game nights, skate nights, and the end-of-the-year Spring Bash. Because ASB is a representative group of the high school, Administration will often review school policies and solicit ideas for school improvement from ASB.

Clubs are usually initiated and organized by the students. Students wishing to begin a club are instructed to create a statement of purpose and goals, define how students may join, and enlist a faculty advisor to oversee the club meetings and events. This is an example of our Student Goals in action. The Red Cross Club is another standing club that partners with the Red Cross organization. The Red Cross Club has been responsible for annually updating the school's disaster preparedness supplies, promoting blood drive participation, collecting toys for needy children at Christmastime, as well as many other community support events and projects. Other student-initiated clubs have been the Chess Club, Handbell Club, Academia Club, Entrepreneur's Club, and Pep Club that supports sports teams and events.



Many elective classes and the sports program provide opportunities for student involvement outside the normal school day. Such elective classes include drama, yearbook, choir, music appreciation, and school art. Bethel regularly fields boys and girls teams in basketball and volleyball.

**Enrollment Totals**

	<b>2015- 2016</b>	<b>2016- 2017</b>	<b>2017- 2018</b>	<b>2018- 2019</b>	<b>2019- 2020</b>	<b>2020- 2021</b>	<b>2021- 2022</b>
	<b>Total (M/F)</b>	<b>Total (M/F)</b>	<b>Total (M/F)</b>	<b>Total (M/F)</b>	<b>Total (M/F)</b>	<b>Total (M/F)</b>	<b>Total (M/F)</b>
<b>K</b>	20(10/10)	12 (7/5)	12 (6/6)	7 (2/5)	7 (2/5)	6 (3/3)	11 (5/6)
<b>1<sup>st</sup></b>	16 (6/10)	9 (4/5)	8 (3/5)	11 (6/5)	8 (3/5)	6 (2/4)	4 (2/2)
<b>2<sup>nd</sup></b>	14 (7/7)	14 (5/9)	5 (3/2)	6 (3/3)	9 (5/4)	10 (5/5)	6 (2/4)
<b>3<sup>rd</sup></b>	15 (6/9)	12 (5/7)	8 (1/7)	4 (3/1)	5 (2/3)	7 (4/3)	8 (4/4)
<b>4<sup>th</sup></b>	9 (7/2)	14 (6/8)	10 (3/7)	5 (1/4)	0 (0/0)	6 (3/3)	6 (4/2)
<b>5<sup>th</sup></b>	9 (5/4)	10 (8/2)	11 (5/6)	7 (2/5)	5 (3/2)	2 (1/1)	5 (3/2)
<b>6<sup>th</sup></b>	16 (9/7)	8 (4/4)	7 (6/1)	6 (5/1)	3 (1/2)	5 (2/3)	4 (2/2)
<b>7<sup>th</sup></b>	13 (6/7)	12 (4/8)	8 (3/5)	3 (1/2)	6 (4/2)	2 (0/2)	4 (1/3)
<b>8<sup>th</sup></b>	12 (6/6)	11 (5/6)	11 (4/7)	9 (4/5)	5 (3/2)	7 (3/4)	2 (0/2)
<b>9<sup>th</sup></b>	13 (9/4)	13 (6/7)	19 (7/12)	12 (6/6)	9 (3/6)	4 (2/2)	6 (3/3)
<b>10<sup>th</sup></b>	32 (21/11)	28 (19/9)	24 (16/8)	19 (7/12)	14 (7/7)	8 (4/4)	4 (1/3)
<b>11<sup>th</sup></b>	26 (13/13)	43 (24/19)	36 (20/16)	31(18/13)	22 (9/13)	13 (7/6)	10 (4/6)
<b>12<sup>th</sup></b>	17 (6/11)	23 (11/12)	39 (21/18)	39 (23/16)	31 (19/12)	24 (11/13)	14 (8/6)
<b>Total</b>	<b>212 (111/101)</b>	<b>210 (108/102)</b>	<b>198 (98/100)</b>	<b>169 (86/83)</b>	<b>124 (59/64)</b>	<b>100 (47/53)</b>	<b>84 (39/45)</b>

**Data from 9/2021.**



### ***International Students***

Because of our proximity to Little Saigon, we found many families who desired their extended family and friends to come to the United States and study in an American school. To help meet the educational needs of families in our surrounding communities Bethel operates an international student program through the Student Exchange and Visitor Program (SEVP). Bethel is authorized to grant Form I-20 to qualified kindergarten through twelfth grade students who may then apply for an F-1 Student Visa. The program began in 2013 with four international students from Hong Kong. Since then we have had students from China, France, Korea, Norway, Singapore, Taiwan, and Vietnam.

The following chart shows international student enrollment over the last 8 years.

***International Enrollment Totals***

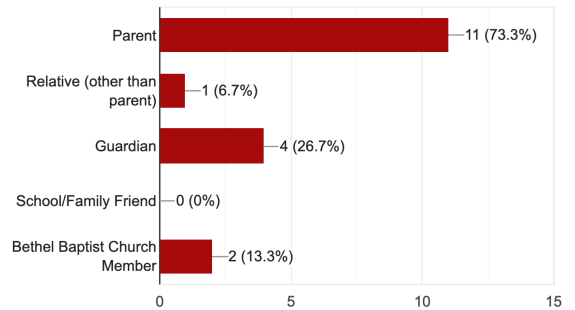
	<b>2014- 2015</b>	<b>2015- 2016</b>	<b>2016- 2017</b>	<b>2017- 2018</b>	<b>2018- 2019</b>	<b>2019- 2020</b>	<b>2020- 2021</b>	<b>2021- 2022</b>
	<b>Int. Student (Total)</b>	<b>Int. Student (Total)</b>	<b>Int. Student (Total)</b>	<b>Int. Student (Total)</b>	<b>Int. Student (Total)</b>	<b>Int. Student (Total)</b>	<b>Int. Student (Total)</b>	<b>Int. Student (Total)</b>
<b>K</b>	0 (18)	0 (19)	0 (12)	0 (12)	0 (7)	0 (7)	0 (6)	0 (11)
<b>1<sup>st</sup></b>	0 (22)	0 (16)	0 (9)	0 (8)	0 (11)	0 (8)	0 (6)	0 (4)
<b>2<sup>nd</sup></b>	0 (17)	0 (14)	0 (14)	0 (5)	0 (6)	0 (9)	0 (10)	0 (6)
<b>3<sup>rd</sup></b>	0 (18)	0 (15)	0 (12)	0 (8)	0 (4)	0 (5)	0 (7)	0 (8)
<b>4<sup>th</sup></b>	0 (9)	0 (9)	0 (14)	0 (10)	0 (5)	0 (0)	0 (6)	0 (6)
<b>5<sup>th</sup></b>	0 (13)	0 (9)	0 (10)	1 (11)	0 (7)	0 (5)	0 (2)	0 (5)
<b>6<sup>th</sup></b>	0 (9)	3 (16)	1 (8)	0 (7)	1 (6)	0 (3)	1 (5)	1 (4)
<b>7<sup>th</sup></b>	0 (9)	8 (13)	3 (12)	3 (8)	1 (3)	1 (6)	0 (2)	0 (4)
<b>8<sup>th</sup></b>	4 (10)	8 (12)	3 (11)	5 (11)	3 (9)	4 (5)	1 (7)	0 (2)
<b>9<sup>th</sup></b>	3 (9)	9 (12)	7 (13)	13 (19)	6 (12)	5 (9)	3 (4)	1 (6)
<b>10<sup>th</sup></b>	6 (13)	26 (31)	25 (28)	18 (24)	15 (19)	7 (14)	4 (8)	4 (4)
<b>11<sup>th</sup></b>	13 (15)	18 (25)	37 (43)	33 (36)	23 (31)	18 (22)	9 (13)	6 (10)
<b>12<sup>th</sup></b>	6 (14)	15 (17)	16 (23)	35 (39)	37 (39)	26 (31)	20 (24)	7 (14)
<b>Total</b>	<b>32 (156)</b>	<b>87 (208)</b>	<b>92 (210)</b>	<b>108 (198)</b>	<b>86 (169)</b>	<b>61 (124)</b>	<b>38 (100)</b>	<b>19 (84)</b>

## Survey Results and Data

The 2021 survey of parents and guardians contained a small sample of our actual constituents. The number of parents contributing was high, but the number of international guardians was low.

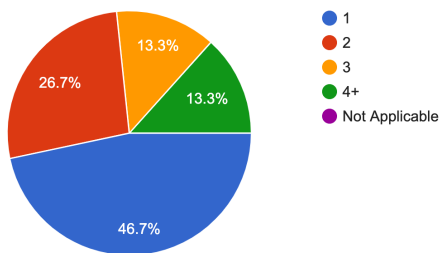
I am a (check all that apply)

15 responses



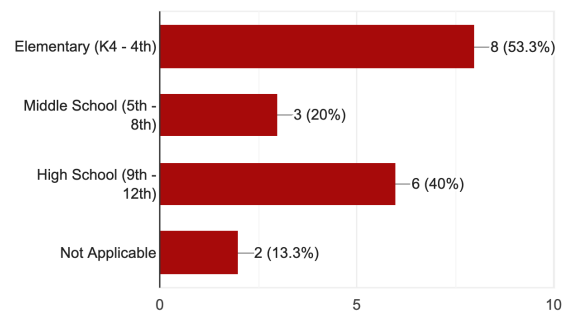
Number of school-age children that attend Bethel Baptist School

15 responses



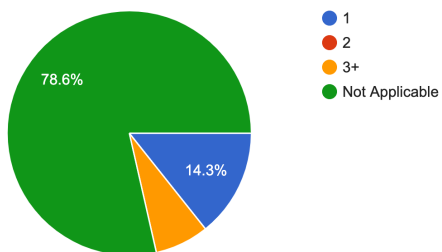
My child/children are in the following grade level(s) at Bethel Baptist School (Mark all that apply).

15 responses



Number of school-age children that do NOT attend Bethel Baptist School

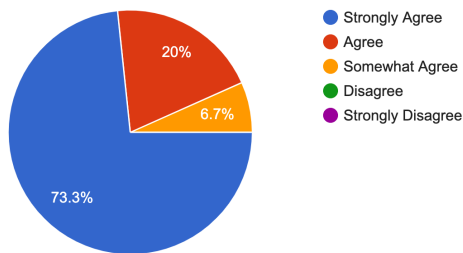
14 responses



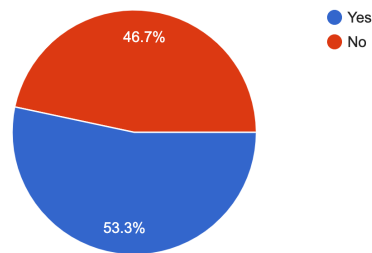
The majority of the participants (47%) have one student attending Bethel. The number of parents having two students is nearly half (27%) the amount of parents with one child at Bethel. While the majority of parents participating had elementary school students, there was a good mix of the parents of middle and high school students. Finally, the majority of our parents do not have students at other schools.

It is interesting that in the parent/guardian survey, the majority (73%) of the group feel welcome at Bethel, yet only a little more than half (53%) are church attenders, either at Bethel or elsewhere.

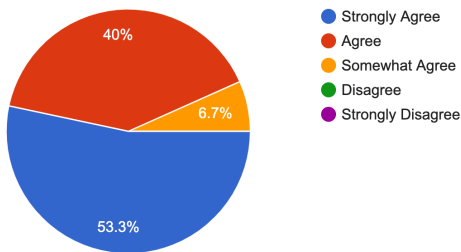
I feel welcome at Bethel Baptist School.  
15 responses



I attend a church regularly.  
15 responses



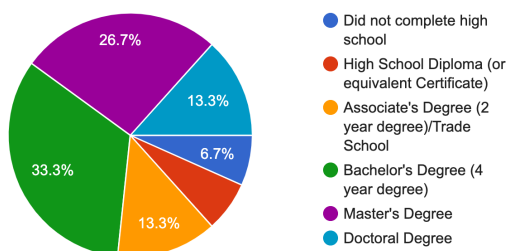
Teachers are a strength of Bethel Baptist School.  
15 responses



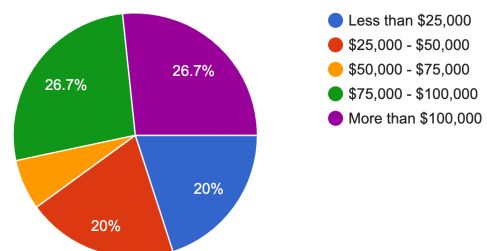
It is good to know that our parent group agrees with the statement "Teachers are a strength of Bethel." The group also agrees that students get an excellent education at Bethel. All parents in the group agreed that the campus was safe for their children.

The participants in our parent/guardian survey (87%) have college degrees and are well within the middle class, with 53.4% earning \$75,000 or more per year.

Highest level of education in your household:  
15 responses



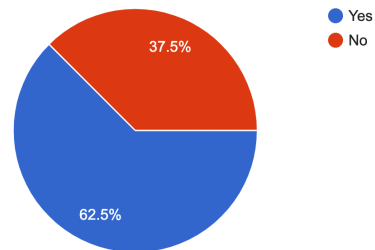
Our annual household income is:  
15 responses



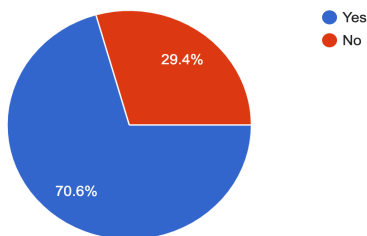
In the high school student survey, students suggested ways to continue building the academic instruction by providing activities that apply learning and varying types of instructional materials.

My teachers use a variety of instructional methods and activities.

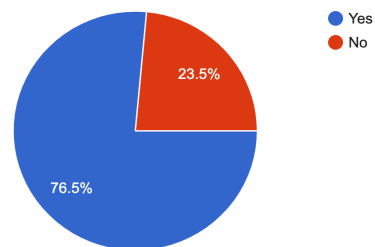
16 responses



Bethel Baptist School helps me to become a critical thinker (organize, process, and evaluat... apply decision making skills).  
17 responses

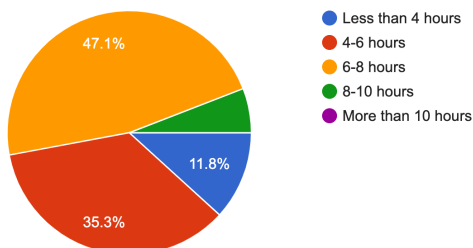


Bethel Baptist School helps me to become a cooperative citizen (collaborate with others...tful behavior, self motivation).  
17 responses

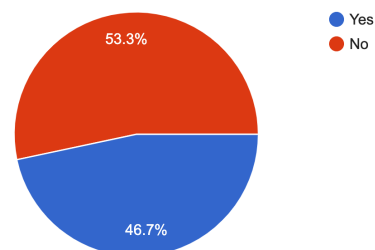


Some students wanted to develop critical thinking and the ability to cooperate with others more. They wanted more library/media resources available. Another request for a classroom environment suitable for focus surfaced, yet almost half the students confessed to not getting enough sleep at night.

I typically get this many hours of sleep each night.  
17 responses



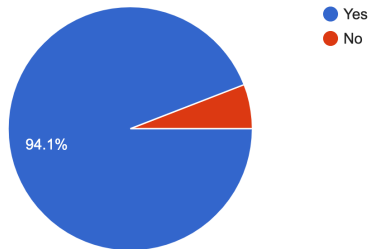
There are adequate library/media services available to me.  
15 responses



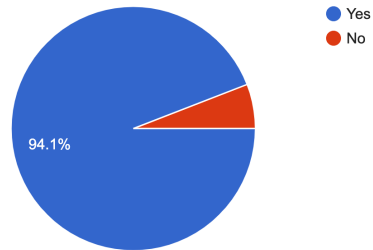


## Bethel Baptist School ACS WASC Self-Study Report

I feel that my teachers genuinely care about me.  
17 responses

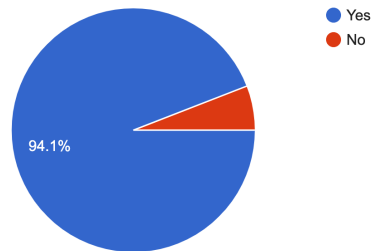


My teachers are professional in their appearance and conduct.  
17 responses

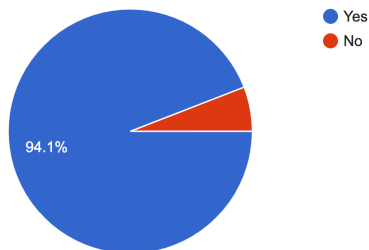


On a positive note, students described teachers as caring, professional, and respectful. They felt their teachers had high expectations for them.

The school staff treats all students with respect and dignity.  
17 responses

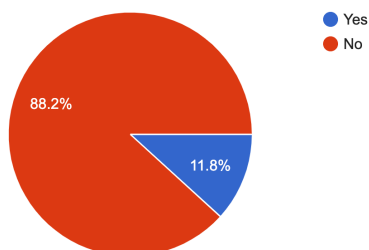


Bethel Baptist School is a safe place.  
17 responses

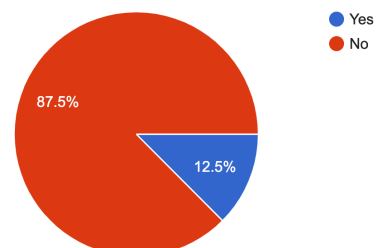


Students also felt their school was safe and clean, with low reports of bullying or substance abuse.

Do you feel bullied at school?  
17 responses

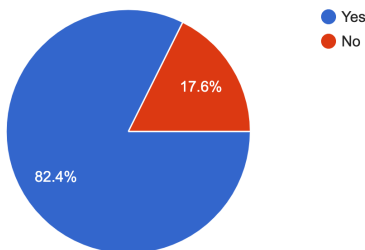


Substance abuse (drugs, smoking, vaping, etc.) is a problem at Bethel Baptist School.  
16 responses

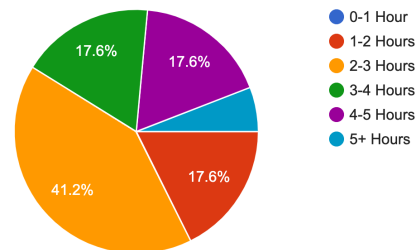


They reported growth in communication skills. Many spend 2-5 hours or more on daily homework. Students had ongoing access to grades, opportunities for community projects, and extracurricular activities. All students reported using technology in learning. Finally, students felt supported in school and acknowledged challenging learning opportunities in class.

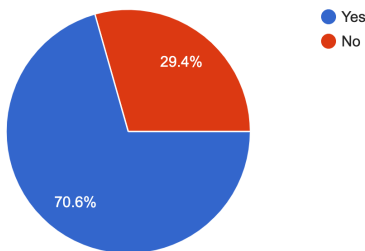
Bethel Baptist School helps me to become a competent communicator (proficiency in r...orporating technology, etc.).  
17 responses



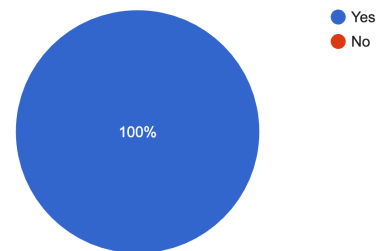
Each day, I do approximately this many hours of homework:  
17 responses



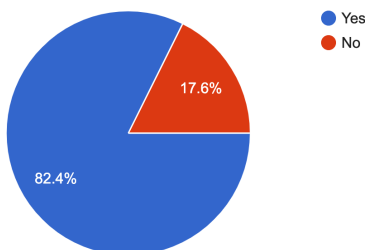
Bethel Baptist School encourages and provides opportunities to be involved in ...and extra curricular activities.  
17 responses



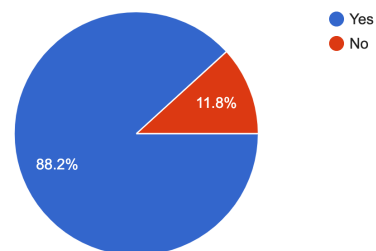
I use technology to enhance my learning  
16 responses



I receive support when I need it to be successful in my classes.  
17 responses



Bethel Baptist School challenges me in my classes.  
17 responses



### ***Test Results***

In the spring of 2015 Bethel administered the SAT10 for the final time. That spring, AACS recommended that its member schools switch to the Iowa Assessments for the following school year. Bethel reviewed the recommendation and administered the Iowa Assessments in the spring of 2016.

The Iowa Assessment results reveal that most classes' National Percentile Rank (NPR) score is above 50 and their Grade Level Equivalent (GLE) is at or above grade level. In the charts below, **highlighted** results indicate NPR ranking below 50.

\*The 2018 Iowa Assessments were lost in the mail by the USPS and never made it to the scoring center and are therefore unavailable.

\*\*The 2020 Iowa Assessments were postponed from the spring of 2020 until the fall of 2020 due to the COVID-19 Pandemic. Students were tested at the grade they would have been in during the spring. Our high school was not able to participate in this testing because many of our high school students were still attending school virtually.



***ELA TOTAL (English Language Arts)***

	IOWA 2016	IOWA 2017	IOWA 2018*	IOWA 2019	IOWA 2020**	IOWA 2021
<b>K</b>	91 (1.4)	99 (1.9)		92 (1.6)	N/A (1.5)	92 (1.9)
<b>1<sup>st</sup></b>	87 (2.5)	67 (2.1)		61 (2.0)	95 (2.0)	80 (2.3)
<b>2<sup>nd</sup></b>	64 (3.1)	73 (3.4)		62 (3.0)	85 (3.0)	64 (3.1)
<b>3<sup>rd</sup></b>	66 (4.4)	77 (5.0)		45 (3.6)	82 (4.4)	45 (3.6)
<b>4<sup>th</sup></b>	70 (5.9)	71 (6.0)		69 (5.8)	22 (3.0)	53 (5.0)
<b>5<sup>th</sup></b>	62 (6.6)	73 (7.3)		76 (7.6)	50 (5.2)	32 (4.8)
<b>6<sup>th</sup></b>	64 (7.7)	65 (7.9)		34 (5.7)	93 (10.1)	52 (7.0)
<b>7<sup>th</sup></b>	71 (9.6)	61 (8.8)		98 (13+)	72 (8.9)	95 (13+)
<b>8<sup>th</sup></b>	69 (11.1)	75 (12.0)		46 (8.4)		71 (11.5)
<b>9<sup>th</sup></b>	52 (10.0)	59 (10.9)		72 (13+)		90 (13+)
<b>10<sup>th</sup></b>	45 (10.1)	47 (10.4)		58 (12.0)		62 (12.7)
<b>11<sup>th</sup></b>	52 (12)	40 (10.3)		58 (13+)		36 (9.9)
<b>12<sup>th</sup></b>	44 (11.7)	49 (12.6)		43 (11.5)		30 (9.5)

**National Percentile Rank (Grade level Equivalent)**

**MATH TOTAL**

	IOWA 2016	IOWA 2017	IOWA 2018*	IOWA 2019	IOWA 2020**	IOWA 2021
<b>K</b>	85 (1.3)	98 (1.8)		95 (1.7)	N/A (1.5)	88 (1.4)
<b>1<sup>st</sup></b>	86 (2.5)	68 (2.1)		49 (1.8)	78 (1.6)	84 (2.4)
<b>2<sup>nd</sup></b>	79 (3.6)	79 (3.6)		76 (3.5)	94 (3.4)	70 (3.1)
<b>3<sup>rd</sup></b>	68 (4.4)	69 (4.4)		33 (3.3)	88 (4.4)	33 (3.3)
<b>4<sup>th</sup></b>	68 (5.6)	66 (5.5)		68 (5.6)	28 (3.5)	49 (4.8)
<b>5<sup>th</sup></b>	61 (6.4)	64 (6.6)		81 (7.9)	79 (6.6)	42 (5.4)
<b>6<sup>th</sup></b>	59 (7.5)	65 (8.0)		37 (6.2)	82 (8.5)	58 (7.4)
<b>7<sup>th</sup></b>	68 (9.4)	67 (9.3)		83 (11.6)	64 (8.2)	74 (10.1)
<b>8<sup>th</sup></b>	67 (10.7)	74 (12.1)		55 (9.3)		56 (9.3)
<b>9<sup>th</sup></b>	74 (13+)	67 (12.4)		67 (12.4)		80 (13+)
<b>10<sup>th</sup></b>	53 (13+)	78 (13+)		73 (13+)		65 (13+)
<b>11<sup>th</sup></b>	69 (13+)	70 (13+)		73 (13+)		77 (13+)
<b>12<sup>th</sup></b>	72 (13+)	75 (13+)		68 (13+)		69 (13+)

National Percentile Rank – (Grade Level Equivalent)

**Core Battery/Core Composite**

	IOWA 2016	IOWA 2017	IOWA 2018*	IOWA 2019	IOWA 2020**	IOWA 2021
<b>K</b>	86 (1.3)	98 (1.8)		94 (1.6)	N/A (1.5)	87 (1.4)
<b>1<sup>st</sup></b>	81 (2.5)	61 (2.1)		54 (1.9)	N/A (1.9)	76 (2.3)
<b>2<sup>nd</sup></b>	70 (3.3)	74 (3.4)		70 (3.3)	89 (3.2)	64 (3.1)
<b>3<sup>rd</sup></b>	65 (4.3)	72 (4.6)		38 (3.4)	85 (4.3)	37 (3.4)
<b>4<sup>th</sup></b>	67 (5.7)	67 (5.7)		66 (5.6)	24 (3.2)	50 (4.7)
<b>5<sup>th</sup></b>	61 (6.4)	67 (6.8)		76 (7.5)	62 (5.8)	35 (5.1)
<b>6<sup>th</sup></b>	59 (7.5)	63 (7.8)		34 (5.9)	86 (9.2)	53 (7.0)
<b>7<sup>th</sup></b>	67 (9.5)	62 (9.0)		93 (13+)	66 (8.5)	85 (12.3)
<b>8<sup>th</sup></b>	67 (10.7)	74 (12.0)		51 (8.9)		62 (10.2)
<b>9<sup>th</sup></b>	64 (11.6)	63 (11.4)		69 (12.9)		86 (13+)
<b>10<sup>th</sup></b>	59 (12.4)	63 (13+)		64 (13+)		63 (13+)
<b>11<sup>th</sup></b>	61 (13+)	56 (13+)		67 (13+)		58 (13+)
<b>12<sup>th</sup></b>	59 (13+)	63 (13+)		56 (13+)		50 (12.8)

**National Percentile Rank – (Grade Level Equivalent)**

***Complete Battery/Complete Composite***

	IOWA 2016	IOWA 2017	IOWA 2018	IOWA 2019	IOWA 2020	IOWA 2021
<b>K</b>	N/A	N/A		N/A	N/A	N/A
<b>1<sup>st</sup></b>	76 (2.4)	56 (1.9)		47 (1.7)	?? (1.8)	71 (2.2)
<b>2<sup>nd</sup></b>	60 (3.1)	67 (3.2)		73 (3.4)	89 (3.2)	57 (3.0)
<b>3<sup>rd</sup></b>	62 (4.3)	70 (4.6)		37 (3.4)	86 (4.4)	43 (3.6)
<b>4<sup>th</sup></b>	66 (5.7)	65 (5.7)		67 (5.8)	35 (3.6)	55 (5.1)
<b>5<sup>th</sup></b>	63 (6.7)	67 (7.0)		76 (7.7)	59 (5.6)	32 (4.9)
<b>6<sup>th</sup></b>	60 (7.6)	64 (7.9)		35 (5.8)	84 (9.2)	51 (6.9)
<b>7<sup>th</sup></b>	65 (9.4)	60 (8.8)		92 (13+)	66 (8.5)	85 (12.8)
<b>8<sup>th</sup></b>	65 (10.7)	69 (11.5)		45 (8.3)		58 (9.8)
<b>9<sup>th</sup></b>	61 (11.6)	61 (11.6)		71 (13+)		85 (13+)
<b>10<sup>th</sup></b>	55 (11.8)	61 (13+)		59 (12.7)		62 (13+)
<b>11<sup>th</sup></b>	57 (13+)	52 (12.1)		64 (13+)		51 (12.1)
<b>12<sup>th</sup></b>	56 (13+)	62 (13+)		53 (13+)		47 (11.9)

**National Percentile Rank – (Grade Level Equivalent)**

Full printouts of the data are available in the School Improvement Office.

**Analysis of Test Results**

Annually upon receipt of test scores, the teaching staff investigates the Iowa Assessment results to evaluate what skills fall below the national class average and what areas need improvement.

**Elementary**

Listed below are individual sub-tests by grade level since 2016 in which the National Percentile Rank falls below the 50th percentile. There are 62 sub-tests that fall into this category. 16 are reading, 15 social studies, 9 science, 8 mathematics, 5 written expression, 5 vocabulary, 2 language, 1 listening, and 1 computation. From this data, we see that scores for subtests which were geared toward extended reasoning were lower than the national class average. However, in many cases, the percentiles are still close to the 50th percentile.

2016	2017	2018*	2019	2020	2021
K5 - Reading	1st - Reading		1st - Reading	4th - Vocabulary	2nd - Listening
1st - Mathematics	1st - Science		1st - Social Studies	4th - Reading	2nd - Social Studies
1st - Social Studies	1st - Social Studies		1st - Science	4th - Written Expression	2nd Science
2nd - Language	2nd - Science		2nd - Language	4th - Mathematics	3rd - Reading
2nd - Social Studies	2nd - Social Studies		3rd - Reading	5th - Reading	3rd Written Expression
3rd - Reading	3rd - Reading		3rd - Math	5th - Vocabulary	3rd - Mathematics
3rd - Math	3rd - Social Studies		3rd - Written Expression	5th - Social Studies	3rd Social Studies



2016	2017	2018*	2019	2020	2021
3rd - Social Studies	4th - Science		3rd - Social Studies		4th Reading
4th - Reading	6th - Science		3rd - Science		4th - Vocabulary
5th -Reading			4th - Math		4th - Computation
6th - Social Studies			5th- Reading		5th - reading
			6th - Reading		5th written expression
			6th - Math		5th vocabulary
			6th - Written Expression		5th mathematics
			6th - Social Studies		5th social studies
			6th - Science		5th science
					6th - Reading
					6th vocabulary
					6th - social studies

\*Data not available

Orange includes all reading deficiency scores; green indicates all social studies deficiency scores

To address needs in the areas of English language arts, we began a Reading Buddies Program. In this program selected high school students were paired with students from elementary classes for a time of reading. This program occurred monthly; however, it was put on hiatus for the 2020-2021 school year because of COVID.

**High School**

Our math scores over the last six years have been consistently above average. That has allowed us to add AP Calculus and AP Statistics classes to our course offerings.

With the increase in our international student population, we have noticed a need for English proficiency, specifically with our international students. Results from the vocabulary, reading, and written expression subtests are listed in the charts below.

**Vocabulary Average Percent Correct**

Grade	2016 Class Average	2016 Local:I20	2017 Class Average	2017 Local:I20	2019 Class Average	2019 Local:I20	2021 Class Average	2021 Local:I20
7th	60%	68%:32%	67%	75%:29%	92%	90%:95%	85%	85%:NA
8th	61%	71%:32%	71%	80%:48%	51%	58%:39%	67%	69%:60%
9th	40%	66%:32%	43%	67%:28%	51%	75%:34%	79%	95%:73%
10th	33%	58%:28%	34%	76%:29%	39%	73%:30%	44%	60%:28%
11th	39%	67%:28%	38%	64%:34%	47%	68%:41%	52%	81%:39%
12th	43%	90%:37%	43%	73%:29%	42%	83%:41%	35%	NA:35%

Green indicates above national average; orange indicates below.

**Reading Average Percent Correct**

Grade	2016 Class Average	2016 Local:I20	2017 Class Average	2017 Local:I20	2019 Class Average	2019 Local:I20	2021 Class Average	2021 Local:I20
7th	75%	82%:51%	71%	77%:39%	93%	90%:98%	86%	86%:NA
8th	72%	74%:65%	75%	84%:53%	58%	60%:54%	72%	69%:87%
9th	56%	82%:47%	62%	74%:54%	60%	84%:44%	79%	88%:77%
10th	51%	71%:46%	53%	89%:48%	52%	81%:44%	60%	69%:51%
11th	59%	79%:51%	54%	82%:51%	62%	74%:59%	56%	89%:41%
12th	59%	93%:54%	63%	81%:54%	56%	59%:56%	49%	NA:49%

**Written Expression Average Percent Correct**

Grade	2016 Class Average	2016 Local:I20	2017 Class Average	2017 Local:I20	2019 Class Average	2019 Local:I20	2021 Class Average	2021 Local:I20
7th	70%	76%:49%	63%	69%:36%	91%	89%:96%	89%	89%:NA
8th	72%	74%:65%	72%	77%:58%	59%	60%:57%	71%	72%:69%
9th	59%	76%:53%	61%	67%:58%	60%	80%:45%	78%	69%:81%
10th	55%	66%:53%	56%	76%:54%	58%	76%:53%	62%	71%:54%
11th	62%	83%:54%	55%	76%:52%	60%	65%:59%	49%	83%:34%
12th	59%	89%:54%	62%	83%:53%	56%	48%:56%	53%	NA:53%

The data suggests the foreign student population struggled with these areas of their language acquisition. To address the needs of our students, and help them become Competent Communicators and Conscientious Learners we have developed a class we call English Enhancement.

The goal of English Enhancement is to strengthen students' English acquisition through reading, writing, speaking, and listening. Teachers address cultural differences and help students adjust to American culture.

In the ninth and tenth grade courses, there is a heavy emphasis on reading, vocabulary, and grammar. Resources like CommonLit provide a free reading curriculum. Each reading assignment has assessment questions that are formatted like the PSAT and SAT reading sections. For grammar, resources including BJU Press worksheets and Khan Academy provide an additional opportunity for students to grow in their American grammar competency. Vocabulary continues to be an area where our students need to grow. The class uses word analogies and assorted worksheets to help increase their vocabulary skills. Another course element focuses on writing. Students write a few paragraphs each week; they are encouraged to get their thoughts written down without using tools like translators. After several paragraphs are written, students participate in a revision process.

In the twelfth grade course, the focus shifts off grammar and vocabulary and onto reading and college readiness. CommonLit continues to play a dominant role in the course curriculum. Another element focuses on writing two or three essays throughout the year. The final major element attempts to prepare students for college. In 2021-22, the class began using “My College Journal” to help students document their thoughts as they select and apply for college. We also watch several interviews of people in various professions. The interviewees discuss how they got their job, their income and budget, and their goals for the future. The interviews we watch are tailored to the student’s intended majors and future careers.

In summary, the content of English Enhancement tends to be dynamic. It morphs a little each year depending on students’ needs. In the 2021-22 school year, the class sizes are very small, thus allowing both courses to minutely focus on each student’s language acquisition.

### **AP Tests**

Bethel Baptist School’s AP Course offerings have grown in recent years. AP classes are valuable courses that meet each of our student goals. The courses are designed to develop

Critical Thinking skills in each discipline. Students must learn to be Competent Communicators to communicate essential concepts. These courses encourage collaboration among learners (Cooperative Citizens). To achieve success in these classes, students must be Conscientious Learners and learn how to best prepare for the AP tests at the end of the school year.



Our students have a desire to take AP classes each year to have the opportunity to earn college credit. Over the past five years, students have taken tests in 15 AP courses. These courses include Biology, Calculus AB, Calculus BC, Statistics, Chemistry, Physics 1, Physics C: Mechanics, English Literature, English Language Composition, Computer Science A, Chinese Language, Spanish Language, US Government, US History, and Geography. We desire for the students to be in a traditional classroom setting for these courses, but there are times when students take the course through an online school (Accelerate Academy, Edmentum, Florida Virtual Global School, James Madison High School). Possible reasons for online self-study include the following: schedule conflicts, courses not offered during a certain school year, no qualified staff to teach a certain subject.

The table below shows the number of AP tests given as well as the average score.

	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Total HS Students</b>	107	96	101	76	49
<b>Students who took AP Tests</b>	21	29	52	34	31
<b>Number of Tests taken</b>	29	55	89	69	59
<b>Average score</b>	2.3	2.2	2.2	3.1	2.1
<b>Percent of Exams with Scores of 3 or Higher</b>	31%	38%	33%	61%	37%

From this data, we see a few key points. First, the number of students taking tests relative to the high school size has increased during the last five years. Second, the number of tests taken per student has also increased during this time. This shows that our students have a strong desire to take these courses. Aside from 2020, we see an average score across all of the tests to be fairly consistent from year to year. Within individual subjects, we tend to see an increase in passing scores as an instructor teaches the class more. The following charts demonstrate this trend.

#### **Calculus AB**

	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Number of Exams</b>	11	14	19	9	7
<b>Average Score</b>	2.0	2.9	3.4	3.8	3.0
<b>Percent of Exams with scores of 3 or higher</b>	18%	50%	74%	78%	71%

#### **Calculus BC**

	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Number of Exams</b>	N/A	N/A	1	7	5
<b>Average Score</b>	N/A	N/A	5.0	5.0	2.8
<b>Percent of Exams with scores of 3 or higher</b>	N/A	N/A	100%	100%	60%

**Chemistry**

	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Number of Exams</b>	1	18	12	9	8
<b>Average Score</b>	5.0	1.7	2.0	2.6	1.8
<b>Percent of Exams with scores of 3 or higher</b>	100%	22%	33%	44%	25%

**Physics 1**

	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Number of Exams</b>	N/A	N/A	13	5	1
<b>Average Score</b>	N/A	N/A	1.7	3.2	3.0
<b>Percent of Exams with scores of 3 or higher</b>	N/A	N/A	8%	80%	100%

## Chapter III: Self-Study Findings

### Category A: Organization for Student Learning

#### A1. School Purpose Criterion

The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted schoolwide learner outcomes that form the basis of the educational program for every student. (**Note:** school purpose is a general term for terminology used by schools such as core beliefs, vision, mission, or philosophy and objectives.)

Examples include: every student will demonstrate knowledge and understanding of diverse cultures that fosters tolerance for individual differences; every student will be a collaborative worker; and every student will demonstrate higher order thinking skills of application, analysis, synthesis and evaluation.

**Online Programs: iNACOL Standard A: Mission Statement:** The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communication between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

#### Indicators with Prompts

##### Beliefs and Philosophy

**A1.1. Indicator:** The written mission and vision (purpose) reflects the beliefs and philosophy of the school and its constituency.

**A1.1. Prompt:** *Evaluate the written purpose in relationship to the beliefs and philosophy of the school and its constituency served.*

Findings	Supporting Evidence
The mission and vision of Bethel Baptist School distinctly state our purpose and philosophy. A God-honoring, Christ-centered, Bible-based education reflects the fact we are a ministry of Bethel Baptist Church. Many families who attend our school either attend Bethel Baptist Church or another church of like faith and desire we teach their children from a Christ-centered perspective. We also desire students to achieve superior academic standards and become involved in extracurricular programs. This part of the mission is essential to all constituents. For students, they must receive an education which prepares them for any future career. Parents desire a high-quality education for their children because they invest time and money in their children. Teachers and administration desire to provide the best education possible to meet the needs of the families whose children attend the school.	Faculty Handbook



**Purpose, Schoolwide Learner Outcomes, and Profile Data**

**A1.2. Indicator:** The student/community profile data has impacted the development of the school's vision and mission and schoolwide learning outcomes.

**A1.2. Prompt:** *Evaluate the degree to which the development of the school's vision, mission, and schoolwide learner outcomes have been impacted by pertinent student/community profile data and identified future global competencies, and current educational research.*

Findings	Supporting Evidence
To determine the needs of the Bethel students, and their families, our school collects various data. We record and review data annually to ensure our programs are meeting the needs of our students and achieve student goals.	PSAT/NMSQT & PSAT 10 Tests Registration Cards Parent Survey IOWA Testing AP Testing Parent-Teacher Meeting

**Involvement of All**

**A1.3. Indicator:** The school has a process for involving representatives of the entire school community in the development/refinement of the mission, vision, and schoolwide learner outcomes.

**A1.3. Prompt:** *Evaluate the processes 1) to ensure the involvement of representatives from the entire school community in the development/refinement of the vision, mission, and schoolwide learner outcomes and 2) to determine their effectiveness.*

Findings	Supporting Evidence
The administration of Bethel along with input from teaching staff formulated the mission, vision, and student goals. When the administrative leaders completed the task, they published them for the church and school.	Faculty Handbook Record of administration meetings

**Consistency of Purpose, Schoolwide Learner Outcomes, and Program**

**A1.4. Indicator:** There is a strong degree of consistency between the school purpose, the schoolwide learner outcomes, and the school program.

**A1.4. Prompt:** *Provide a range of examples that the school vision, mission, schoolwide learner outcomes, and program are consistent.*

Findings	Supporting Evidence
God-honoring, Christ-centered, Bible-based programs to support our mission include weekly chapels, spiritual emphasis activities, and curriculum from Christian publishers. We seek to ensure a superior academic and extracurricular experience by offering the Red Cross Club, many AP classes, statewide academic and fine art competitions, school expeditions to Washington D.C. and Sacramento. In an increasingly difficult demographic, we seek to minister to each family by providing all Christian teachers, visiting student homes, and visiting their respective countries when	Curriculum from ABEKA and Bob Jones University (BJU) Christian teachers Weekly chapel Bible Classes Overseas Visits Spiritual Emphasis Activities

opportunities permit. However, we do not yet have effective communication with many of those who do not communicate well in English. Bethel recognizes this as an area of growth.	Red Cross Club AP Testing GSACS Competitions School Trips
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### **Communication about Vision, Mission, and Schoolwide Learner Outcomes**

**A1.5. Indicator:** The school has means to publicize the vision, mission, and schoolwide learner outcomes to the students, parents, and other members of the school community.

**A1.5. Prompt:** *Examine the effectiveness of the means to publicize the purpose and the schoolwide learner outcomes to the students, parents, and other members of the school community.*

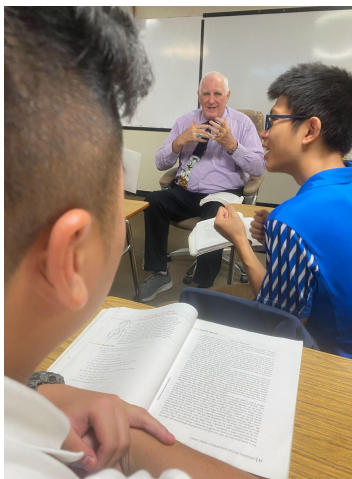
<b>Findings</b>	<b>Supporting Evidence</b>
The mission statement, vision, and student goals are on posters in each of the classrooms and also on the school's website. Aspects of each of these are highlighted in the school's Weekly Warrior newsletter.	Classroom Posters Weekly Warrior Website

### **Regular Review/Revision**

**A1.6. Indicator:** The school has a process for regular review/revision of the school purpose and the schoolwide learner outcomes based on current and future learner needs and other local/global trends/conditions.

**A1.6. Prompt:** *Evaluate the effectiveness of the regular process for review/revision of the core beliefs, school vision, mission, and the schoolwide learner outcomes. Include the degree to which the review/revision process addresses current and future learner needs and other local/global trends/conditions.*

<b>Findings</b>	<b>Supporting Evidence</b>
Bethel administration is aware of the necessity of regular review and revisions needed to the school philosophy, goals, mission, and student goals. The leadership attempts to review documents annually and potentially update if necessary. The School Board and BPA (Bethel Parent Association) are encouraged to review them regularly.	Administrative Meetings Faculty Meetings BPA Meetings



## A2. Governance Criterion

The governing authority (a) adopts policies which are consistent with the school's mission and vision (purpose) and support the achievement of the schoolwide learner outcomes, (b) delegates implementation of these policies to the professional staff and (c) monitors results.

**Online Programs: iNACOL Standard B: Governance Statement:** Governance is typically provided by a Board of Directors, an Advisory Board or an ISEP Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

### Indicators with Prompts

#### Clear Policies and Procedures

**A2.1. Indicator:** There are clear policies and procedures with regard to the selection, composition and specific duties of the governing authority.

**A2.1. Prompt:** *Evaluate the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing authority.*

Findings	Supporting Evidence
Bethel Baptist Church Board of Trustees has primary governance of the school. Church by-laws contain policies for the Board of Trustees. Members of the Board are selected annually by church members during the church business meeting.	Church by-laws Board Meeting Minutes

#### Pretraining of Potential Board Members

**A2.2. Indicator:** Individuals who seek board membership or are being considered as appointees by the board will have some form of training in the principles and skills essential to the effectiveness of the school board.

**A2.2. Prompt:** *Evaluate the effectiveness of the training that is offered to prospective or new school board members.*

Findings	Supporting Evidence
Bethel Baptist Church Board of Trustees has primary governance of the school. There is no formal Trustee training, however, the Pastor assures candidates are qualified according to church by-laws	Church by-laws

#### Relationship of Policies

**A2.3. Indicator:** The governing authority's policies are directly connected to the school's vision, mission, and schoolwide learner outcomes.

**A2.3. Prompt:** *Evaluate the adequacy of the policies to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations.*

Findings	Supporting Evidence
Minutes of the board, administration, and trustees/deacon meetings reflect the support of the school's vision, mission, and student goals.	Trustees Meeting Minutes

**A2.3. Additional Online Instruction Prompt:** *Prompt: Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
N/A	N/A

#### **Involvement of Governing Authority**

**A2.4. Indicator:** The governing authority is involved in the regular review and refinement of the school's vision, mission and schoolwide learner outcomes. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.

**A2.4. Prompt:** *Evaluate the processes for the involvement of the governing board in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
The administration keeps the Board of Trustees informed with pertinent information about the school at each Board meeting. The administrator provides financial updates, and the principal informs board members of details of the state of the school.	Trustees Meeting Minutes

#### **School Community Understanding**

**A2.5. Indicator:** The school community understands the governing authority's role.

**A2.5. Prompt:** *To what degree does the school community understand the governing authority's role?*

Findings	Supporting Evidence
The school community will often see the Pastor and administration at major school events. These individuals will oftentimes open the events with prayer and a formal greeting. Many of the day-to-day interactions the community has with leadership occurs with the elementary and high school principles. School leadership also attends sporting events as their schedule allows. The Pastor and administration have an open door policy to meet with the school and church community.	School events

#### **Relationship to Professional Staff**

**A2.6. Indicator:** There is clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The governing authority constrains its actions to policy making and strategic planning, while authorizing the administration to implement its decisions.

**A2.6. Prompt:** *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

Findings	Supporting Evidence
The Bethel Baptist Church Board of Trustees has quarterly meetings where major aspects of the school ministry are discussed. The Pastor and school administration meet	Board of Trustees Meeting Minutes

<p>biweekly to discuss day-to-day aspects of the school and develop policies. Those policies and decisions are passed down to the staff during department meetings with the principals.</p> <p>When members of the staff have an idea or suggestion, they report to their supervisor, who will then take it to administration for approval. Administration provides an avenue for staff members to make suggestions to improve the school. This has been in the form of a staff survey, staff meetings, or regular conversions.</p>	<p>Admin Meeting Minutes</p> <p>Department meeting minutes</p> <p>End of the year staff survey</p>
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**Board Evaluation/Monitoring Procedures**

**A2.7. Indicator:** There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

**A2.7. Prompt:** *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school programs and operations, and fiscal health of the school.*

Findings	Supporting Evidence
<p>The Board of Trustees discusses the school programs and operations and fiscal health. Minutes from administration and board meetings reflect discussions. Review of student performance is considered/evaluated by administration.</p> <p>The school leadership works closely with the Board of Trustees to ensure any decisions regarding the school align with the mission and vision of both the church and school.</p>	<p>Trustees Meeting Minutes</p>

**Complaint and Conflict Resolution Procedures**

**A2.8. Indicator:** The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

**A2.8. Prompt:** *Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders.*

Findings	Supporting Evidence
<p>The school plan for conflict resolution follows the pattern of Matthew 18:15-21. When conflicts arise between individuals, they should first approach the other party in a spirit of love, seeking reconciliation. If the matter fails to be resolved the individual should seek counsel from their supervisor. If the matter is still active, it will move up the chain of administration until it is resolved.</p>	<p>Matthew 18:15-21</p> <p>Faculty manual</p>

**Evaluation Procedures**

**A2.9. Indicator:** The governing authority carries out clearly defined evaluation procedures.

**A2.9. Prompt:** *Comment on the clarity of the evaluation procedures carried out by the governing authority.*

Findings	Supporting Evidence
The Board of Trustees receives updates about the school from the administrator and principals during its quarterly meetings.	Board Meeting Minutes

**Evaluation of Governing Authority**

**A2.10. Indicator:** There is a process for evaluating the governing authority.

**A2.10. Prompt:** *Review and assess the process for evaluating the governing authority.*

Findings	Supporting Evidence
The Pastor and Chairman of the Board have the responsibility to evaluate the effectiveness of the Board Members in their given responsibilities and will take appropriate action as needed. In addition, the church members vote to affirm the Board of Trustees' members during the annual business meeting.	Church by-laws Annual Business Meeting Minutes.



**A3. School Leadership Criterion**

The school leadership (a) makes decisions to facilitate actions that focus the energies of the school on students' achievement of the schoolwide learner outcomes (b) empowers the staff and (c) encourages commitment, participation and shared accountability for student learning.

**Online Programs: iNACOL Standard C: Leadership:** The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

**Online Programs: iNACOL Standard I: Integrity and Accountability:** In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

**Online Programs: iNACOL Standard D: Planning:** A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

**Online Programs: iNACOL Standard F: Commitment:** In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

**Indicators with Prompts****Defined Responsibilities, Practices, etc.**

**A3.1. Indicator:** The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A3.1. Prompt:** *Evaluate these administrator and faculty written policies, charts, and handbooks. Determine the clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>The Faculty Handbook contains charts, descriptions, and policies regarding the organizational structure, responsibilities, and practices of the school leadership.</p> <p>The current leadership roles are as follows:</p> <p>Pastor Adam Shamsuddin, School Superintendent</p> <p>Dr. Terry Cantrell, School Administrator</p> <p>Mr. Danny Thomas, High School Principal</p> <p>Mrs. Roe Osborne, Elementary and Middle School Principal</p>	<p>Faculty Handbook</p>



**Existing Structures**

**A3.2. Indicator:** The school has existing structures for internal communication, planning and resolving differences.

**A3.2. Prompt:** *How effective are the existing structures for internal communication, planning and resolving differences?*

Findings	Supporting Evidence
<p>Internal communications exist in the form of emails, memos, and faculty meetings.</p> <p>Bethel empowers its staff through the beginning of school in-service week, department staff meetings, and in-service days. During the beginning of school in-service week, the administration spends extra time encouraging and spiritually and mentally preparing Bethel's staff for the upcoming school year. Also, the teachers can meet with the principal and supervisors for additional questions and concerns. Principles for conflict resolution are based on Matthew 18, and carried to the principals of each department and ultimately to the administration and pastor.</p>	<p>Faculty Handbook</p> <p>Staff Meeting Minutes</p> <p>School Calendar</p> <p>Email logs</p>

**Involvement of Staff**

**A3.3. Indicator:** The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning that supports student learning.

**A3.3. Prompt:** *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning?*

Findings	Supporting Evidence
<p>The teaching staff is involved in collaborative meetings to discuss school improvement and student learning. Department staff meetings also help to remind staff of shared responsibilities.</p> <p>Bethel's administration encourages all teachers to have an open-door policy throughout the day. After-school tutoring and help classes are available all year long, along with lunch break assistance for students who need help in certain areas. Throughout the school year, teachers meet with and make phone calls to parents to discuss their child's improvement and areas needing work. Every year Bethel holds parent-teacher conferences to allow parents to have one-on-one time with their child's teacher. Teachers remain in regular contact with parents regarding student grades and behavior. Teachers desire to see all students achieve their goals both academically and spiritually.</p>	<p>Faculty Handbook</p> <p>Staff Meeting Minutes</p> <p>School Calendar</p>

### Evaluation of Existing Processes

**A3.4. Indicator:** The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

**A3.4. Prompt:** *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Supporting Evidence
When existing processes fail to keep student goals from faltering or failing, staff meetings are held to determine the degree to which the goal is not being achieved. This might include an assessment of the staff member during class being observed by a master teacher or an administration member. Other instances may include revision of curriculum and processes. Meetings between teachers and staff sometimes provide solutions for immediate implementation. Many staff members express curriculum challenges with their peers seeking a solution before a loss of instruction.	Teacher and administration meetings.  Annual teacher monitoring/evaluation



#### A4. Staff Criterion

The school leadership and staff are qualified for their assigned responsibilities, are committed to the school's purpose and engage in ongoing professional development that promotes student learning.

**Online Programs: iNACOL Standard E: Organizational Staffing:** A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

#### Indicators with Prompts

##### Employment Policies/Practices

**A4.1. Indicator:** The school has clear employment policies/practices related to qualification requirements of staff.

**A4.1. Prompt:** *Evaluate the clarity of the employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.*

Findings	Supporting Evidence
The Faculty Handbook clearly defines qualifications for staff members. The school administration hires staff members whose character and qualifications are aligned with the Church and the School's core beliefs, values, and educational standards.	Faculty Handbook

##### Qualifications of Staff

**A4.2. Indicator:** The school reviews all information regarding staff background, training, and preparation.

**A4.2. Prompt:** *Evaluate the procedures to ensure all staff members in all programs, including online instruction, based on staff background, training, and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.*

Findings	Supporting Evidence
Administration reviews backgrounds and qualifications of staff before hiring. When hired, staff must go through a background check and fingerprinting before interacting with students. Staff members are encouraged to seek all forms of training to assist them in meeting the goals of Bethel Baptist School. The School Administrator, High School Principal, and the Elementary and Middle School Supervisor are responsible to ensure students receive an education commensurate with the principles and educational goals which align with state standards. Bethel Baptist School ensures all students receive a passing grade in the required subjects to receive the diploma.	Review of state standards Coordinated training on and off-campus Staff members summer training

**Maximum Use of Staff Expertise**

**A4.3. Indicator:** The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

**A4.3. Prompt:** *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared or their responsibilities including any type of online instruction.*

Findings	Supporting Evidence
The administrator and high school principal meet with staff members at various times to discuss how they can best use their expertise. These meetings are especially useful in determining electives, as well as other advanced classes, and extracurricular programs.	Teacher application Teacher/Administration communication

**Defining and Understanding Practices/Relationships**

**A4.4. Indicator:** The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4.4. Prompt:** *Evaluate the administrator and faculty written policies, charts, pacing guides, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Policies are listed in the faculty handbook and teachers receive revisions as required.	Faculty Handbook

**Staff Actions/Accountability to Support Learning**

**A4.5. Indicator:** The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

**A4.5. Prompt:** *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning?*

Findings	Supporting Evidence
Coaching, shadowing, and mentoring regularly take place for new staff although informal. Formalizing and documenting for future use in observation and group presentations is necessary. Student group presentations happen during each semester. Teachers are encouraged to coordinate presentations with other teachers, so students do not have more than one during a school quarter.	Teacher administration file Lesson plan Gradelink

**A4.5. Additional Online Instruction Prompt:** *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
N/A	N/A

### Support of Professional Development

**A4.6. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes.

**A4.6. Prompt:** *How effective is the support of professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes? Provide evidence and examples.*

Findings	Supporting Evidence
<p>Activities for professional development occur as we participate in events such as</p> <p>Teacher in-service:</p> <ul style="list-style-type: none"> <li>- Annual Staff Orientation (August)</li> <li>- Half-day teacher training (Fall &amp; Spring)</li> </ul> <p>Teacher Conventions:</p> <ul style="list-style-type: none"> <li>- GSACS convention</li> <li>- ABEKA elementary teacher training</li> </ul> <p>AP Summer Sessions</p> <p>Funds for Professional Development and necessary travel are provided by the school.</p> <p>Twelve completed professional development hours are required annually. Teachers will include a report of improvements to their pedagogy and how it relates to student goals.</p>	<p>School Calendar</p> <p>Faculty Handbook</p> <p>Personnel Files</p> <p>Professional Development Opportunities Board located in the teachers' workroom</p>

### Supervision and Evaluation

**A4.7. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff

**A4.7. Prompt:** *How effective are the school's supervision and evaluation procedures in order to promote professional growth of staff in all areas such as their technological training?*

Findings	Supporting Evidence
<p>During the 2020 COVID-19 pandemic, teachers needed to learn how to instruct students whilst not being on campus. The training was completed in two days to prepare for Zoom instruction the next week. The Information Technology (IT) specialist trained the staff so students and staff could continue</p>	<p>Faculty Handbook</p> <p>New teacher training</p> <p>Technology training</p>



<p>with instruction to support student learning objectives.</p> <p>New teacher training is conducted one-on-one with an experienced teacher to allow the new teacher the opportunity to view the instructor teacher routines to determine what aspects of training the new teacher will find useful.</p> <p>To assure internet safety, a secure WiFi password is available for teachers for internet access. Students access the internet using a specific address. Internet safeguards are in place to maintain security, safeguard information, and protect all from unjust websites.</p>	
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**A4.7. Additional Online Instruction Prompt:** *How effective are the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
N/A	N/A

#### **Measurable Effect of Professional Development**

**A4.8. Indicator:** There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

**A4.8. Prompt:** *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence
Teachers submit an analysis of their training and how it will be used to support student learning objectives. Professional Development is measured through teacher observations/evaluations.	Professional Development document Faculty Handbook



**A5. School Environment Criterion**

The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

**Online Programs: iNACOL Standard G: Financial and Material Resources:** A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G, 2009]

**Indicators with Prompts****Caring, Concern, High Expectations**

**A5.1. Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

**A5.1. Prompt:** *To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?*

Findings	Supporting Evidence
<p>Bethel has a caring, nurturing, and challenging environment for students.</p> <p>Our caring environment is demonstrated through our open-door policy for teachers and administration, and with a small student-teacher ratio, we promote personal interaction with students.</p> <p>A nurturing student environment begins with staff development at orientation to enhance spiritual growth and implement new teaching skills. Administration emphasizes the need to serve each student's family.</p> <p>Each grade has a Parent-Student Orientation to encourage parent-teacher interaction. Weekly activities, such as Chapel and Bible classes encourage spiritual growth. Spiritual emphasis either on-campus or the Camp Ironwood Retreat helps to focus on team building, and a chance for new students to get acquainted with returning students. Bethel Baptist School offers various community development opportunities.</p> <p>Activities such as spirit week, homecoming week and banquet, Red Ribbon Week, School After Dark, Beach Blast, Fall Festival, Spring Bash all help build student esteem and school unity.</p> <p>Bethel's challenging environment is shown by being a college preparatory school. We offer AP (Advanced Placement) courses, and many of our graduates over the past 10-years are accepted to colleges throughout the country including the University of Southern California, UC Santa Barbara, UC Irvine, Grand Canyon University, Pensacola Christian College, University of Massachusetts, and Amherst.</p>	<p>Beach Blast</p> <p>Spiritual Emphasis Week</p> <p>Homecoming Banquet</p> <p>Red Ribbon Week</p> <p>School after dark</p> <p>Staff Handbook</p> <p>Student Handbook</p> <p>Bible class community trash clean-up</p> <p>College admission requests</p>

**Student Self-Esteem**

**A5.2. Indicator:** The school fosters student self-esteem through high expectations for each student and recognition of successes.

**A5.2. Prompt:** *To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?*

Findings	Supporting Evidence
Each class sets high standards of achievement. Teachers interact with students at break and lunch building relationships to better minister to each student's needs. End-of-school-year award ceremonies recognize students who achieve various levels of academic and extracurricular achievement. To encourage the growth of self-esteem Bethel recognizes student achievement, and has extracurricular activities such as athletic competition, academic and fine arts performances, and competition.	Spelling Bee GSACS competition Academic Awards Nights Sports Awards Night K4 Mommy & Me Lunch Speech Meet Christmas & Spring Concerts Science/History Fair Drama Productions Student Work Displays Perpetual Award Displays

**Mutual Respect and Communication**

**A5.3. Indicator:** Mutual respect and effective communication among and between staff, students, and parents is evident.

**A5.3. Prompt:** *What evidence supports mutual respect and effective communication among and between staff, students, and parents?*

Findings	Supporting Evidence
Scheduled communication happens at Parent-Teacher conferences and Open House, however casual communication has been the most beneficial through conversations, phone calls, and emails. At the elementary and middle school levels, Parent-Teacher conferences are consistent and effective. At the High School level, Bethel recognizes communication as a weakness with families and guardians of international students.  Parents and Guardians are encouraged to make an appointment with teachers at any time during the school year. Teachers contact parents personally through phone or email. Formal communication exists through announcements sent home and those given in chapels and assemblies, Weekly Warrior, school website, and school emails.	Email Records Announcement Documents Elementary/Middle School Parent-Teacher Conference Records Weekly Warrior



**Teacher Support and Encouragement**

**A5.4. Indicator:** There is a level of support and encouragement for teachers to use innovative approaches to enhance student learning.

**A5.4. Prompt:** *How effective is the level of support and encouragement for teachers to use innovative approaches to enhance student learning?*

Findings	Supporting Evidence
The staff at Bethel Baptist School is encouraged to be creative in their teaching methodologies. Some examples include student in-class presentations and skits, the ‘Walk Through California’ event, Science and History Fairs, the bucket drum ensemble, and viewing the stars telescope night. These events often require coordination with the administration and its support staff as well.	Professional Development Board Lesson Plans Special Events Weekly Warrior Auditorium Schedule

**Safe, Clean, and Orderly Environment**

**A5.5. Indicator:** The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning, including internet safety.

**A5.5. Prompt:** *Comment on your analysis of the effectiveness of a) the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Supporting Evidence
<p>Bethel is a closed campus. All visitors must sign in at the office to receive a name tag. To help direct people toward the office, security gates were installed during the summer of 2018. Security cameras were recently installed to monitor key areas.</p> <p>The playground area is gated, and teachers are outside during student breaks. Glass doors are locked shortly after school begins each day. Daycare workers arrive before 7 A.M. and do not leave until the last student is picked up by an authorized parent or guardian. Daycare ends at 6 PM.</p> <p>Fire drills and lockdown drills occur at scheduled and non-scheduled intervals. The local fire department inspects alarms and fire extinguishers once a year. Fire drill escape routes are posted in each classroom.</p> <p>The teachers monitor classroom cleanliness.</p> <p>Students access the internet through a school-provided WiFi which features unique login credentials for each student. Our practices are to have teachers or administration enter those credentials for students. The student network is also filtered to allow only pertinent sites.</p> <p>Full-time maintenance personnel keeps facilities in a clean and orderly fashion. Carpets are cleaned when needed and yearly during the summer months. Special care is taken to ensure the campus facility is kept clean.</p>	<p>Faculty Handbook</p> <p>Student Handbook</p> <p>Security Gate installation</p>

**A6. Reporting Student Progress Criterion**

The school leadership and staff regularly assess student progress toward accomplishing the schoolwide learner outcomes and report students' progress to the rest of the school community.

**Indicators with Prompts****Reporting Student Progress**

**A6.1. Indicator:** There are effective processes to keep the board and parents informed about student progress toward achieving the academic standards and the schoolwide learner outcomes.

**A6.1. Prompt:** *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students and parents) about student achievement of the academic standards and the schoolwide learner outcomes?*

Findings	Supporting Evidence
<p>Bethel uses a variety of standardized tests to assess the academic achievement of students and regularly informs parents of the results.</p> <p>Quarterly report cards are sent home to keep parents up to date on their child's class progress. Parents have access to Gradelink, which alerts parents of low grades, and allows them to see their child's grades.</p> <p>Periodically we take the extra effort of trying to correct low grade patterns by addressing student success/failure at staff meetings and casual conversation.</p>	<p>PSAT/NMSQT &amp; PSAT 10 Tests</p> <p>Registration Cards</p> <p>Parent Survey</p> <p>IOWA Testing</p> <p>AP Testing</p> <p>Parent-Teacher Meeting</p> <p>Curriculum from ABEKA and Bob Jones University (BJU); Christian teachers; weekly chapel, Bible classes; overseas visits; spiritual emphasis activities; Red Cross Club; AP testing; GSACS competitions; school trips</p> <p>Administrative and faculty meetings; Bethel Parent Association (BPA) meetings</p>

**Monitoring of Student Growth**

**A6.2. Indicator:** The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes.

**A6.2. Prompt:** *Evaluate and comment on the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Teachers primarily assess student growth through teachers' meetings where their files are viewed, and their conduct discussed to verify the overall progress of students. Additionally, we use our above-mentioned resources in Gradelink and standardized testing results to show student progress on a broader scale.</p>	<p>Gradelink</p> <p>IOWA Test Results</p> <p>Teachers' Meeting Minutes and recordings</p>

**Modifications Based on Assessment Results**

**A6.3. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**A6.3. Prompt:** *Provide examples of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations demonstrating a results-driven continuous process.*

Findings	Supporting Evidence
Assessments are monitored no less than annually, and adjustments are made promptly to curriculum, supplements, personnel, and classes based on those results.  For example, we designed and implemented an English Enhancement class to assist with the language acquisition needs of international students.	Updated Elementary and Middle School Math Curriculum  Support classes for International Student  English Enhancement Curriculum

**A6.3. Additional Online Instruction Prompt:** *Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
N/A	N/A



## A7. School Improvement Process Criterion

The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.

### Indicators with Prompts

#### Broad-based and Collaborative

**A7.1. Indicator:** The school's planning process is broad-based, collaborative and has commitment of the stakeholders, including the staff, students, and parents.

**A7.1. Prompt:** *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, and parents.*

Findings	Supporting Evidence
<p>Collaboration between stakeholders is different in the K-8th and the 9th-12th due to the population of international students. We recognize the lack of collaborative communication on campus.</p> <p>At the high school level, due to the increasing international population, collaboration presents a significant challenge. However, through the Weekly Warrior, open house, culture day, Christmas and spring programs, and Thanksgiving dinner we do attempt to bring collaboration on a broad base even with the challenges.</p> <p>At the elementary and middle school levels collaboration does not have the same challenges. Visits to homes (prior to COVID), sports games, and even birthday parties are common among the population.</p> <p>We do understand the need to have our communications interpreted into the native languages of parents in those respective cases.</p> <p>Events such as the Fall Festival, Warrior Run, and Spring Festival sponsored by the BPA and ASB have encouraged more parents and students to become more involved.</p> <p>The new action plan initially seeks to involve more parents in the form of opinions and observations and should then build out from there to connect them to the long-term improvement of the school.</p>	<p>Current Action Plan</p> <p>Administrative Meeting Minutes</p>

**School Plan Correlated to Student Learning**

**A7.2. Indicator:** The school's action plan is directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards.

**A7.2. Prompt:** *How does the school ensure that the analyses of student achievement of the critical learner needs, schoolwide learner outcomes, and academic standards are incorporated into the plan and impacts the development, implementation and monitoring of the plan?*

Findings	Supporting Evidence
<p>Small groups were established to review and propose specific actions to address the critical learner needs from the action plan in our 2015 Self-Study Report. Groups generally met monthly and made improvement proposals to the administration at various points. Groups attempted to propose actions to identify specific Student Learner Outcomes. For example, from a survey, the technology group learned students were not regularly using technology to make presentations. Because one of our student goals is for students to be Competent Communicators, the group suggested to the high school principal each class have at least one presentation project per year. These were scheduled for different quarters, so students were not overloaded at one point in the academic year. Other specific areas of improvement are detailed in Chapter 1 of this report.</p> <p>During the 2020-2021 school year, different small groups were made to write our 2021 Self Study Report. These groups met regularly to identify current areas in need of improvement. As teachers convened for the 2021-2022 school year, groups shared their discoveries with the staff so an updated action plan could be formed. Small groups will be formed to address these areas.</p>	<p>Preface</p> <p>Current Action Plan</p>

**Systems Alignment**

**A7.3. Indicator:** Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.

**A7.3. Prompt:** *What evidence supports the systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement?*

Findings	Supporting Evidence
<p>One of the action plan items from our previous self-study was the implementation of a formal professional development plan. A group of teachers met regularly over several school years to produce a document that has been submitted to Administration for approval. This is an all-encompassing document, which includes professional goals, teacher evaluations, and strategic planning, and aligns with our mission vision and student goals.</p>	<p>Supporting Evidence</p> <p>Professional Development Document</p>

**Correlation between All Resources, Schoolwide Learner Outcomes, and Plan**

**A7.4. Indicator:** There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the schoolwide action plan.

**A7.4. Prompt:** *Examine and evaluate the degree to which the allocation of time/fiscal/ personnel/material resources support the implementation, monitoring, and accomplishment of the schoolwide action plan.*

Findings	Supporting Evidence
To facilitate the implementation of our schoolwide action plan, Administration appointed Daniel Ashton as the WASC Self-Study Coordinator/School Improvement Supervisor. He selected other individuals to lead small groups for each action plan item. Each group met to discuss/plan/decide which actions the school should take to accomplish the goals of each action plan item. Groups coordinated their meeting schedules to fit the needs of the group. As plans were made, groups would submit documentation/ideas to the administration for approval and funding of material resources.	Current Action Plan  Group meeting minutes



## **ACS WASC Category A. Organization for Student Learning: Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).**

### **Summary (including comments about the critical learner needs)**

The school's mission, vision, and student goals are well defined and published. They are common topics of discussion in teachers' meetings. We want to ensure we are accomplishing our stated purpose in all we do both in and out of the classroom. Administration provides encouragement and tools for teachers to be effective in meeting the student goals. Bethel hires qualified individuals, who have a genuine care for the students and similar beliefs and values as the church's statement of faith. Bethel also seeks to provide opportunities for each staff member to enhance their skills through professional development, collaboration, and formal evaluations. The environment at Bethel is conducive to communication between teachers and students. This enhances the learning process as we seek to meet the student goals. School families are informed of events through various communication avenues, but there is a need to provide translations of school communication into parents' preferred languages, particularly Vietnamese and Spanish. Ongoing school improvement is led by small groups. Consistency in small group meetings needs to improve. Groups submit changes to administration for approval.

**Prioritize the areas of strength and growth for Category A.**

### **Category A: Organization for Student Learning: Areas of Strength**

- Consistent Administrative Meetings
- Consistent Department Meetings
- Communication of Mission & Vision
- Support of Administration
- Positive Student-Teacher Interactive Support
  - Mission and Vision statements appear in each classroom and the training during the week before school starts, administration encourages teachers to become familiar with these and find a way to bring these into communication with the students.
  - Administration, whether it be the pastor, administrator, or principals, are very encouraging and helpful when needed. Each year, the administration provides lunch for the staff and many times there are refreshments in the teacher's lounge to enjoy.
  - Because of our small student to teacher ratio, personal attention is a priority for each student, so they feel welcome at Bethel. The ratio allows for teachers to talk to and encourage students individually.



**Category A: Organization for Student Learning: Areas of Growth**

- Consistent all-staff meetings
- Consistent small group meeting
- Community Development
- Language translation between staff and Parent/Guardians
- Alumni coordination
- Associated Student Body & Bethel Parent Association (ASB & BPA)

**Communication**

- Teachers recognize the need to increase community development through various activities and events. Bible class students have a “Clean up the Area” walk periodically during each semester. The walk helps students attain community service time and provides exercise during a class period when they would not normally receive exercise during an instruction class period.
- Because of the Bethel international student population, teachers realized the lack of language communication when parents may not or cannot understand English. In one instance, a travel brochure announcing an east coast trip was translated into Vietnamese by an alumnus and emailed to Vietnam parents. Bethel staff recognizes the need to consider finding/hiring a person or persons to assist in translating needed material for parents and guardians. Many of our Vietnamese students live with family acquaintances who do not understand English. Addressing this area of growth may help increase student enrollment. Bethel Baptist Church offers a free English class for church and school families to understand and improve their English.
- Bethel recognizes the need to stay in touch with alumni. We attempt to contact alumni through social media, contact with local alumni who may be able to contact their graduating class, and for those who wish, we will show on our website their picture and description of what they are doing.
- ASB and BPA began their organization structure during September. Both organizations expect to become active in the coming months.



## Category B: Curriculum, Instruction, and Assessment

### B1. What Students Learn Criterion

The school provides a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered.

"Schoolwide learner outcomes are interdisciplinary statements about what all students should know, understand and be able to do by the time they complete the planned program or graduate." One example: every student will demonstrate higher order thinking skills of application, analysis, synthesis, and evaluation.

**Online Programs: INACOL Standard J: Curriculum and Course Design:** A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [INACOL Standard J, 2009]

#### Indicators with Prompts

##### Current Educational Research and Thinking

**B1.1. Indicator:** The comprehensive and sequential documented curriculum is modified as needed to address current educational research and thinking, other relevant international/national/ community issues and the needs of all students.

**B1.1. Prompt:** *Comment on the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and relevant and revise the curriculum appropriately within the curricular review cycle.*

Findings	Supporting Evidence
<p>Bethel Baptist School uses a variety of publishers to maintain a viable program. The curriculum supports the school mission and enables students to meet both standards and schoolwide learner outcomes.</p> <p>To stay informed on current educational research, teachers take part in school-sponsored training (in-service), virtual or in-person teacher seminars, and on-location training such as the ones provided by Pensacola, BJU, and GSACS convention. Teachers also read educational journals and online articles.</p> <p>The curriculum is modified and supplemented as needed to address current educational research. Some of these modifications include the implementation of Google Classroom, incorporating more technology in class, making use of interactive learning, and the creation of a final project in some classes.</p> <p>Teachers also make changes in the curriculum to enhance relevant international/national community issues. Current issues such as elections, pandemic, and racism are covered in classes. Meanwhile, some teachers read articles relevant to the current international student demographic.</p>	<ul style="list-style-type: none"> <li>• GSACS Teachers Convention (annually - exception 2019 &amp; 2020)</li> <li>• A Beka training (summer 2019)</li> <li>• AP Teacher Training Seminars</li> <li>• BJU Seminar (summer 2019)</li> <li>• Special need Seminar - virtual attendance</li> <li>• Think-pair-share</li> <li>• Fishbowl</li> <li>• Google Classroom</li> <li>• Look up professional development documentation</li> <li>• Zoom - for distance learning</li> </ul>

**Academic Standards for Each Area**

**B1.2. Indicator:** The school provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

**B1.2. Prompt:** *Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., online instruction) that meet state or national/international standards and, if applicable, expectations within courses that meet the UC “a-g” requirements.*

Findings	Supporting Evidence
<p>Bethel uses A Beka Book Publications in Pensacola, Florida, for nearly all of its kindergarten through the sixth-grade core curriculum. For math, the elementary school uses Bob Jones University Press (BJU Press). There is no definitive art, music, or technology curriculum, but Bethel's small class sizes allow teachers to evaluate what material best meets student needs each year.</p> <p>Seventh through twelfth grade utilizes BJU Press for the majority of its core classes; the math publisher is Glencoe/McGraw Hill. Electives and AP classes curricula are determined by the teacher. We believe our curriculum choices and supplementary material allow us to meet or exceed state standards. Our students should be equipped with a biblical worldview, to be critical thinkers, competent communicators, cooperative citizens, and consciences learners, and to achieve academic excellence. Many of our graduates and AP students validate our rigorous curriculum by performing well both in college and on AP exams.</p>	<ul style="list-style-type: none"> <li>• UC approved high school course list</li> <li>• Grade level curriculum</li> <li>• A Beka and BJU Press Scope and Sequences</li> <li>• Teacher Questionnaire</li> </ul>

**B1.2. Additional Online Instruction Prompts:** *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
N/A	

**Congruence**

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

**B1.3. Prompt:** *Evaluate if there is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The Bethel administration, staff, and parents have chosen a curriculum that fulfills both student academic standards and the school's spiritual goals. Curriculum guides are provided for each teacher, along with ample support material. Schoolwide learner outcomes are posted in every classroom. Teachers' meetings and in-service days ensure a team approach to student learning. The Iowa Assessment Tests are conducted annually to ensure our school meets its academic standards. Teachers administer regular tests and projects to measure and evaluate students' understanding and progress. Bulletin boards are utilized throughout the school both in classrooms and around campus to display students' work</p>	<ul style="list-style-type: none"> <li>• Posted Student Learning Goals</li> <li>• Curriculum Scope and Sequence</li> <li>• Iowa Assessment Tests</li> <li>• Tests</li> <li>• Rubrics</li> <li>• Report Cards</li> <li>• Student Projects/Presentations</li> <li>• Student Portfolios</li> <li>• Bulletin Boards</li> </ul>

and accomplishments. Extra-curricular clubs and activities are offered to enhance and apply what is being taught in the classroom. Some teachers keep portfolios of students' work to be filed in their cumulative folders or returned to their parents at the end of the year. At the end of each academic year, students are assessed for promotion to the next grade level.

### **Student Work — Engagement in Learning**

**B1.4. Indicator:** The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the schoolwide learner outcomes.

**B1.4. Prompt:** *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Teachers continually assess student engagement in learning through informal methods like oral discussions and body language. Outside of the classroom, students show their engagement by applying what they learned through peer interactions during break time or while on field trips, volunteer work, or completing challenging college classes after high school graduation.</p> <p>A formal assessment of student learning engagement occurs through assignments, quizzes, tests, and projects. Teachers enjoy posting student work within their classrooms and occasionally around campus.</p> <p>Google Classroom and Turnitin.com provide teachers the ability to store digitally submitted work; this allows teachers to review previously submitted work when desired. However, because Google Classroom was new in the 2020-21 school year, we do not yet know how long those assignments will be available for review.</p> <p>Many teachers also choose to keep various assignments including quizzes, tests, and projects as an example of student progress. At the end of the year, these assignments are returned to students or filed into their cumulative folders - depending upon the teacher's preference. However, Group C, student support, is working on establishing an in-house student file that will transfer to the next year's teacher. The file will include social and emotional notations as well as samples of student work. This portfolio will allow greater school continuity as teachers assess overall student engagement in learning.</p>	<ul style="list-style-type: none"> <li>• Teacher Survey</li> <li>• Student portfolios which end up in cum folder</li> <li>• Yearbook and Social Media Pictures</li> <li>• Drama/Music Performances</li> <li>• Field Trips</li> <li>• Volunteer Opportunities like Red Cross Club</li> <li>• Various projects like the Table of Elements in the Science Lab</li> <li>• Oral Presentations</li> <li>• Alumni feedback</li> </ul>

**Accessibility of All Students to Curriculum**

**B1.5. Indicator:** A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

**B1.5. Prompt:** *What have you learned about the accessibility of a rigorous, relevant and coherent curriculum to all students through the various courses/program offered, e.g., online instruction? What did you learn from examining the demographics and situation of students throughout the class offerings? Evaluate how the instructional practices and other activities facilitate access and success for special needs students.*

Findings	Supporting Evidence
<p>Bethel provides all students accessibility to a rigorous, relevant, and coherent curriculum through a variety of courses.</p> <p>We have a high teacher-to-student ratio throughout all grades, which gives our students more individual attention in each class or subject. In 2020-21, our high school department consisted of 12 local students and 36 international students. To help our international students, we require them to take an additional English Enhancement course to assist in their language acquisition.</p> <p>Bethel currently offers AP classes either on campus or online through other learning institutions. Bethel also offers a College Board SAT Prep class to all eleventh-grade students.</p> <p>Our teachers use a variety of teaching methods: lecture, PowerPoint, video presentations, reports, debates, individual projects, collaborative projects, cooperative groups, hands-on projects, and more. We are then able to appeal to the auditory, visual, and kinesthetic students in our classes.</p> <p>Credit recovery is available for high school students who do not pass a subject with a 60% or higher. Most students who need credit recovery can complete it using Paces.</p> <p>If students need additional help and reinforcement, our teachers make themselves available at a variety of times including during lunches or breaks, after school, or during private tutoring.</p> <p>When our students were participating in distance learning, we loaned Chromebooks to students who did not have access to devices with Zoom capabilities.</p>	<ul style="list-style-type: none"> <li>• Paces or alternate curriculum</li> <li>• English Enhancement</li> <li>• Computer Science and other online classes</li> <li>• Chromebooks</li> </ul>

**B1.5. Additional Online Instruction Prompt:** *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses, if applicable.*

Findings	Supporting Evidence
N/A	

**Acceptable Student Achievement**

**B1.6. Indicator:** The school demonstrates acceptable student learning of the academic standards and the schoolwide learner outcomes through defined performance indicators.

**B1.6. Prompt:** *What evidence demonstrates acceptable student achievement of the academic standards and the schoolwide learner outcomes through defined performance indicators?*

Findings	Supporting Evidence																																
<p>Students demonstrate acceptable achievement of academic standards and schoolwide learner outcomes through defined performance indicators.</p> <p>Although there is open communication between parents and teachers throughout the year, student achievement is officially discussed with parents or guardians during the first quarter's Parent-Teacher Conferences. Report cards are distributed each quarter, but Gradelink is available to parents daily.</p> <p>As our international student program developed, our high school and middle school teachers observed that many new students severely struggle during the first six weeks of school. Their assignment, quiz, and test scores are typically very low. After six weeks, most students begin to improve academically as they adjust to learning in English and assimilate into an American school. Further observations reveal students who practice their verbal English skills both inside and outside of the classroom tend to achieve better on both formative and summative assessments.</p> <p>All students from kindergarten through twelfth grade participate in the annual Iowa Assessment. The majority of students demonstrate acceptable achievement of academic standards as evidenced in the average Iowa scores.</p> <p>In addition to the annual Iowa scores, Gradelink tracks student academic achievement as well. As of April 2021, Gradelink evidenced the following data:</p>	<ul style="list-style-type: none"><li>● Grading Scale - Handbook</li><li>● End of the Year Awards</li><li>● Iowa Assessment Tests</li><li>● Gradelink</li><li>● Progress Reports and Report Cards</li><li>● PSAT Test Results</li><li>● SAT Results</li><li>● GSACS Academic Testing</li><li>● AP Testing</li></ul>																																
<table><tr><th></th><th>Number of Students with a 3.50 GPA or Higher</th><th>Number of Students in Cohort</th><th>Percentage of Cohort with a 3.50 GPA or Higher</th></tr><tr><td>Elementary (1-4)</td><td>21</td><td>37</td><td>56.8%</td></tr><tr><td>Middle School (5-8)</td><td>7</td><td>15</td><td>46.7%</td></tr><tr><td>High School (9-12)</td><td>18</td><td>46</td><td>39.1%</td></tr><tr><td>Combined (1-12)</td><td>46</td><td>98</td><td>46.9%</td></tr><tr><td>Above 4.0 GPA</td><td>12</td><td>98</td><td>12.2%</td></tr><tr><td>International Students</td><td>15</td><td>33</td><td>45.4%</td></tr><tr><td>Local Students</td><td>31</td><td>65</td><td>47.7%</td></tr></table>			Number of Students with a 3.50 GPA or Higher	Number of Students in Cohort	Percentage of Cohort with a 3.50 GPA or Higher	Elementary (1-4)	21	37	56.8%	Middle School (5-8)	7	15	46.7%	High School (9-12)	18	46	39.1%	Combined (1-12)	46	98	46.9%	Above 4.0 GPA	12	98	12.2%	International Students	15	33	45.4%	Local Students	31	65	47.7%
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**Integration Among Disciplines**

**B1.7. Indicator:** There is integration among disciplines at the school and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability and security is maintained.

**B1.7. Prompt:** *Evaluate to what extent is there integration among disciplines and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability and security is maintained.*

Findings	Supporting Evidence
<p>In the elementary department, integration regularly develops within the classroom as one teacher connects big ideas across the curriculum. The weekly art class for elementary and middle school students also integrates disciplines such as history and writing. The art teacher consults with both departments and ties in the current lessons with art projects.</p> <p>In the middle school department, teachers work together to combine classes. For instance, students learned how to do a research paper and applied that to other subjects. Students have created various projects in history, science, writing, and technology, which shows integration across the disciplines.</p> <p>In the high school department, teachers integrate biblical principles into their content area or life lessons. The English Enhancement classes utilize CommonLit to cover fiction and non-fiction words thus allowing students to discuss science, social studies, and literary concepts. However, the high school department could grow in its overall cross-discipline integration.</p>	<ul style="list-style-type: none"> <li>• CommonLit</li> <li>• Khan Academy</li> <li>• Reading Buddies</li> <li>• Math Buddies</li> <li>• Projects</li> <li>• Walk Through History Program</li> <li>• Library - Kindergarten through third grade</li> <li>• Elementary and Middle School Art Classes</li> </ul>

**Curricular Review, Revision, and Evaluation**

**B1.8. Indicator:** The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

**B1.8. Prompt:** *Comment on the effectiveness of the school's curriculum review, evaluation, and review processes for each program area and its impact on providing a challenging, coherent, and relevant curriculum for all students. Evaluate the effectiveness of the processes to assess curricular gaps and modify the curriculum to ensure that specific student needs are being met.*

Findings	Supporting Evidence
<p>Bethel implements curriculum review and evaluation, which leads to curricular development and revision to improve learning and teaching.</p> <p>The administration evaluates the Iowa, PSAT, and AP results to assess needed changes in the curriculum. In 2018-2019, all classes were evaluated, and adjustments were made in junior high to help in the transition from elementary curriculum into the high school curriculum. The fifth and sixth grades were combined using the elementary curriculum, whereas the seventh and eighth were combined using the high school curriculum. Each subject is taught</p>	<ul style="list-style-type: none"> <li>• Staff Meetings</li> <li>• Teacher Surveys</li> <li>• Classroom Evaluations</li> <li>• Writing Portfolios</li> <li>• List of independent courses offered</li> </ul>

<p>by a teacher who specializes in the area of study. The separation of classes ensures a better focus on each subject matter.</p> <p>At the end of each school year, elementary, middle school, and high school teachers evaluate the Iowa and AP test scores to make revisions and to supplement the curriculum as needed.</p> <p>Independent study courses are added to meet each high school student's needs.</p> <p>In 2019, a teacher survey was conducted to evaluate the use and need for technology in the classroom. Technology classes were added to all elementary and middle school schedules to enhance a student's academic performance. Teachers continue to keep writing portfolios in student cumulative folders for evaluation of student progress.</p>	
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### **Collaborative Work**

**B1.9. Indicator:** The administrators and teachers use various collaborative strategies to examine curriculum design and student work in order to refine lessons, units, and/or courses.

**B1.9. Prompt:** *Comment on the collaborative strategies used to examine curriculum design and student work and its effect on refining lessons, units, and/or courses.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Throughout the 2018-19 school year, the administration held meetings with both elementary and middle school teachers to reevaluate the elementary and middle school program Bethel offers. Teacher peer observations occurred during this time throughout the school. As a result of this collaboration between administration and teachers, a new middle school was designed for the fifth through eighth grades. There was also a collaboration between middle school and high school math teachers concerning the math curriculum and course scheduling.</p> <p>Regular staff meetings addressed the need for collaboration between different subjects. In elementary, a technology class was started in each of the grades. In this technology class, typing and Google Docs are taught thus enhancing students' writing projects. An art class was added incorporating lessons from the students' history classes. In middle school science, history, English, and technology teachers collaborate on different student projects. Lessons are refined to split the work amongst the different classes.</p> <p>In high school, oral presentations were designed as a collaborative exercise amongst the different core subjects. Each semester students research and present a topic in one of their four core classes. Further growth is needed to make this a truly collaborative project among the disciplines.</p> <p>There is still a need to schedule teacher collaboration meetings to evaluate the Iowa Assessments in preparation for the upcoming school year.</p>	<ul style="list-style-type: none"> <li>• <b>Elementary/Middle School:</b> Artwork</li> <li>• Technology projects</li> <li>• Research papers</li> <li>• Science projects</li> <li>• Bible projects</li> <li>• Writing Journals</li> </ul> <p><b>High School:</b></p> <ul style="list-style-type: none"> <li>• Oral Presentations (2019-2020)</li> </ul>

**Policies — Rigorous, Relevant, Coherent Curriculum**

**B1.10. Indicator:** The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

**B1.10. Prompt:** *Evaluate the effectiveness of the process through which key stakeholders assess the curriculum in relation to these school's policies.*

Findings	Supporting Evidence
<p>At Bethel, we have clear policies regarding course completion, credits, grading, homework, and the use of technology. This enhances the rigorous, relevant, coherent curriculum.</p> <p>Our policies are published in the Faculty Handbook as well as the parent/student handbooks. The parent/student handbooks are available in print form as well as on the school website. These policies help create a coherent spirit of unity throughout the school.</p> <p>Although our handbooks are easily accessible to our students, parents, guardians, and faculty, most teachers admit they have not reviewed either handbook. Many teachers rely on in-service days to keep them informed on the school's standards and policies.</p>	<ul style="list-style-type: none"> <li>• Faculty Handbook</li> <li>• Elementary Handbook</li> <li>• Middle School Handbook</li> <li>• High School Handbook</li> </ul>

**B1.10. Additional Online Instruction Prompt:** *Determine the effectiveness of the school's policy for outsourced curriculum to maintain curricular integrity, reliability, and security.*

Findings	Supporting Evidence
N/A	

**Articulation and Follow-up Studies**

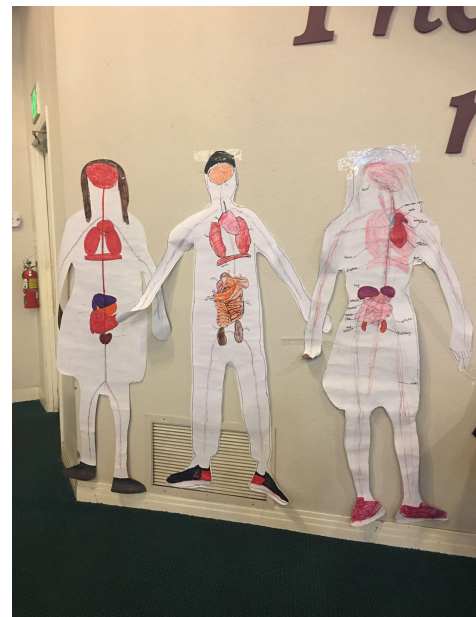
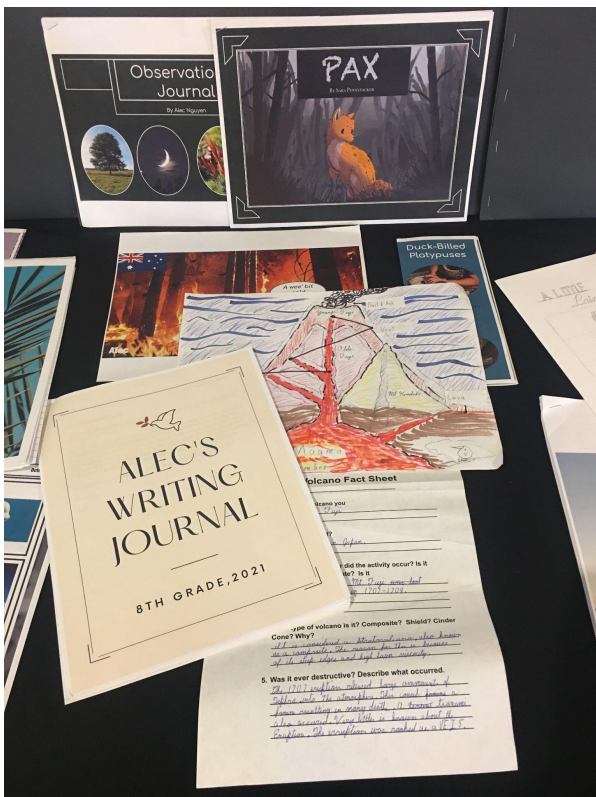
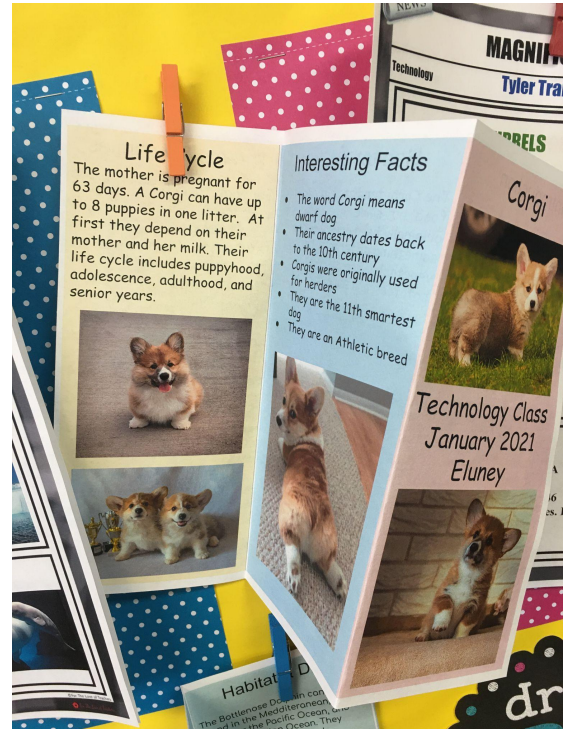
**B1.11. Indicator:** The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the work force, or meeting their personal goals.

**B1.11. Prompt:** *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
<p>Attention is given to junior and senior students as they prepare to take college entrance SAT exams. Student awareness of how to apply for college and how to better prepare for the transition from high school to college has continued to increase through classes like SAT Prep and English Enhancement 12. Juniors and seniors have the opportunity to go to one or two college fairs each year.</p> <p>Several college and university representatives meet with students at least once a year. Schools include the following: Pensacola Christian College, Bob Jones University, Grand Canyon University.</p> <p>Specific attention is given to graduating students to help guide them through the process of enrolling in community colleges and universities. The high school principal and appointees function as college guidance counselors for both our local and international students.</p>	<ul style="list-style-type: none"> <li>• Informal Student Interviews</li> <li>• School documentation</li> </ul>



Feedback is received from graduating seniors who report success in college due to Bethel's rigorous academic program. Often alumni report they were more advanced than their college peers. Our graduates have attended a wide range of local colleges, state universities, and private Christian colleges. A running list of where our alumni have attended can be found on our website.



## B2. How Students Learn Criterion

The professional staff a) uses research-based knowledge about teaching and learning; and b) designs and implements 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.

**Online Programs: iNACOL Standard H: Equity and Access:** A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

**Online Programs: iNACOL Standard K: Instruction:** A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

### Indicators with Prompts

#### Research-based Knowledge

**B2.1. Indicator:** The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning that is based on the schoolwide learner outcomes and academic standards.

**B2.1. Prompt:** *Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.*

Findings	Supporting Evidence
<p>A wide range of examples demonstrates teachers are current in the instructional content taught and research-based methodology.</p> <p>Teachers participate in conferences, virtual or in-person teacher seminars, in-service days, and staff meetings where research-based methods are discussed. In 2019, the elementary teachers attended a seminar in Pensacola. That same year, a group of teachers went to a BJU seminar. In the summer of 2020, the middle school teachers attended a virtual special needs seminar. The administration also provides the staff with research-based content through magazines such as The Christian Educator by AACS.</p> <p>Samples of student work and student engagement in learning along with student evaluations of class instruction provide evidence teachers are staying current with content area and research-based instructional methodology. Students' Iowa Assessment scores and GPA averages also show that teachers are staying current and students are grasping concepts.</p>	<ul style="list-style-type: none"> <li>• Pensacola Trip 2019</li> <li>• BJU Seminar 2019</li> <li>• Middle School virtual seminar</li> <li>• BJU Teacher Tools video training</li> <li>• Christian Educators Journal</li> <li>• Teacher Questionnaires</li> <li>• Elementary Teacher Observations</li> </ul>

**B2.1. Additional Online Instruction Prompt:** *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
N/A	

## Planning Processes

**B2.2. Indicator:** The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the academic standards and schoolwide learner outcomes.

**B2.2. Prompt:** *Comment on the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the academic standards and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Each teacher's weekly lesson plans and curriculum guides show evidence of satisfactory planning. In the lesson plans and curriculum guides, we show a variety of formative assessments. These assessments occur daily and in each subject.</p> <p>Using a traditional approach, the teacher teaches the lesson, students then work in their activity book or textbook. The teacher and the class go over the assignment, the teacher then reviews with the whole class or one-on-one with students who need individual help. The following lessons in the unit will have a brief review and then present new material.</p> <p>Other formative assessments occur through techniques including, but not limited to in-class writing, debates, question and answer time, Scholastic News periodicals, and peer reviews.</p> <p>Through the use of formative assessment, students can mature in their schoolwide learner outcomes.</p>	<ul style="list-style-type: none"> <li>• Curriculum guides</li> <li>• Teacher's weekly lesson plans</li> <li>• Teacher observations</li> <li>• Textbooks and activity books</li> <li>• Essays and peer reviews</li> <li>• In-class discussions and debates</li> </ul>

## Professional Collaboration

**B2.3. Indicator:** Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge, and application. This would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

**B2.3. Prompt:** *Comment on the effectiveness of how administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge, and application. Include examples of the selection of the instructional approaches based on the learning purpose(s) desired.*

Findings	Supporting Evidence
<p>Formal staff collaboration occurs several times throughout the school year during in-service days and in department meetings. Daniel Ashton led several vital in-service meetings during 2020. These meetings instructed teachers on how to use our new technology resources: Zoom and Google Classroom. Teachers also shared some of the techniques they had learned while using these resources.</p> <p>Further collaboration could be developed with the implementation of regularly scheduled staff meetings. For example, while participating in distance learning at the end of the 2020 school year, all teachers</p>	<ul style="list-style-type: none"> <li>• In-service</li> <li>• Department Meetings</li> <li>• Zoom Staff Meetings</li> <li>• Administrative Meetings</li> </ul>

<p>and administrators attended Zoom staff meetings twice a week. Teachers enjoyed this weekly check-in because it allowed us to converse with teachers from other departments. It also allowed us to share a spirit of unity as we collectively shared information, devotions, and prayer.</p> <p>Additionally, the administration meets regularly and discusses the curricular design and student work to improve learning and teaching. When the administration notes a particular weakness in any content area, administrators meet with the specific teacher(s) involved and discuss possible solutions and supplements to address the need. Furthermore, teachers know if they identify an issue, they can go to their administrator who will work collaboratively with them to identify solutions.</p>	
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### Professional Development

**B2.4. Indicator:** The school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

**B2.4. Prompt:** *Comment on the effectiveness of how the school uses ongoing professional development to enhance the curriculum and improve learning and teaching.*

Findings	Supporting Evidence
<p>The school uses ongoing professional development to enhance the curriculum and improve learning and teaching. In 2020, the WASC group in charge of professional development assessed Bethel's professional development requirements. An in-house form was developed to help teachers document all online or in-person training received. A "Professional Development" board was set up in the teacher's lounge with ongoing P.D. opportunities displayed. In August 2020, a staff in-service presented information on the Professional Excellence Plan (PEP) developed by the committee.</p> <p>AP teachers regularly attend AP seminars to stay current with their subjects. Teachers also found connecting with fellow AP teachers in Facebook groups is a useful resource.</p> <p>During the summer of 2019, elementary and middle school teachers attended a one-week A Beka seminar in Florida. This enabled new teachers to better utilize the A Beka curriculum and resources.</p> <p>In 2019, teachers also attended the BJU two-day seminar in Corona. Some of the sessions staff attended were focused on the use of technology in the classroom. As a result, our technology classes expanded to include all elementary and middle school students. Other teachers were able to enhance their English, history, and science classes through the use of Kahoot, Quizlet, and other programs suggested at the seminar. Training was given on the use of BJU Press' Teacher Tools which helped some teachers who had not used this resource before. Instruction also included how to utilize smartphones, smartboards, and tablets in the classroom.</p> <p>Middle school teachers were scheduled to attend a conference in Anaheim on "Motivating and Managing Hard To Reach Disruptive Students" during the</p>	<ul style="list-style-type: none"> <li>• GSACS Educators Conv.</li> <li>• A Beka Seminar (2019)</li> <li>• BJU Seminar (2019)</li> <li>• AP Seminars (Summertime)</li> <li>• In-Service Training (2020) <ul style="list-style-type: none"> <li>◦ Google Classroom</li> <li>◦ Zoom</li> </ul> </li> <li>• CEUs</li> <li>• "Motivating and Managing Hard To Reach Disruptive Students" Seminar (virtual 2020)</li> </ul>

summer of 2020. Although unable to attend in person, teachers were given video access to the seminar. Many strategies were given, which directly helped our students who were struggling with motivation, homework, and organization.	
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### Challenging and Varied Instructional Strategies

**B2.5. Indicator:** The teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate

**B2.5. Prompt:** *Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning to achieve the academic standards and the schoolwide learner outcomes. This includes students demonstrating critical thinking, problem solving, knowledge and application and the development of a wide range of technological skills.*

Findings	Supporting Evidence
<p>Teachers use varied instructional strategies such as lectures, guided discussion, individual and group projects, cooperative group activities, videos, field trips, and more. Because of these varied instructional strategies, students are actively engaged in learning. For example, the AP Statistics class provides students the opportunity to demonstrate their critical thinking using various scenarios based on current political situations. Students in the Enhancement 12 class worked on an apartment design project. In this project, students apply what they learned about budgeting and cost of living and therefore need to use critical thinking and problem-solving skills. Dissecting animals in biology class also shows how students are constantly using critical thinking.</p> <p>Presentations, projects, and cooperative learning assignments are often accompanied by rubrics and student self-evaluations, which evidence that standards and learner outcomes are met by specific assignments. The majority of these presentations and projects incorporate the use of technological skills.</p>	<ul style="list-style-type: none"> <li>• Essays</li> <li>• Tests &amp; Quizzes</li> <li>• Research Projects</li> <li>• AP Stats scenarios</li> <li>• Apartments Designing</li> <li>• Dissecting Animals</li> </ul>

**B2.5. Additional Online Instruction Prompts:** *Evaluate the processes and the effectiveness of the strategies used by teachers to make decisions on learning and teaching approaches including direct instruction, and other student-teacher interaction opportunities.*

*Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
N/A	

### Technological Integration

**B2.6. Indicator:** Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

**B2.6. Prompt:** *Comment on the integration of technology within the school so that all students develop a wide range of technological skills.*

Findings	Supporting Evidence
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<p>Teachers systematically integrate technology within the school so all students develop a wide range of technological skills. All teachers are issued Gradelink and school Google accounts, which include access to Google Classroom and email. These online tools allow teachers to effectively communicate homework assignments, class projects, and grades. They also allow students to comment and collaborate on peer assignments. Bethel used Turnitin so the student's work could be checked for plagiarism as well as the comparison of the student's work. During the 2020-21 school year, Bethel began using Google Classroom which has now replaced the Turnitin program.</p> <p>Most of the classrooms at Bethel have smart boards which allow teachers and students more creative ways to incorporate technology in the classroom. They are used for PowerPoint, educational videos, and student presentations. Students can actively participate at the board diagramming sentences, working math equations, and more.</p> <p>All elementary and middle school students are assigned Chromebooks at the beginning of the school year. These are used within the classroom for writing assignments, group projects, and interactive educational games. Elementary students receive technology instruction once a week, and middle school students take a daily technology class. These classes include instruction in the use of Google Docs, PowerPoint, typing skills, and a variety of educational tools available online. Students can also check out their Chromebooks for use at home for assignments as well as to Zoom when unable to attend classes.</p> <p>Most of Bethel's high school students have access to personal tablets or laptops. Teachers allow students to take notes on their devices during class as well as incorporate the use of computers into the many assignments given. Students have been allowed to Zoom from home under certain circumstances. Those students who need or desire additional classes have access to online courses which are overseen by an onsite teacher. Yearbook has long been offered as an elective for high schoolers. This class makes extensive use of computers and photography. During the 2021-22 school year a digital design component was added to the yearbook course. In 2020, a computer science elective was initiated.</p>	<ul style="list-style-type: none"> <li>• School email addresses</li> <li>• Google Classroom</li> <li>• Gradelink</li> <li>• Elementary and Middle School Technology Classes</li> <li>• Chromebooks</li> <li>• Computer Science Elective</li> </ul>
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### Evidence of Results based upon Challenging Learning Experiences

**B2.7. Indicator:** Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

**B2.7. Prompt:** *Comment on the student work and how it demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.*

Findings	Supporting Evidence
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<p>Critical and creative thinking, problem-solving, knowledge attainment, and application skills evidence themselves during challenging learning experiences.</p> <p>Teachers provide students with projects which require them to think critically. For example, students in a high school English class created diary entries for the main characters in a classic play. This required the student to know the events of the play as well as the character's emotions and motivations. The student then exercised creativity in expressing the character's thoughts and emotions.</p> <p>Students in Spanish I now receive a written and oral assignment at the end of each unit. This encourages the students to go beyond the basic understanding of grammar and develop written and oral fluency in the language.</p> <p>These projects and many others occur throughout the school allowing students to express their understanding in written, visual, or oral formats.</p> <p>Additional opportunities for creativity, problem-solving, and skill applications occur within extracurricular clubs. Students who work in the café must determine the supply and demand of their products. They also create new tasty products and work on refining the flavor of their existing products so the drinks and snacks are more desirable to consumers.</p>	<ul style="list-style-type: none"> <li>• <i>Cyrano de Bergerac</i> project</li> <li>• AP Stats volume project</li> <li>• Science projects</li> <li>• Essays</li> <li>• Oral presentations</li> <li>• Spanish writing and oral projects</li> <li>• Extracurricular Clubs</li> </ul>
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**B2.7. Additional Online Instruction Prompt:** *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending and conducting effective research.*

Findings	Supporting Evidence
N/A	

### Student Understanding of Learning Expectations

**B2.8. Indicator:** The students know the standards/expected performance levels for each area of study.

**B2.8. Prompt:** *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.*

Findings	Supporting Evidence
<p>Teachers introduce each area of study before beginning a new unit thus allowing the students to know the standards and expected performance levels for each area of study. In addition, teachers post objectives daily, weekly, or per unit in their classrooms.</p> <p>In elementary, this information is also posted to the student and parents in their homework folders or journals. In some subjects, the teacher will give an introductory quiz to see what the student remembers about past units and to introduce the new unit.</p>	<ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Student Journals</li> <li>• Teacher observations</li> <li>• Checklists</li> <li>• Rubrics</li> <li>• Informal Student Interviews</li> </ul>



When major projects or research papers are assigned, the teacher will hand out a checklist or provide them with a rubric. This is meant to guide the student in setting goals, making better decisions, and helping them finish on time.

### Student Perceptions

**B2.9. Indicator:** Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

**B2.9. Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

Findings	Supporting Evidence
<p>A student survey revealed that the students' perceptions are positive toward the teachers and the learning process. Of those who answered a student survey, 88% of respondents indicated that academic goals are clear, and 76% showed knowledge of Bethel's schoolwide learner outcomes.</p> <p>Student dialogue reveals much of the same data. Additionally, some students expressed that some of their teachers are better at communicating expectations than others.</p> <p>Student interviews and dialogue indicate there is an overall knowledge of the learning expectations and schoolwide learner outcomes, but there is room for positive growth. Teachers need to continue to develop consistency in purposefully addressing learning expectations and schoolwide learner outcomes in a variety of settings.</p>	<ul style="list-style-type: none"> <li>• Student Survey</li> <li>• Teacher and Student discussions</li> </ul>

### Student Needs

**B2.10 Indicator:** Teachers address student needs through the instructional approaches used.

**B2.10. Prompt:** *How do teachers address the variety of ways in which students learn and their individual needs through instructional approaches appropriate for the subject?*

Findings	Supporting Evidence
<p>Bethel teachers can address the variety of ways students learn by attending school-sponsored training in-service days and teacher seminars or through reading education journals, books, and online sources. Each scenario provides teachers an opportunity for peer learning as well as innovative ways to instruct students.</p> <p>Our teachers strive to implement a variety of instructional methods. We use our high school students to be Reading Buddies and Math Buddies to our elementary students. In doing so, it helps our international students with their English acquisition and the younger students with their reading expression and math work. This also helps to unite our school community.</p>	<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Teacher questionnaires</li> <li>• Teacher's weekly lesson plans</li> <li>• Informal Student Interviews</li> <li>• Enhancement &amp; Paces</li> <li>• Reading Groups</li> </ul>



Bethel teachers use a variety of summative assessments such as written essays, journals, oral evaluations, and creative and artistic class projects. The teacher gives individual help during class, study hall, after school, and individual tutoring.

### Student Use of Resources

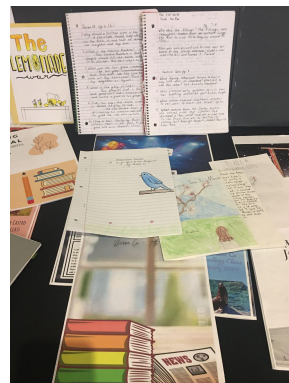
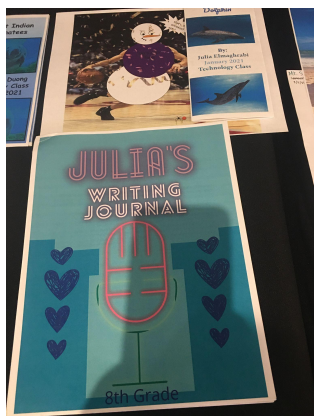
**B2.11. Indicator:** Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources, and community resources.

**B2.11. Prompt:** *To what extent do students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources?*

Findings	Supporting Evidence
<p>Teachers frequently and regularly provide supplementary resources for students' use both in individual and collaborative activities.</p> <p>Students have access to libraries. Kindergarten through second grade have access to a library while the upper elementary, middle school, and high school each have their own classroom libraries.</p> <p>Bethel students also have access to technology. Elementary and middle school students use their Chromebooks for homework, collaborative projects, and presentations. They also have scheduled technology classes. High school students access online sources to supplement learning. High school and middle school students make use of Quizlet for studying. English Enhancement and Spanish classes utilize Google Translate and Images. Middle school and Spanish classes also do virtual field trips.</p> <p>Students are actively engaged with the community inside and outside of campus. Reading Buddies and Math Buddies are activities that help build community between high school and elementary students. Bethel's Red Cross Club and Bible class participate in various projects such as community cleanup. Middle school English class did interviews for their biosketch essays. Special speakers have also been invited to the school.</p>	<ul style="list-style-type: none"> <li>• Classroom Libraries</li> <li>• Update technology paragraph</li> <li>• Reading Buddies and Math Buddies</li> <li>• Quizlet</li> <li>• Interviews - Middle School English</li> <li>• Hinnant &amp; Yonkers - special speakers</li> <li>• Virtual field trip</li> <li>• Google Translate &amp; Images</li> <li>• Red Cross Club</li> <li>• Bible Class - community cleanup</li> <li>• Entrepreneur club (Food Handler Certificate)</li> </ul>

**B2.11. Additional Online Instruction Prompt:** *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
N/A	



### B3. How Assessment is Used Criterion

Teacher and student uses of assessment are frequent and integrated into the teaching/learning process. The assessment results are the basis for (a) measurement of each student's progress toward the schoolwide learner outcomes and academic standards, (b) regular evaluation, modification, and improvement of curriculum and instructional approaches, and (c) allocation of resources.

**Online Programs: iNACOL Standard L: Assessment of Student Performance:** A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

**Online Programs: iNACOL Standard R: Program Evaluation:** A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

#### Indicators with Prompts

##### Appropriate Assessment Strategies

**B3.1. Indicator:** The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc.

**B3.1. Prompt:** *To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills? Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<p>Teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills.</p> <p>Assessment strategies include pre-assessments to evaluate students' prior knowledge, formative assessments to provide ongoing feedback to improve both teaching and learning, and summative assessments to evaluate student learning at the end of an instructional unit.</p> <p>Pre-assessments used in the classrooms include a variety of forms such as KWL (know, want to know, and learn) charts, anticipation guides, graffiti walls, and published pre-tests or warm-ups. Formative assessments include oral question and answer, textbook practice and reinforcement, a variety of graphic organizers and concept maps, a variety of cooperative learning strategies such as Think-Pair-Share, Three-minute Review, Team Pair Solo, and homework. Summative assessments include a variety of performance assessments such as projects with rubrics, student reflection journals, and demonstrations as well as traditional assessments such as essays, tests, and quizzes.</p>	<ul style="list-style-type: none"> <li>• student survey</li> <li>• Staff meetings</li> <li>• AP Testing</li> <li>• Lesson Plans</li> <li>• Teacher Observations</li> </ul>

<p>AP exams are properly proctored according to state guidelines. Other summative assessments are proctored by the classroom teacher.</p> <p>Keeping summative assessments and answer documents secure is an ongoing challenge for teachers. Over the past several years teachers found evidence of students who purchased textbook teacher editions or who found online resources with textbook answers. Teachers attempt to combat these issues by using test banks or creating their assessments. There are a variety of in-classroom strategies teachers use such as moving around the room, creating multiple tests, or having a second proctor in the testing room. Teachers continue to be vigilant in maintaining the integrity of the assessments and recognize the need for reevaluation of their testing practices.</p>	
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### **Basis for Determination of Performance Levels**

**B3.2. Indicator:** The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

**B3.2. Prompt:** *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The administration formed and continues to use an effective basis for which students' grades, growth, and performance levels are determined.</p> <p>The grading scale for all K-12 is as follows: A 90-100%, B 80%-89%, C 70%-79%, D 60%-69%, And F 0%-59%. This grading scale is printed in both the elementary/middle school and high school handbooks and is posted online. This grading scale has been proven to be effective as students strive to attain and maintain Honor Roll and Academic Excellence in various content areas.</p> <p>Formal parent-teacher conferences are conducted at the end of the first quarter. This facilitates any necessary communication on behalf of both parents and teachers in regards to a student's progress or need for extra help. Informal parent-teacher conferences are conducted as necessary for the remainder of the school year.</p> <p>Gradelink is an important tool for keeping parents and students informed of daily assignments and grades. Most teachers use this very effectively.</p> <p>Both A and B Honor Roll are recognized at Bethel. This allows more students to be acknowledged for their hard work.</p> <p>The high school teachers and principal meet at the end of each quarter to go over each student's progress to evaluate the necessary intervention. A teacher is assigned to lead the parent-teacher conference according to the needs of the student.</p>	<ul style="list-style-type: none"> <li>• Grading Scale</li> <li>• Parent-Teacher Conferences</li> <li>• Gradelink</li> <li>• Google Classroom</li> <li>• Honor Roll</li> <li>• Departmental meetings</li> </ul>

**B3.2. Additional Online Instruction Prompts:** *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

*Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.*

*Evaluate how effective teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.*

Findings	Supporting Evidence
N/A	

### Demonstration of Student Achievement

**B3.3. Indicator:** A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

**B3.3. Prompt:** *Examine and evaluate how student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes. For example, essays and projects based on real-world scenarios develop students' critical thinking skills. Group projects help students become cooperative citizens as they learn to work together to accomplish a goal. Projects and homework allow students to be conscientious. They learn how to manage their time wisely and do their work diligently and thoroughly. Presentations provide opportunities for students to become competent in verbal communication and proficient in technology.	<ul style="list-style-type: none"> <li>• Class Presentations</li> <li>• Group Projects</li> </ul>

**B3.3. Additional Online Instruction Prompt:** *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
N/A	

### Correlation

**B3.4. Indicator:** The teachers correlate assessment to schoolwide learner outcomes, academic standards, course competencies, and instructional approaches used.

**B3.4. Prompt:** *Comment on the correlation of assessment of schoolwide learner outcomes, academic standards, course competencies, and instructional approaches used.*

Findings	Supporting Evidence
The assessment of schoolwide learner outcomes, academic standards, course competencies, and instructional approaches correlate with each other.	<ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Lesson Plans</li> <li>• Gradelink</li> <li>• Student work</li> <li>• Teacher Questionnaires</li> </ul>

<p>Teachers use the curriculum, educational supplements, educational journals, and lesson plans to correlate course competencies, academic standards. California state standards, schoolwide learner outcomes, and assessments show a clear correlation between competencies, standards, and outcomes.</p> <p>The teachers at Bethel use a wide range of instructional approaches. This is done to ensure our students are actively engaged in their learning processes and to give equal opportunity to all students to grasp concepts, achieve standards, and meet schoolwide learner outcomes.</p>	
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**Modifications/Decisions based on Assessment Data**

**B3.5. Indicator:** Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

**B3.5. Prompt:** *Evaluate the effectiveness of how assessment data is collected, analyzed, and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation.*

Findings	Supporting Evidence
<p>Administrators and teachers effectively collect, analyze and use assessment data to make changes and decisions about the curriculum, instruction, professional development activities, and resource allocation.</p> <p>Teachers administer various types of assessments including pre-assessments, formative assessments, and summative assessments. Each assessment category is evaluated to know what revisions to instruction should be implemented. Pre-assessments may indicate a particular deficiency in prior knowledge resulting in a change in emphasis for the unit, etc. Formative assessments may show a need to slow down teaching a particular concept, and summative assessments may indicate a need to reteach a particular unit or portion of a unit.</p> <p>Administration collects and evaluates assessment data from the Iowa Assessments which guides major changes in curriculum or curriculum emphasis, courses offered, professional development activities, and resource allocation. The high school's Iowa results from the 20-21 school year affirm what teachers already knew: our students predominantly struggle in English Language Arts. The results also showed deficiencies in Social Studies. Informal student interviews revealed that international students struggle in these subjects because English is their second language and they did not learn extensive American history in elementary or middle school. Classes like English Enhancement continue to be our primary means of filling these educational gaps for our international students.</p>	<ul style="list-style-type: none"> <li>• Staff Calendar</li> <li>• Iowa Assessments</li> <li>• Textbooks</li> <li>• Informal Student interactions</li> <li>• Tests &amp; Quizzes</li> </ul>

**Student Feedback**

**B3.6. Indicator:** Student feedback is an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular objectives.

**B3.6. Prompt:** *To what extent is student feedback an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular standards?*

Findings	Supporting Evidence
<p>Teachers gather feedback as an important part of monitoring student progress over time based on schoolwide learner outcomes and the curricular standards.</p> <p>Teachers regularly use both formal and informal methods of gathering student feedback in the learning process. Formal methods include assessments, as well as student self-evaluations and class evaluations. Self-evaluation forms include awareness of schoolwide learner outcomes, evaluation of student effort, areas of improvement, and student perception of the assignment as a whole. Teachers also use informal class discussions and individual conferences with students to monitor student progress.</p>	<ul style="list-style-type: none"> <li>• Student Surveys</li> <li>• Informal student interviews</li> </ul>

**Teacher Monitoring**

**B3.7. Indicator:** Teachers monitor student progress over time and use student feedback as appropriate to determine whether course objectives have been met.

**B3.7. Prompt:** *Evaluate the effectiveness of the teacher monitoring process over time and the use of student feedback as appropriate to determine whether academic standards have been met.*

Findings	Supporting Evidence
<p>Teachers monitor student progress and use student feedback as appropriate to determine whether academic standards have been met.</p> <p>Teachers strive to observe and assess student progress through student feedback. The majority of teachers regularly access Google Classroom to post assignments and any other important classroom news. Students can respond to both posted and graded assignments. This tool is linked to Gradelink where parents and students have secure access. In Gradelink, they can see posted assignments and their corresponding grades. Teachers can easily monitor student progress over time through Gradelink that keeps a running record of all students' grades and averages. For this system to work effectively, teachers need to keep current with updating grades in Gradelink to ensure progress is being adequately monitored and standards are being met.</p>	<ul style="list-style-type: none"> <li>• Gradelink</li> <li>• Google Classroom</li> <li>• Turnitin</li> </ul>

## **ACS WASC Category B. Curriculum, Instruction, and Assessment: Summary, Strengths and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).**

### **Summary (including comments about the critical learner needs)**

Bethel has a viable, meaningful instructional program accessible to all students throughout all grade levels, which includes defined standards, and schoolwide learner outcomes evidenced in student work and classroom engagement. Students show acceptable academic achievement as evidenced by standardized test scores and grade point averages. Integration among disciplines is high in elementary and middle school. In high school classes, a concerted effort needs to occur to create meaningful projects which integrate the disciplines. Practical changes have been made to the curriculum and school structure as a result of the curricular reviews and observations. Updated student handbooks are essential in communicating policy changes, and administration and teachers need to work together to ensure policies are followed.

Teachers purposefully use a variety of assessment strategies to evaluate students and to guide revisions in teaching and curriculum. The school staff has developed an effective basis for determining students' grades, growth, and performance level. Student work demonstrates achievement of course competencies, academic standards, and schoolwide learner outcomes. Teachers easily monitor student progress over time through Gradelink and Google Classroom. Growth in the implementation of student feedback forms needs to continue.

Through ongoing professional development, teachers remain current in research-based knowledge to improve teaching and learning as well as use various types of formative assessment to actively engage all students at high levels of learning, which support academic standards and learner outcomes. Teachers regularly use challenging and varied instructional strategies to ensure all students are actively engaged in learning and all student needs are addressed. Students consistently demonstrate critical and creative thinking, problem-solving, knowledge attainment, and application skills. Administration collaborates with teachers concerning curricular revisions and implements needed revisions to meet student needs.

Teachers systematically integrate technology within the school. Students understand learning objectives and expectations and are growing in their understanding of the schoolwide learner outcomes. A more concentrated effort needs to be made among all teachers of all grades to integrate the schoolwide learner outcomes.

**Prioritize the areas of strength and growth for Category B.**

**Category B: Curriculum, Instruction, and Assessment: Areas of Strength**

- Bethel has a viable, meaningful instructional program using reputable publishers and a core curriculum, which meets the school's mission of providing a biblical foundation and academic excellence.
- Bethel's teachers regularly supplement the curriculum as needed and use challenging and varied instructional strategies to meet student needs.
- Bethel has a variety of course offerings including several AP classes and online self-study options.
- Bethel utilizes Google Classroom and Gradelink for teachers, students, and parents to monitor student progress.
- Bethel has clearly identified schoolwide learner outcomes.
- Bethel has made effective changes to the curriculum as a result of the curricular review.
- Bethel's teachers collaborate within departments.
- Bethel's students perform well on Iowa Assessments, AP Tests, and college and university acceptance.
- Bethel has grown its technology usage and integration.
- Bethel's English Enhancement program continues to focus on international students' language acquisition needs.
- Bethel's updated school website is more user-friendly.

**Category B: Curriculum, Instruction, and Assessment: Areas of Growth**

- Bethel needs to make a concerted effort to improve integration among disciplines in the high school department.
- Bethel needs to revise, update, communicate, and implement the student handbooks and the Faculty Handbook.
- Increase collaboration between departments (elementary, middle school, high school).
- Increase administrative oversight and follow-up.
- Bethel teachers need to remain vigilant in their methods of preventing cheating and plagiarism.
- Bethel teachers should more intentionally integrate the student goals into their lesson plans.
- Bethel needs to re-establish the annual teacher/administration evaluation of Iowa Assessment data.



## Category C: Support for Student Personal and Academic Growth

### C1. Student Connectedness Criterion

Students are connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the schoolwide learner outcomes.

**Online Programs: INACOL Standard N: Organizational Support:** A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

**Online Programs: iNACOL Standard O: Guidance Services:** A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

**Online Programs: iNACOL Standard P: Organizational Support:** A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

### Indicators with Prompts

#### Adequate Personalized Support

**C1.1. Indicator:** The school has available adequate services, including referral services, to support all students in such areas as health, career and personal counseling, and academic assistance.

**C1.1. Prompt:** *Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.*

Findings	Supporting Evidence
<p>Luke 2:52 gives us a model of growth for children and students: "And Jesus increased in wisdom and stature, and in favour with God and man." In this verse, we see academic growth, physical growth, as well as social and spiritual growth. At Bethel, we give students assistance to grow in accordance with this model.</p> <p><b>Spiritual</b></p> <p>Being a Christian school one of our first concerns is that of the spiritual aspect of each child. Our goal is that each student will experience God's presence through the sharing of the Gospel of Jesus Christ. Chapel is held weekly for all classes; high school, middle school, and elementary. The Bible is taught in the classroom daily, whether it be as part of a Bible class, as a devotional thought in homeroom, as a byproduct of a lecture, or as a conversation between a student and staff member. Students and their families can experience God's presence through our inspiring Christmas program (elementary grades)</p>	<p>Luke 2:52</p> <p>Pastoral Staff Principal Elementary, Middle School, High School Class Schedules</p> <p>Bible Teacher's Lesson Plans</p>

<p>and our Christmas concert (high school). Due to the Health Department Covid criteria, the high school choir concert was canceled and the Elementary Christmas Program was presented in a shortened version online for December 2020. We value discovering and developing personal giftedness and passion as students present our programs.</p>	Bethel School Calendar
<p>Any student identified by the teachers or support staff as one in need of extra support, in academic and non-academic areas is provided the attention and support system care he/she deserves and to which Bethel Baptist can offer. Our faculty, staff, principal, and pastoral staff are available to contribute ideas, counsel, and provide a network of services.</p>	<p>Bethel Baptist Student Support Plan Bethel Baptist Academic Policy Office Referral Form</p>
<p><b>Health</b> Health and healthy living are taught within our Christian school curriculum as part of our elementary science. Healthy living habits are also addressed by our elementary and high school PE class and students are encouraged to begin a routine of regular exercise. Health is instructed by our PE teachers and reinforced by class daily recesses, and sport opportunities.</p>	<p>Teacher Lesson Plans Class Schedules</p>
<p>Our 901 Cafe offered a school lunch program until the COVID-19 closure, March 2020. Prior to the closure, the 901 Cafe began efforts to provide students with a daily healthy meal option.</p>	Menu Available
<p>For one week in October, a special emphasis is placed on living a drug and alcohol-free life with a focus on the Lord's design and plan for us. A guest speaker, usually someone in law enforcement, comes and addresses students. Red Ribbon Week activities build school spirit and add to the focus on healthy life choices.</p>	School Calendar
<p>High School students have the opportunity to participate in the campus Red Cross Club. This club participates in various community activities such as working with the Jessie Rees Foundation, Toys For Tots, Franklin Graham Christmas Box collections, as well as other community support programs.</p>	Bethel School Calendar
<p><b>Career Counseling by Academic Advisors</b> Bethel Baptist School offers career guidance through the direction of the high school principal. Various faculty, including the senior advisor, routinely meet with students to</p>	

<p>discuss academic needs and college preparations. Through personal interaction with students and parents, school staff introduces families to post-secondary opportunities in both vocational and academic pursuits.</p> <p>Meetings with struggling students occur frequently. Printed or online guided self-studies may be approved by the high school principal for individual classes to meet individual academic needs.</p> <p>Personal counseling is available and occurs on an as-needed or requested basis. Teachers may also use the referral form for a student and the principal will determine the individual need.</p> <p><b>Academic Assistance</b></p> <p>Teachers are encouraged to keep in contact with parents especially when a student is struggling. Teachers use Gradelink, a school-wide program to record classroom progress. At the beginning of each year, parents and/or guardians, along with their students, receive login information, which includes instructions on using this site. Students in elementary grades are instructed how to log in. Each student is assigned a Bethel Baptist school email the first week of school. This program allows parents/guardians and students access to their academic progress in all classes. Gradelink notification system alerts parents and students if any assignment is 60% or below. Teachers use Gradelink communication to send emails directly to individual parents or guardians, as well as to entire classes. Communication also occurs through parent-teacher conferences, phone calls, text messages, and letters sent home from the classroom teacher.</p> <p>Once the homeroom teacher expresses the need to the student's parent/guardian, and the student's need is not met within the classroom, the teacher will meet with the principal to share intervention ideas and pray for the student. Parents may then be asked to meet for a conference with the teacher and principal. Intervention may be required outside of campus and suggestions may be made for professional referrals if needed.</p> <p>Personal tutoring is available to our students. A current list of Bethel Baptist teachers interested in personal tutoring during the school year is available in our school office. Some tutors on our staff list are available for the summer months.</p>	<p>Self Study Programs</p> <p>Bethel Baptist Support Plan Office Referral</p> <p>Gradelink Program</p> <p>Conference Schedule- School Calendar</p> <p>Bethel Baptist Tutor List- School office</p>
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**C1.1. Additional Online Instruction Prompt:** *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
N/A	N/A

### **School Support Systems**

**C1.2. Indicator:** The school coordinates a system of support services that provides for maximum effectiveness, including the processes for intervention and referral.

**C1.2. Prompt:** *Is the level of school coordination of the system of support services allowing for maximum effectiveness? Are the processes for intervention or referral effective?*

Findings	Supporting Evidence
<p>Many support systems were mentioned in the previous prompt. Bethel Baptist is a smaller school. It is often emphasized that Bethel has a unique situation with our smaller class sizes. This gives the teachers and the students a more personalized instruction. Teachers will meet with students at lunch, before and after class, as well as after school to assist students in all areas of their need.</p> <p>Students entering elementary and middle school grades are tested to determine their academic level by the elementary principal. International students are screened for their English language skills during an application interview. New high school students are given math placement tests. These entrance screenings are used for academic placement along with available school records.</p> <p>Bethel students are tested yearly using the Iowa Assessments. Analysis of these standardized tests is used to target students' progress and to identify areas of individual academic need.</p> <p>Parent/Guardian close contact with the student's teacher by the use of Gradelink, emails, phone calls, personal notes, as well as conferences provide opportunities for teachers to encourage parents/guardians of at-risk students. The alert system used on Gradelink notifies parents/guardians, of all grade levels, any time their student receives an assignment posted that is below 60%.</p>	<p>Bethel Office Attendance Records</p> <p>Elementary Entrance Test- Mrs. Osborne International/ High School Screening- Mr. Thomas</p> <p>Iowa State Test Results-Bethel Office</p> <p>Gradelink</p>

<p>Classroom teachers will meet with the principal to discuss any student who remains at risk after parent/guardian contacts have been established. The principal will set up a conference with the parent/guardian and teacher, at times including the student. Further testing by either referring the student to a physician, or the public school district for testing may be suggested. The classroom teacher will fill out a Bethel Baptist Student Support Plan which will be filed in the student's permanent folder in the Bethel office.</p> <p>Any Bethel student in need of emotional or spiritual support can be referred to the Bible teacher and or Pastors by any of our Bethel staff. Referrals are made by accessing email, by a phone call or text, or by personal contact. The Bible teacher and/or Pastor will set up a meeting schedule with the students' teachers for counseling and prayer.</p>	<p>Bethel Baptist Student Support Plan</p> <p>Pastoral Staff Bible Teachers</p>
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### Strategies Used for Student Growth/Development

**C1.3. Indicator:** Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

**C1.3. Prompt:** *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>Bethel has a wide and varied support system, which exists to enhance the learning experience of our students. Multiple opportunities, which extend academic learning and support the development of a student's individual giftings are available. Classroom teachers record the academic growth of their students. Individual students may be assisted within the classroom setting, as well as extra challenges are put in place for students showing advanced talents. Bethel offers support through in-school programs, tutorial lists for after-school help, and differentiated instruction in our classrooms when needed.</p> <p>Various awards ceremonies are used to help foster student growth. Awards for perfect attendance, positive character, academic achievement, and sports involvement are a few of the awards presented to our students during in-school assemblies.</p>	<p>Technology Class for all grades 1st-8th P.E. Program Grades 1st-8th Spanish Grades K-4th On-site Assemblies Grades K-12th Class field trips tied to curriculum IronWood High School Camp-Spiritual Emphasis Associated Student Body-Leadership Roles Red Cross Club Drama High School Choir Handbell Choir Private Piano Lessons for interested students Music Appreciation</p>

**C1.3. Additional Online Instruction Prompt:** *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success*

Findings	Supporting Evidence
N/A	N/A

## Support Services and Learning

**C1.4. Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students.

**C1.4. Prompt:** *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

Findings	Supporting Evidence
<p>Being a ministry of Bethel Baptist Church the school has a unique opportunity to meet certain needs of each student. The church offers youth services on Wednesday night and Sunday mornings and will also have various special activities throughout the year to help encourage, uplift and teach students from the school and our local community.</p> <p>In addition, the administration allows and encourages teachers to provide extra tutoring or helps classes before and after school. The teachers will often work individually with a struggling student during available breaks. This allows one-on-one remediation to take place.</p> <p>All students take an active role in their own learning experience as they access their progress on daily assignments through Gradelink. Students will approach their teacher to improve their performance as they monitor their class grades.</p> <p>Many teachers use Google Classroom to share assignments or post events that are happening in the classroom. Elementary and middle school grades are given “student planners” to enter homework and list due dates for project assignments. Teachers will monitor to ensure students write in planners accurately and refer to this calendar at the end of each day.</p>	<p>Church Calendar</p> <p>GradeLink Student Planners-Elementary through 6th grade</p> <p>Google Classroom-High School Teachers</p>

**C1.4. Additional Online Instruction Prompt:** *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
N/A	N/A

### Co-Curricular Activities

**C1.5. Indicator:** School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes.

**C1.5. Prompt:** *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards and schoolwide learner outcomes. How effective are these efforts?*

Findings	Supporting Evidence
<p><b>Enrichment Trips:</b> Every other year, Bethel schedules high school trips to areas such as San Francisco, Sacramento, and Washington D.C for the high school students and their families. These trips offer students the greater opportunity to understand many of the concepts of history, government, science, and society that they learn in the classroom, enhancing learning and achieving student learning goals. Middle school students have attended Rawhide Ranch science camp and hope to return to a camp experience after the pandemic.</p>	School Calendar
<p><b>Field Trips:</b> Individual classes and groups of classes participate in several academic field trips throughout the year. Some of these trips include the Fire Station, California Science Center, Aquarium of the Pacific, Waste Management Facility, Discovery Science Center, and Los Angeles Zoo. Kindergarten classes will hold on-campus activities to enhance their curriculum.</p>	School Calendar
<p><b>School After Dark:</b> Students attend an evening activity to help foster close student-teacher relationships. Students move from room to room playing games, which encourages school unity in a relaxed environment, which fosters relationship growth.</p>	School Calendar
<p><b>Spirit Week:</b> Each teacher and their class show their support for Bethel school during this week of school unity. Each day is a dress-up theme with classes accumulating participation points and photo opportunities for our school yearbook.</p>	School Calendar

<p><b>Beach Blasts:</b> An event that transports all students signed up for van transportation to and from the local beach. Hot dogs, chips, drinks, and s'mores are provided for students' dinners for a minimal fee. Students gather around a campfire to interact in songs and games and socialize in a casual off-campus activity with teachers and fellow students.</p>	School Calendar
<p><b>Spiritual Emphasis:</b> Annually high school students attend three days of spiritual emphasis at Ironwood Christian Camp. This offers unique opportunities to grow spiritually and foster unity among staff and students. Students attend chapel services during these three days and also participate in team-building activities to promote problem solving and critical thinking.</p>	School Calendar
<p>The effectiveness of the above activities can be measured by attendance demonstrating student involvement. These events are mentioned regularly by students to be their most memorable activities while attending Bethel.</p>	

**C1.5. Additional Online Instruction Prompt:** *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school.*

Findings	Supporting Evidence
N/A	N/A

#### **Student Involvement in Curricular/Co-Curricular Activities**

**C1.6. Indicator:** The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services

**C1.6. Prompt:** *Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
<p>Bethel offers a wide range of support to students. Bethel requires a parent-signed permission slip for all students for all off-campus activities. These slips are collected from the homeroom teacher who records those who will be participating in each of the school events.</p> <p>The Bethel office will have a clipboard where students attending events will sign if transportation is needed and collect individual payments for student events.</p> <p>Evaluation of the success of the event is based on student participation.</p>	



Parent pick-up is required on campus at the designated ending time posted online, in the flyer, and on the permission forms for each event.	
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**C1.6. Additional Online Instruction Prompt:** *Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
N/A	N/A

### Student Perceptions

**C1.7. Indicator:** The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

**C1.7. Prompt:** *Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Supporting Evidence
<p>Bethel Baptist staff value the opinions of the students and parents. Bethel staff encourages student responses regarding support services that are offered or could be offered on our campus.</p> <p>The results of our “Bethel Baptist High School Student Survey” taken in 2021 found that students believed teachers provide activities to help students apply what they are learning to real life. Students receive the support that they need to be successful in their classes and feel genuine care from their teachers. The survey stated that students believe the staff treats students with respect and dignity. The survey found that students feel encouraged and are given opportunities to be involved in community projects and extracurricular activities. The survey also found that students believed teachers use a variety of instructional methods and activities in their classes.</p> <p>Less than half of the students surveyed thought there were adequate library/media services available. This is an area that we could make improvements in.</p>	<p>Bethel Baptist High School Student Survey-2021</p>

## C2. Parent/Community Involvement Criterion

The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.

**Online Programs: iNACOL Standard Q: Parents/Guardians:** In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

### Indicators with Prompts

#### Regular Parent Involvement

**C2.1. Indicator:** The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents and/or online parents.

**C2.1. Prompt:** *Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.*

Findings	Supporting Evidence
<p>Bethel believes it is important for the community to understand our mission. To do this, banners are occasionally hung at the entrance to campus to advertise the events happening on campus for the community. Examples of these events include special church services, open enrollment, Bethel ministries website.</p> <p>Bethel has a Bethel Parent Association (BPA) that meets regularly to plan various activities and fundraising events. The school administration works in close collaboration with the BPA to help facilitate meetings and foster a good working relationship.</p> <p>Significant past success from the BPA events have supplied new computers for the elementary grades as well as provide gate security for the front of our campus.</p> <p>Our first BPA meeting for the 2021-2022 school year went well with several parents and staff in attendance. All Bethel parents, guardians, and staff are welcome to attend. In the October meeting, we plan to decide on officers and schedule the first BPA project for the 2021-2022 school year.</p>	<p>Signs on South Euclid Bethel Ministries website</p> <p>BPA Meeting Minutes</p>

**Use of Community Resources**

**C2.2. Indicator:** The school uses community resources to support students such as professional services, business partnerships, speakers, etc.

**C2.2. Prompt:** *How effective is the school use of community resources to support students, such as the use of professional services, business partnerships, and speakers?*

Findings	Supporting Evidence
<p>Bethel has several events throughout the year to keep parents/guardians informed and involved. At the beginning of the school year, Bethel has an Orientation Night, for families to become familiar with the school, classroom, and teacher. Throughout the school year, parents are informed through various communications including Gradelink, Weekly Warrior paper, and teacher/school emails. The first Friday all students are back to school, an ice cream social is held to greet all and provide an interactive social time between students, teachers, and parents.</p> <p>In October, parents/guardians are welcome to participate in the school's Fall Festival. In the spring Bethel holds a Spring Festival. Both festivals are held on the school grounds. These events are sponsored by the BPA and ASB.</p> <p>Bethel uses a variety of community resources for student support including a great working relationship with the Fountain Valley Community Center as we use their facilities for all of our home games and many of our practices. Bethel also uses Mile Square Park at times for P.E. activities.</p> <p>Bethel invites a variety of guest speakers to address the student body on various topics.</p>	<p>School Calendar Weekly Warrior Gradelink</p> <p>School Calendar</p> <p>Sports Schedules Teacher Lesson Plans</p>

**Parent/Community and Student Achievement**

**C2.3. Indicator:** The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

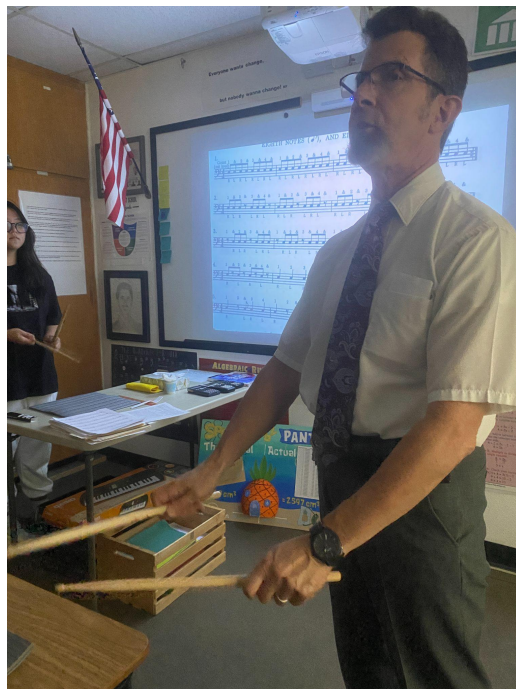
**C2.3. Prompt:** *Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.*

Findings	Supporting Evidence
<p>Bethel uses a variety of activities to share student achievement with parents and members of the community. School parents/guardians and the community are welcome to come to Bethel's Open House which includes classroom</p>	<p>School Calendar</p>

<p>displays to showcase student achievements and student projects. Elementary Art class displays are also available for viewing.</p> <p>Student of the Month Awards are given to elementary students in the last chapel of each month. Students receive recognition for displaying a character trait studied all month in their classroom. Parents, guardians, and family friends are invited by invitation from the classroom teacher to attend the chapel and encourage their students in character growth.</p> <p>Sports Awards are other such occasions to display student achievements in athletics.</p> <p>Weekly Warrior also announces a variety of individual student and group achievements throughout the school year.</p> <p>Christmas Programs presented by the elementary classes and high school students, high school choir, and music classes will provide an opportunity to share a gospel message with the parents, guardians, and community. End of Year Awards Programs, 8th-grade Promotion and High School Graduation ceremonies end our school year community programs.</p>	<p>Chapel Schedule</p> <p>Sports Calendar</p> <p>Weekly Warrior</p> <p>School Calendar</p>
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**C2.3. Additional Online Instruction Prompt:** *Evaluate the school's processes to ensure that parents understand the expectations for the online instruction in relation to the desired student achievement and to review and counsel families for whom the selected online instruction format may not be the best match.*

Findings	Supporting Evidence
N/A	N/A



## **ACS WASC Category C. Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).**

### **Summary (including comments about the critical learner needs)**

Bethel Baptist School has teachers who desire to meet the individual needs of students who are created in God's image either to offer additional support in specific academic areas or to challenge advanced students. We provide a supportive, rich learning environment with both formal and informal assessments, adjusting lesson plans to meet individual needs. Our Bethel staff strive to make our school a place where students thrive. We are conscious to minister to the physical, spiritual, and social needs of our students as we prepare our students to be lifelong learners who love others and serve God with their talents.

**Prioritize the areas of strength and growth for Category C.**

### **Category C: Support for Student Personal and Academic Growth: Areas of Strength**

- Genuinely caring staff with a vision that each student will experience God's presence through the sharing of the Gospel of Jesus Christ
- Small class sizes offer personalized instruction
- Gradelink system in place with parent communication and notification
- Technology classes 1st-8th grades
- Award ceremonies to foster academic and character growth of our students

### **Category C: Support for Student Personal and Academic Growth: Areas of Growth**

- Formal tracking of struggling students
- Student support plan was created in 2020-2021 but has not yet been presented to teaching staff for implementation
- Academic policy for identifying struggling students was created in 2020-2021 but has not yet been presented to teaching staff for implementation
- Improvement of library and media services available for students
- Improved exposure in our community
- Language support for middle school international students

## Category D: Resource Management and Development

### D1. Resources Criterion

The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes.

#### Indicators with Prompts

##### Allocation Decisions

**D1.1. Indicator:** There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

**D1.1. Prompt:** *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes and the academic standards? Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>Allocation decisions for spending are made on an as-needed basis. If a need arises a faculty member will communicate with an administrator who can authorize the expenditure. Spending practices are described in the church by-laws and outlined in the next prompt.</p> <p>The administration reviews all fundraising initiatives and campaigns to ensure they are in alignment with the school's goals. Suggestions from staff are encouraged and considered by the administration. The current policy has been effective for meeting needs as they arise.</p>	<p>Church By-laws</p>

##### Practices

**D1.2. Indicator:** The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.

**D1.2. Prompt:** *Evaluate the school's processes for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.*

Findings	Supporting Evidence
<p><b>Annual Budget:</b></p> <p>While a budget is a projection or allotment for expenditures, Bethel Baptist Church, and School operates on a cash/need basis. Working on a tight margin keeps spending conservative while still allowing for needs to be met. All expenditures which are not part</p>	<ul style="list-style-type: none"> <li>• Annual Ministry Business Meeting Minutes – Church Secretary</li> <li>• School Board Meeting Minutes – Finance Office</li> <li>• Monthly Finance Reports – Finance Office</li> </ul>

<p>of the day-to-day operations are approved by the administration. Large expenditures whether needful or for improvement are approved by the trustee board and executive financial committee of the church, which is chaired by the pastor.</p> <p>The Bethel Baptist Church administration (pastor, treasurer, administrator, and financial secretary) meets at the end of December or beginning of January to determine the tuition and salaries for the upcoming year.</p> <p>The financial year runs from August 1 to July 31. Once the financial reports are reviewed and approved by the Church and/or Board of Trustees, the financial plan is approved at a church business meeting in September.</p> <p>The resources for the school's operations originate from two main sources of income:</p> <ul style="list-style-type: none"> <li>• Tuition, which is the school's primary source of income (97%).</li> <li>• Other fees for school services, registration, and academic fees, and fundraisers (3%)</li> </ul> <p>A school-parent association has been formed to increase revenue through fundraisers by increased parent involvement.</p> <p><b>Business and Accounting Practices:</b></p> <p>Business Operation Structure: Although all church and school funds are held in the same account, revenue projections are made for the school based on the past three to five years. The following accountability hierarchy is currently in place to prevent mishandling of institutional funds: Pastor, Administration, Financial Secretary, and the Office Staff handle Bethel Baptist School's finances on a day-to-day basis. The Pastor and the Administration oversee the Financial Secretary.</p> <p>In place of an outside audit, costing thousands of dollars, extensive monthly finance reports are submitted by the Finance Secretary, then examined by the Pastor, Trustees, and an independent Finance Committee. Documentation is available to each of these individuals to back up every item reflected on the reports and is periodically requested for review.</p> <p>The Finance Committee is composed of business</p>	<ul style="list-style-type: none"> <li>• BPA Bylaws – DropBox in Bethel Parent Association Folder</li> <li>• Brochure gives rates for tuition, daycare, fees, etc. – School Office</li> <li>• Tuitions Receipts – FACTS Management Reports online with a copy in Finance</li> <li>• Posting copy of all checks (with attached bills) – Finance Office current year</li> <li>• (Prior years in storage for 10 years)</li> <li>• Audit copy of all checks – Finance Office (in numerical order)</li> <li>• Each class or project sponsor maintains its own accounting of funds</li> </ul>
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owners who have accounting knowledge and an accountant.

**Accounts Receivable:**

Tuition: Bethel School offers families three payment options: in full with a discount, a ten-month plan with invoices, and a ten-month plan with automatic withdrawal. The school office accepts payments in full, and monthly payments are made through FACTS Management. FACTS receives the money and credits the school bank account. The finance secretary reviews the input and FACTS reports for accuracy and update.

**Fees & Fundraisers:** Money for fees and fundraisers (as designated for individual classes, specific projects, or the general fund) is received and recorded by the office staff, then transferred to the finance secretary for verification, obtaining a receipt where applicable, then deposited. Money from donations is used for general expenses or, if so stated, for specially designated projects held in restricted accounts with control by designated staff.

**Accounts Payable:** The finance secretary handles all accounts payable, but two people (designated board members and/or administrative staff) must sign all checks. Checks are in triplicate form (the check, posting copy, and audit copy). All accounts payable records are maintained in the finance office. The posting copy (along with all of its attached documentation (receipts, invoices, or signed check request) is filed in alphabetical order by the payee, and the audit copy is kept in numerical sequence.

**Designated Funds:** Designated funds are held in the general bank account and accounted for in specifically named accounts in the general ledger. A designated individual specifically overseeing accounts maintains a sub-ledger, and no funds are transferred into or out of the account without an overseer's signed authorization.



<p><b>Financial Audit:</b> Extensive monthly financial reports are prepared by the finance secretary and examined by the pastor and administration. The trustees, finance officers, and financial advisers of the corporation then examine these reports. The officers and advisers are part of the larger finance committee maintained by Bethel. Bethel maintains an open-door policy for all reports and records to be reviewed by any member, with direction from the pastor.</p>	
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### Facilities

**D1.3. Indicator:** The school's facilities are adequate, safe, functional and well-maintained and support the school's mission, desired learner goals, and educational program.

**D1.3. Prompt:** *Evaluate the adequacy of the facilities in relation to the health and safety needs of students and supporting the school's mission, desired learner goals and educational program.*

Findings	Supporting Evidence
<p><b>A) Adequacy of School Facilities:</b> Bethel Baptist campus is situated on two and a half acres and is made up of three buildings. The current facilities could handle up to 550 students if every class were filled. Current enrollment is 84 (as of September 2021). The buildings include the church building, which includes administrative offices and the chapel, the two-story school building, and the pastor's office.</p> <p><b>B) School Safety:</b> The school has printed procedures for safety drills which are printed in the Faculty Handbook. These procedures are reviewed annually at the teacher in-service meetings. In addition, the following safety protocol is in place.</p> <ul style="list-style-type: none"> <li>• Evacuation maps are posted in each room</li> <li>• Fire drills are conducted monthly.</li> <li>• Earthquake drill is conducted annually</li> <li>• A local police officer conducted a staff in-service regarding "lock-down" procedures in the event it becomes necessary. Printed procedures are filed for reference.</li> <li>• Staff met via zoom with an RN regarding safety protocols during the COVID crisis and received a waiver to open safely.</li> </ul> <p>To ensure the safety of students before, during, and after school, the school established the following</p>	<ul style="list-style-type: none"> <li>• Annual Report of kitchen inspection by Orange County – Kitchen &amp; Finance Office</li> <li>• Monthly Pest Control Service – Finance Office</li> <li>• Fire Drill Log – Administration (Thomas)</li> <li>• Disaster Preparedness Handbook – School Office &amp; Administration (Thomas)</li> <li>• Accident Reports – Finance Office / Safe – indefinitely</li> </ul>

supervisory schedule:

- Teachers monitor and supervise elementary and Middle School students from 8:00 - 3:15 p.m. High School teachers supervise students between 7:45 a.m.-3:45 p.m.
- Teachers must acquire assistance from another teacher or the office staff in the event they cannot monitor their classes.
- Paid supervisors monitor students in afternoon daycare from 3:15-6:00 p.m.

In the event of a student injury, the staff knows to contact the administration while observing the following procedures:

- All ambulatory students report to the office for evaluation and contact of parents if needed or desired by the student.
- For a severe injury, standard first aid procedures are to be followed.
- Parents are notified about all head and any major injuries.
- Minor injuries (bumps, scratches, and cuts) are treated on-site by the student washing and applying a band-aid. Staff administers no first aid unless it is a severe injury.
- An accident report form is filled out by the supervisor/teacher for any injury or accident. The report is filed in the office and is available to the parent upon request.



**Instructional Materials and Equipment**

**D1.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**D1.4. Prompt:** *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction including online.*

*Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.*

Findings	Supporting Evidence
<p>Instructional materials are purchased on an as-needed basis. Teachers are encouraged to make recommendations for curriculum improvement. Recommendations are brought to the administration and then approved by the Board of Trustees. Administration ensures the latest additions of curriculum changes are phased in after careful review.</p> <p>During the 2014-2015 school year, the Bethel Parent Association was formed. The BPA has held multiple fundraisers which have helped the school purchase computers, smart projectors, and install security gates in the parking lots.</p> <p>Ovens and other equipment were purchased for the kitchen and the very popular 901 Cafe that is run by students and faculty members. The security gate was purchased and installed for the safety of students and staff in Summer 2018. Projectors and smartboards were added to many classrooms in summer 2016.</p> <p>During the 2019-2020 school year Bethel hired a Technology Teacher. At this time Chromebooks were made available for every student in first through eighth grade. Technology is taught daily at the middle school level and once a week at the elementary level.</p> <p>In the fall of 2020 security cameras were purchased and installed to aid the front office in monitoring campus activity.</p>	<ul style="list-style-type: none"> <li>● Administration Meeting Minutes</li> <li>● Bethel Parents Association Meeting Minutes</li> <li>● Finance Office</li> <li>● Elementary Spanish Class Added</li> <li>● Elementary/Middle School Art Program Added</li> </ul>

**Well-Qualified Staff**

**D1.5. Indicator:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

**D1.5. Prompt:** *Determine if the resources available enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, such as online instruction and college/career.*

Findings	Supporting Evidence
<p><b>A) Hiring Staff:</b> The administration evaluates resumes and interviews qualified candidates.</p> <p><b>Teacher Salary:</b> A comprehensive salary schedule was developed based on experience and training.</p> <p><b>B) Staff Development and Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Orientation:</b> All teachers and support staff attend the teacher in-service at the beginning of the year, which includes orientation, safety procedures, classroom procedures, challenges from God's Word in the area of the teaching ministry, as well as helpful teaching tips.</li> <li>• <b>Staff Development &amp; Conventions</b> Opportunities for staff development occur throughout the year. On-campus development includes multiple in-service days during the school year. Bethel takes its staff to an annual Educators' Convention hosted by GSACS.</li> <li>• <b>Retirement Account:</b> Staff has the opportunity to contribute to a 403(b) retirement account with personal funds. The Bethel Baptist Plan Document for 403(b) Retirement Accounts includes written agreements with Nationwide and Vanguard 403(b) Retirement Mutual Funds.</li> <li>• <b>Teacher/Staff Benefits:</b> Bethel Baptist School provides teachers and staff with six paid personal/sick days per year. If these days are not taken, they are compensated for any unused days at the end of the school year.</li> <li>• A term life insurance policy insures each employee for \$10,000.00.</li> <li>• Teachers/Staff are also eligible for a 100% tuition discount and are not charged for daycare expenses for their child/children.</li> <li>• <b>Dental &amp; Eye Insurance</b></li> </ul>	<p>Administrative interviews Faculty Handbook.</p> <p>Teachers submit annual professional development accomplishments for review.</p>

- **Professional Liability Insurance:** The church/school carries professional liability insurance for all faculty and staff. The insurance covers accusations (i.e. sexual molestation, verbal abuse, etc.) made during school-related activities. The insurance will cover and defend the church, school, and the named offender.
- **Continuing Education:** A teacher can receive tuition aid towards continuing education expenses, upon administrative approval. The courses taken must be related to the field of education.
- **Teacher Seminars:** The school pays all expenses for the teachers to attend an annual teachers' convention. The school may fund other seminars for individual teachers or subject areas as approved by the Administration.

**Staff Retention:** Bethel Baptist School has had a fairly consistent staff over the past several years. However, we still maintain a mix of experienced and new teachers. During any staff change, we seek to maintain consistency in meeting our student goals.



## D2. Resource Planning Criterion

The governing authority and the school leadership execute responsible resource planning for the future.

### Indicators with Prompts

#### Long-Range Resource Plan

**D2.1. Indicator:** The school has developed and implemented a long-range resource plan. The school has a process for regular examination of this plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning of schoolwide learner outcomes and academic standards.

**D2.1. Prompt:** *Evaluate the process for regular examination of the long-range resource plan to ensure the continual availability of appropriate resources that support the school's vision, mission and student learning.*

Findings	Supporting Evidence
<p>Bethel Baptist School's primary resources are its faculty, staff, facilities, furnishings, and equipment.</p> <p>Faculty and Staff: Bethel Baptist School can fulfill its mission because of its dedicated staff, students, and parents who are committed to the mission and vision of the church and school. We look for staff to show this commitment and dedication.</p> <p>Facilities: The campus is situated on two and a half acres of land and is made up of three buildings. The current facilities could handle up to 550 students if every class were filled. Current enrollment is 84 students. The buildings include the church building, which includes administrative offices and the chapel, a two-story school building, and the pastor's office. Since the purchase of the original school property, the buildings have been altered to assist the school ministry. Many of the classrooms contain smart projectors, audio equipment, and projection screens.</p> <p>Furnishings and Equipment: Furnishings and equipment that do not fall within the annual financial projection are paid for with money raised through fundraisers or alternate sources such as donations. The administration reviews all fundraising initiatives and campaigns to ensure they are in alignment with the school's goals.</p> <p>The Bethel Baptist School administration is careful to acquire and maintain instructional materials such as textbooks, audio-visual equipment, laboratory equipment, etc. The administration ensures that the latest additions of curriculum changes are phased in after careful review.</p>	

**Use of Research and Information**

**D2.2. Indicator:** The school uses research and information to form the master resource plan.

**D2.2. Prompt:** *To what extent does the school leadership and staff use research and information to form the master resource plan?*

Findings	Supporting Evidence
The school uses the feedback we get from questionnaires we send out. We have a box in the office where parents can place their comments, concerns, and suggestions for our school.	Office comment box Student Survey Parent Survey

**Involvement of Stakeholders**

**D2.3. Indicator:** Stakeholders are involved in the future planning.

**D2.3. Prompt:** *Evaluate the effectiveness of the involvement of stakeholders in the school's future planning.*

Findings	Supporting Evidence
<p>The school is an educational arm of the ministry of Bethel Baptist Church. The church leadership provides overall direction and planning for the school, but significant decisions are subject to the approval of the trustees of the church. The school contributes to the overall ministry plan of Bethel Baptist Church through several resources:</p> <p>Faculty and Staff: The faculty and staff offer formal and informal suggestions for school planning and needed improvements. The school seeks these contributions during regular staff meetings.</p> <p>Students: Students also have an opportunity to provide input on the school's development through student council, as well as student surveys.</p>	<p>School Calendar</p> <p>Meeting minutes</p>

<p>Parents: The school encourages all parents to provide input to the school's development. The school seeks parental input through surveys and personal interaction between parents and staff as well as through our now implemented parents association (BPA). Parents are also encouraged to volunteer for school activities and events. For example, mutual cooperation among staff and parents resulted in the design/production of school Jog-A-Thon T-shirts. The Harvest Festival pizzas were donated by a parent. Games and activities for this fundraising event were also provided by a parent. The library bathroom sink was replaced by a parent. The recent remodel of room 8, by church members and parents, benefits both the school and church. The security gate installation is even further evidence of parental support. The recent high school meeting for parents, staff, and students regarding a future school trip to Washington, D.C., welcomed input from all.</p> <p>The school has formed a parents' association, whereby the parents can give us feedback and help with our long-range planning goals. We have regular meetings with the ASB to give us feedback on their concerns and suggestions. We have monthly meetings with the school staff to keep them informed.</p>	
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**Informing**

**D2.4. Indicator:** The governing authorities and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

**D2.4. Prompt:** *Comment on the evidence that the governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
<p>We receive funds from the No Child Left Behind program through the Garden Grove School District for teaching seminars and continuing education for our staff.</p>	



**Marketing Strategies**

**D2.5. Indicator:** The school has marketing strategies to support the implementation of the developmental program.

**D2.5. Prompt:** *How effective are the marketing strategies to support the implementation of the developmental program?*

Findings	Supporting Evidence
<p>A School Promotion Team was established at a meeting on October 1, 2013. The objectives of the team were set as follows: to stabilize the size of the school body and increase the size for the 2014-15 school year.</p> <p>They agreed to investigate causes, make recommendations and take action by discussing and addressing three areas of activity. These three areas had not been addressed in any depth of detail before then.</p> <p>1) Targeting- establishing target sources</p> <ul style="list-style-type: none"> <li>• Regional and school demographics</li> <li>• Community event participation, community information development</li> <li>• Tracking and results - Calendars, Schedules, Budgets and Revenue</li> </ul> <p>2) Partners and resource development</p> <ul style="list-style-type: none"> <li>• Identify and recruit key community and parent bridging partners</li> <li>• Parent Association by-laws and incentives</li> <li>• Information gathering</li> <li>• Event planning</li> <li>• Form I-20 Implementation</li> </ul> <p>3) Advertising and Community Relations</p> <ul style="list-style-type: none"> <li>• Develop central promotional points at Elementary and High school levels.</li> <li>• Determine cost-effective means to distribute the information</li> <li>• Set schedule and budget for implementation</li> </ul> <p>The team made progress in each of the three areas. Specifically, in our advertising campaign, we mailed school advertisements to our surrounding geographical areas. We increased our community input via Facebook. We also set up information booths about the school at a</p>	<ul style="list-style-type: none"> <li>• Minutes of Administrative Meetings</li> <li>• Minutes of Promotional Meetings</li> <li>• Bethel Parents Association (B.P.A.) By-Laws</li> <li>• Minutes of B.P.A. Meetings</li> </ul>

local childrens' sporting event, and at the Discovery Science Museum. Most recently, we asked our current parents to recommend friends and family with whom to target registration information. Teachers have personally contacted current parents to encourage re-enrollment.

### **1) Targeting.**

- Graphic maps showing the geographical locations of all school families and other private schools.
- The development of an annual planning calendar is used to coordinate school and church events and monthly calendar planning.

### **2) Partners and Community Resources**

A Bethel Parents Association has successfully organized the following events at certain times in the last six years: Parents Appreciation Dinner, TET Festival School information and game booth, Family Jog-A-Thon, Ice Cream Social, Culture Day, and a Fall Festival. The BPA raised \$12,000 for the installation of the security gate and \$20,000 for the Epson Brightlink smart projectors.

### **3) Advertising and Community Relations**

A 25% Tuition Discount was offered to first-time transfer students, promotional leaflets were distributed specifically addressing the strengths of Bethel Christian Education, and television advertisements were implemented.

We have spent \$10,000 annually, except for the last two years due to Covid-19, on Vietnamese television which has brought in many international students. In 2013, we had four international students. The program has grown over the years, with a high of 108 international students in the 2017-2018 school year. Covid-19 restrictions have hindered recent applicants' ability to enter the U.S. We have also spent \$10,000 on direct mail advertising to homes within a five mile radius of the school

We persist in our efforts to address various marketing strategies. We must concentrate on retaining existing

students and encourage their parents to keep them at Bethel. Meanwhile, as the international student program becomes of greater interest, we have continued to engage in promoting that program to the community. The high school principal has represented Bethel at an international school promotions event in Vietnam. He was assisted by alumni who had returned to Vietnam.

A Facebook group containing photos and videos of student activities and school events exists to foster interest in our school community. Bethel has periodically used Facebook for advertising. Without visual and audio testimonies from students and parents, we only have our testimonies. It will be our past and present students and their families whose stories will promote the special qualities of Bethel and find others in the community who will respond by sending their children to Bethel.

Our administration team meets regularly to examine our marketing strategies to ensure the continual availability of appropriate resources to support the school's vision, mission, and student learning.



## **ACS WASC Category D. Resource Management and Development: Summary, Strengths and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

### **Summary (including comments about the critical learner needs)**

Bethel's resource management policies have been effective in meeting the school's mission, vision, and student goals. Meeting student needs is a top priority in the allocation of available resources.

Bethel has made tremendous strides in the area of stakeholder involvement. Our BPA brings school parents, teachers, and church staff together. The school needs to continue effective marketing strategies and develop a master plan.

**Prioritize the areas of strength and growth for Category D.**

### **Category D: Resource Management and Development: Areas of Strength**

- Bethel has a strong stakeholder commitment.
- Bethel prioritizes the allocation of funds to meet the school's vision and student learning goals.
- Bethel seeks unique methods of advertising the school

### **Category D: Resource Management and Development: Areas of Growth**

- Increase enrollment at all grade levels
- Better communication between Administration, Board of Trustees, Faculty, and Constituents
- Develop a Church/School-Wide Master Plan

## **Chapter IV: Summary of Identified Major Student Learner Needs**

The Self-Study Report process has identified three main categories of major student learner needs. The categories include student support, curriculum review and collaboration, and community development.

Supporting student learning continues to be an area of focus. With a large percentage of international students enrolled, meeting their language acquisition needs will be a continued effort. Extending the language support to international students in the middle school grades will assist these students earlier. The student support small group has developed forms to formally track students, but the forms need to be implemented for official use. There is also an identified need for increased library and media resources to be available for students.

Cross-Curricular Collaboration and Review is another area of growth identified in the report. While departmental meetings are held regularly, there needs to be an increase in interdepartmental meetings. This allows the staff to be informed about other departments. It will also help foster collaboration between teachers of different grade levels. Our reading buddies program has been a successful example of collaboration across grades, but other areas of collaboration are needed. Teachers also need to become intentional about incorporating student goals into their lesson plans. A formal curriculum review process and schedule still need to be implemented.

The demographics of our school have shifted since we began the international student program. While we have developed good relationships with the students, we have struggled to reach their families and communities. Special focus needs to be given to developing relations with the families of our students and the local community. Because the language barrier can cause issues in communication, Bethel should consider having official documents and communications translated into other languages, particularly Vietnamese and Spanish. Efforts to build relationships with student families will also help our exposure in the local community. Bethel should utilize alumni to be ambassadors for the school in the local community. Forming an Alumni Association could help with this goal.

## Chapter V: Schoolwide Action Plan

### #1 Curriculum Collaboration and Review

**Rationale:** Ensure that the curriculum is academically challenging and aligned with or exceeding the National Standards and our Student Goals; ensure the current assessment tools are meeting our needs.

**Student Goals Addressed:** Critical Thinkers & Competent Communicators, Cooperative Citizens

TASK	PERSONS RESPONSIBLE	SUGGESTED STEPS TO ACHIEVE	MEANS TO ASSESS/REPORT	TIMELINE	PROGRESS	FUTURE ACTIONS
Integrate cross-curricular and cross-grade student interactions throughout K-12.	<ul style="list-style-type: none"> <li>Curriculum Action Plan Group</li> <li>Administrations</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Create a schedule for classes to interact academically.</li> <li>Create a collaboration plan to help coordinate collaboration between teachers</li> </ul>	<ul style="list-style-type: none"> <li>Evaluations of Student Work</li> <li>Meeting Minutes (Administration/ Teachers/ etc.)</li> <li>Collaborations are scheduled on the school calendar</li> <li>Student &amp; Teacher Evaluations of collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2022 and ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Buddies established in 2015-2016, needs to restart in January 2022</li> </ul>	<ul style="list-style-type: none"> <li>Implement Science and History Buddies.</li> <li>Continue to assess its value</li> </ul>
Create a formalized cycle and schedule of curriculum review.	<ul style="list-style-type: none"> <li>Curriculum Action Plan Group</li> <li>Administrations</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Formalize curriculum review criteria and process</li> <li>Create a curriculum review cycle</li> <li>Evaluate the current curriculum and compare it with other available curriculums.</li> <li>Present results of review document to the administration for evaluation.</li> <li>Oversee implementation and changes.</li> <li>Continue to monitor assessment data and curriculum.</li> <li>Teachers become more intentional in adding student goals to lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Evaluations of Student Work</li> <li>Test Results</li> <li>Meeting Minutes (Administration/ Teachers/ etc.)</li> <li>The curriculum review process is published</li> <li>The curriculum review cycle is published</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2022 and ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>Review Cycle used to evaluate elementary math in 2016-2017</li> </ul>	<ul style="list-style-type: none"> <li>Establish curriculum review rubric</li> <li>Establish a schedule for curriculum reviews</li> </ul>

<b>TASK</b>	<b>PERSONS RESPONSIBLE</b>	<b>SUGGESTED STEPS TO ACHIEVE</b>	<b>MEANS TO ASSESS/ REPORT</b>	<b>TIMELINE</b>	<b>PROGRESS</b>	<b>FUTURE ACTIONS</b>
Implement an assessment review cycle.	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Self-Study Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review of formal assessments.</li> <li>• Increase communication of test results to teachers, students, and families</li> <li>• Publish data on the website</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluations of Assessment Results</li> <li>• Meeting Minutes (Administration/ Teachers/ etc.)</li> <li>• Assessment Databases</li> </ul>	<ul style="list-style-type: none"> <li>• Spring 2021 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers review data</li> </ul>	<ul style="list-style-type: none"> <li>• Publish data on Website</li> </ul>

## #2 Support Systems for Student Academic and Social Development

**Rationale:** Ensure that the students are academically and socially prepared for their next level of education.

**Student Goals Addressed:** All

<b>TASK</b>	<b>PERSONS RESPONSIBLE</b>	<b>SUGGESTED STEPS TO ACHIEVE</b>	<b>MEANS TO ASSESS/ REPORT</b>	<b>TIMELINE</b>	<b>PROGRESS</b>	<b>FUTURE ACTIONS</b>
Establish or formalize existing support systems for struggling students.	<ul style="list-style-type: none"> <li>Administration</li> <li>Student Support Group</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Modify the daycare program to include a formal, structured help class.</li> <li>Investigate the creation of labs for math, reading, English, etc.</li> <li>Write formalized processes in faculty and student handbooks.</li> <li>Have teachers post available office hours</li> </ul>	<ul style="list-style-type: none"> <li>Administrative meeting minutes</li> <li>Staff meeting minutes</li> <li>Faculty Handbook</li> <li>Published availability of teachers</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2022 and ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>Modified Enhancement classes</li> <li>High School Academia Club established</li> <li>Posted a list of tutors in the school office</li> </ul>	<ul style="list-style-type: none"> <li>Write a formalized process for student evaluations in faculty and student handbooks.</li> <li>Publish Teacher availability schedule</li> </ul>
Create formal processes for identifying struggling students and creating an action plan for each student's success.	<ul style="list-style-type: none"> <li>Administration</li> <li>Student Support Group</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Define and implement a process for identifying struggling students</li> <li>Train teachers to identify struggling students and refer them to an academic advisor who will work with each student.</li> <li>Track progress of struggling students</li> <li>Review low grade reports during departmental staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>Administrative meeting minutes</li> <li>Staff meeting minutes</li> <li>Struggling student evaluation form</li> <li>Gradelink low grade report</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2021 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' meetings provide opportunities for faculty to discuss student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Define and implement a process for identifying struggling students</li> <li>Review low grade reports during departmental staff meetings</li> </ul>



<b>TASK</b>	<b>PERSONS RESPONSIBLE</b>	<b>SUGGESTED STEPS TO ACHIEVE</b>	<b>MEANS TO ASSESS/ REPORT</b>	<b>TIMELINE</b>	<b>PROGRESS</b>	<b>FUTURE ACTIONS</b>
Continued focus on Language Acquisition	<ul style="list-style-type: none"> <li>• Administration</li> <li>• English Department</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Expanding language support to middle school</li> <li>• Training teachers to teach ELL students</li> <li>• Continued refinement of English Enhancement curriculum</li> <li>• Emphasize English skills in all classes</li> <li>• Create an essay grading rubric for all classes</li> </ul>	<ul style="list-style-type: none"> <li>• Administration meeting minutes</li> <li>• Staff meeting minutes</li> <li>• Assessment Results</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2021 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• English Enhancement curriculum developed</li> </ul>	<ul style="list-style-type: none"> <li>• Create an essay grading rubric</li> <li>• Expand language support to middle school</li> </ul>
Increase Library and Media resources	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Student Support Group</li> </ul>	<ul style="list-style-type: none"> <li>• Further investigate student needs and desires for a library</li> <li>• Investigate other schools' library and media resources</li> <li>• Research programs at local public libraries</li> <li>• Seek out donations of library resources</li> </ul>	<ul style="list-style-type: none"> <li>• Survey results</li> <li>• Changes to current library and media resources</li> <li>• Meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2022 and ongoing</li> </ul>		<ul style="list-style-type: none"> <li>• Further investigate student needs and desires of library</li> <li>• Investigate other schools library and media resources</li> </ul>

### #3 Community Development

**Rationale:** Increase visibility of the school in the local community and build spirit of unity within the school.  
**Student Goals Addressed:** Cooperative Citizens

TASK	PERSONS RESPONSIBLE	SUGGESTED STEPS TO ACHIEVE	MEANS TO ASSES REPORT	TIMELINE	PROGRESS	FUTURE ACTIONS
Improve communication with all constituents	<ul style="list-style-type: none"> <li>Administration</li> <li>Translator</li> <li>Community Development Group</li> </ul>	<ul style="list-style-type: none"> <li>Investigate translators or translation services</li> <li>Translation of official school documents and communications into Vietnamese and Spanish</li> <li>Coordinate timing of virtual Parent-Teacher conferences to work with families in other time zones</li> </ul>	<ul style="list-style-type: none"> <li>School communication available in multiple languages</li> <li>Increased involvement of School Families</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2022</li> </ul>		<ul style="list-style-type: none"> <li>Investigate translators or translation services</li> </ul>
Improve Alumni Coordination	<ul style="list-style-type: none"> <li>Senior Class Advisor</li> <li>Community Development Group</li> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Appoint alumni coordinator</li> <li>Begin an Alumni Association</li> <li>Survey alumni to publish success stories on the website</li> <li>Utilize alumni when marketing the school</li> <li>Invite alumni to school events</li> <li>Create a quarterly alumni newsletter</li> </ul>	<ul style="list-style-type: none"> <li>Increased Alumni involvement in school events</li> <li>Involvement of Alumni association in planning events</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2023</li> </ul>		<ul style="list-style-type: none"> <li>Appoint alumni coordinator</li> </ul>
Increase Bethel involvement and visibility in the local community	<ul style="list-style-type: none"> <li>Administration</li> <li>Community development group</li> <li>Bethel Parent Association</li> </ul>	<ul style="list-style-type: none"> <li>Investigate other local schools' community involvement</li> <li>Participate in local festivals</li> <li>Investigate an "adopt-a-block" street clean-up program</li> <li>Organize and run a booth at Orange County Fair or other similar events</li> <li>Invite the local community to school events</li> <li>Attend local government meetings</li> </ul>	<ul style="list-style-type: none"> <li>Increased interest in Bethel Baptist Church and School ministries</li> <li>Increased enrollment</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2022</li> </ul>		<ul style="list-style-type: none"> <li>Organize and run a booth at Orange County Fair, or other similar events</li> <li>Invite the local community to school events</li> <li>Attend local government meetings</li> </ul>

## **Appendices**

The following items are contained in the appendix.

- A. Page 142 - Results from high school student survey given during spring 2021
- B. Page 161 - Results from the parent, guardian, and constituent survey given during spring 2021
- C. Page 169 - Elementary ReOpening Plan in response to Covid-19 Pandemic

# Bethel Baptist High School Student Survey - 2021

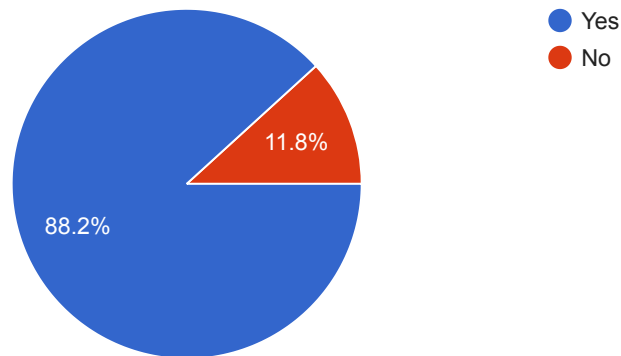
17 responses

[Publish analytics](#)

Bethel Baptist School challenges me in my classes.

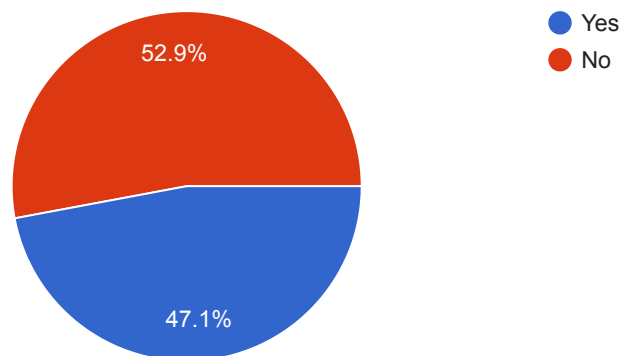


17 responses



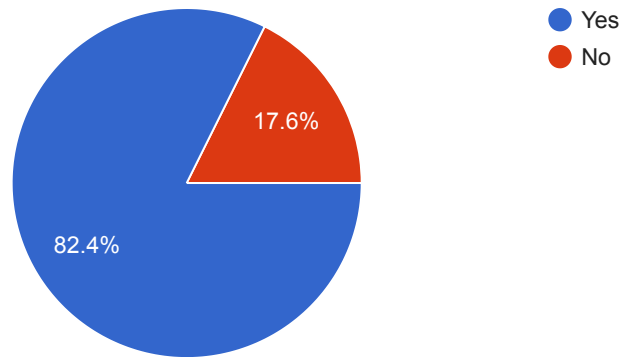
My teachers provide me with activities that help me to apply what I am learning to real-life.

17 responses



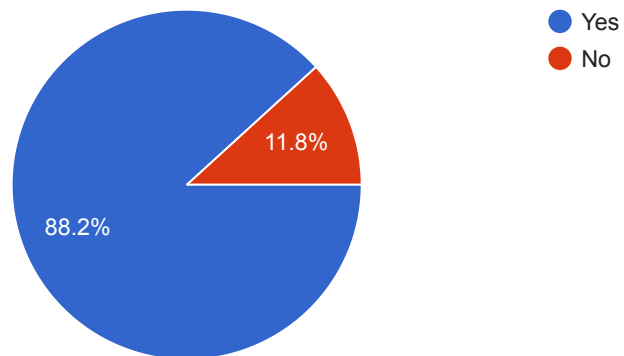
I receive support when I need it to be successful in my classes.

17 responses



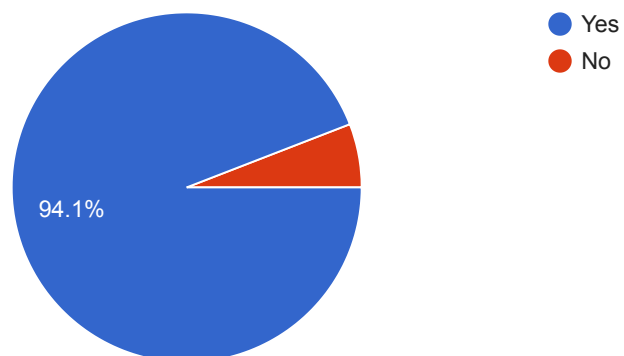
My teachers clearly inform me of the academic standards of each class.

17 responses



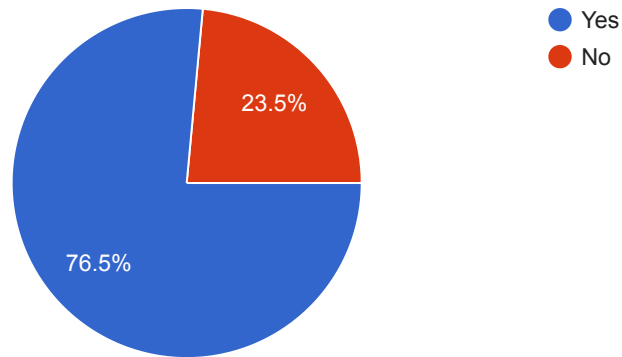
I feel that my teachers genuinely care about me.

17 responses



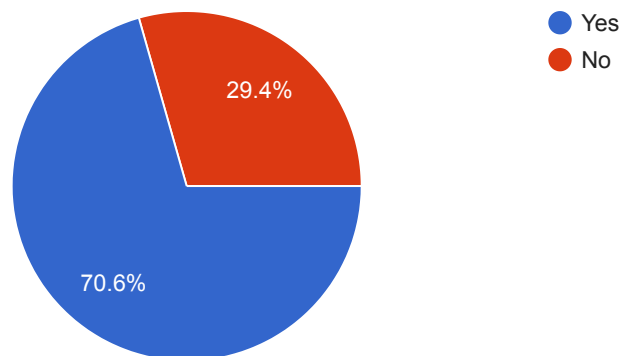
I am familiar with Bethel Baptist School's student goals.

17 responses



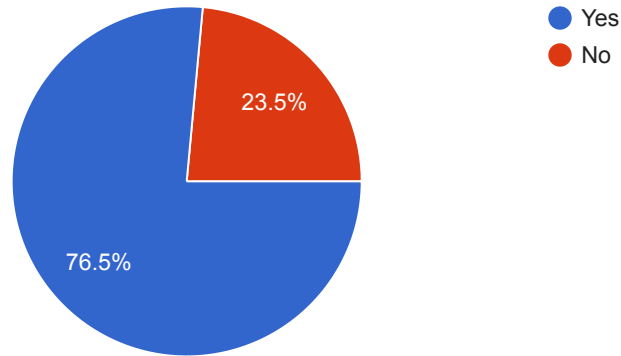
Bethel Baptist School helps me to become a critical thinker (organize, process, and evaluate information. Develop and apply decision making skills).

17 responses



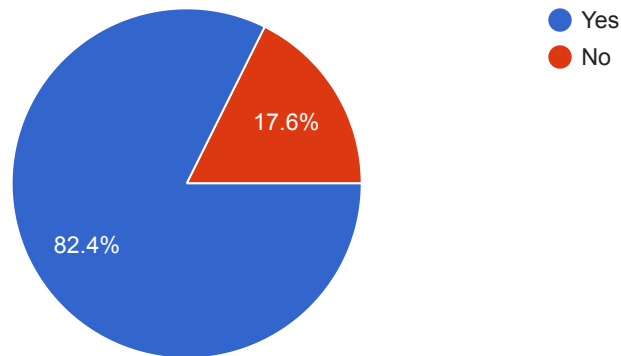
Bethel Baptist School helps me to become a cooperative citizen  
(collaborate with others, demonstrate integrity, respectful behavior, self  
motivation).

17 responses



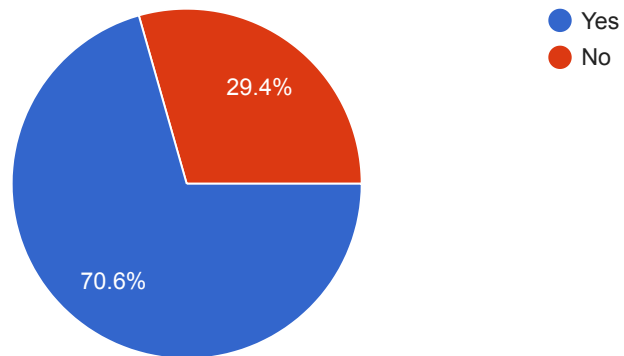
Bethel Baptist School helps me to become a competent communicator  
(proficiency in reading, writing, speaking, presenting, incorporating  
technology, etc.).

17 responses



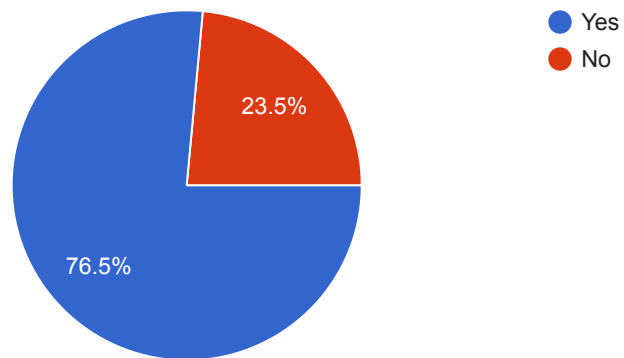
Bethel Baptist School helps me to become a conscientious learner (set high standards and challenging goals).

17 responses



I have a clear understanding of the expectations for my assignments.

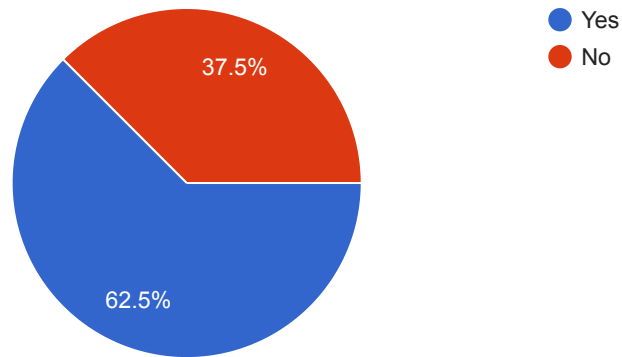
17 responses





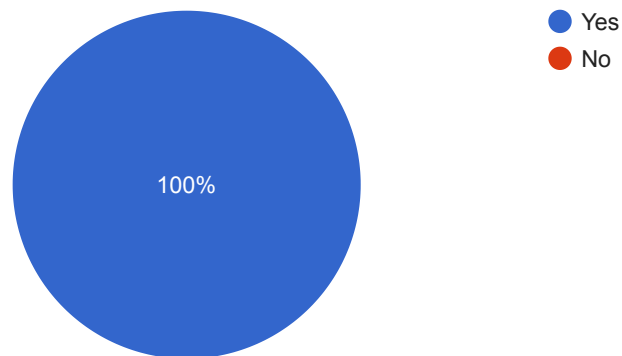
My teachers use a variety of instructional methods and activities.

16 responses



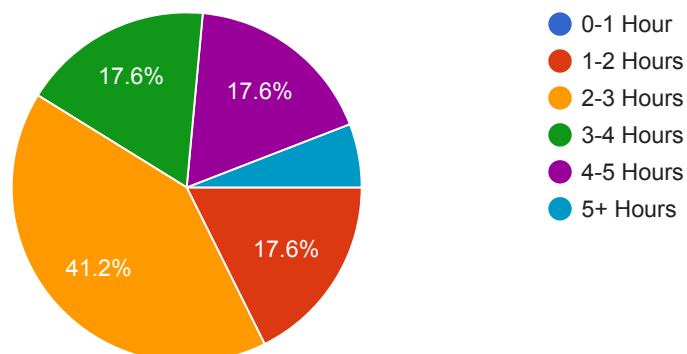
I use technology to enhance my learning

16 responses



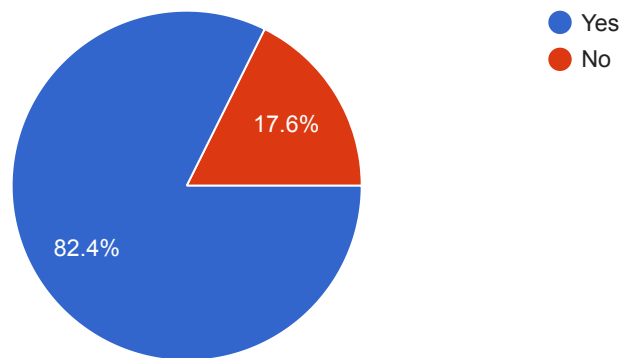
Each day, I do approximately this many hours of homework:

17 responses



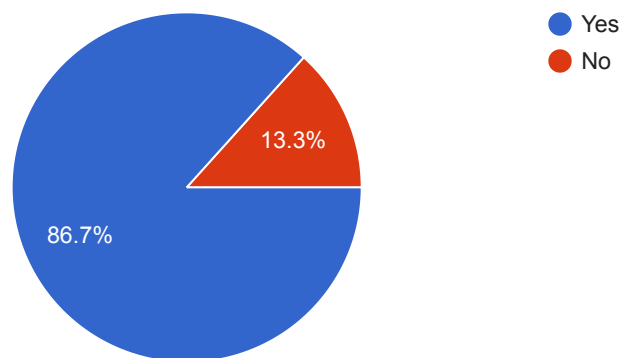
I am consistently aware of my approximate grade in my classes throughout the year.

17 responses



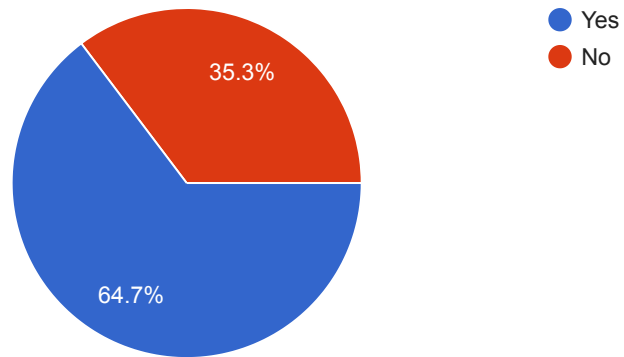
Teachers have high expectations of my class work and me.

15 responses



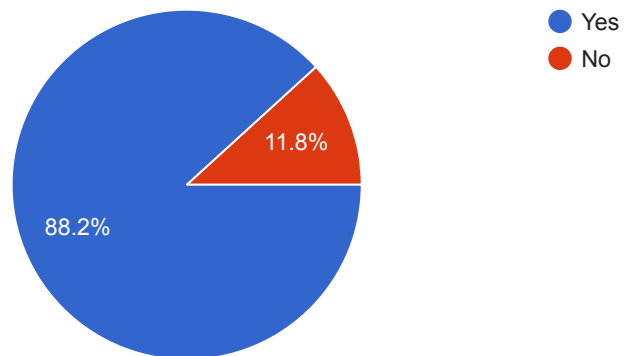
The classroom environment helps me to focus on learning.

17 responses



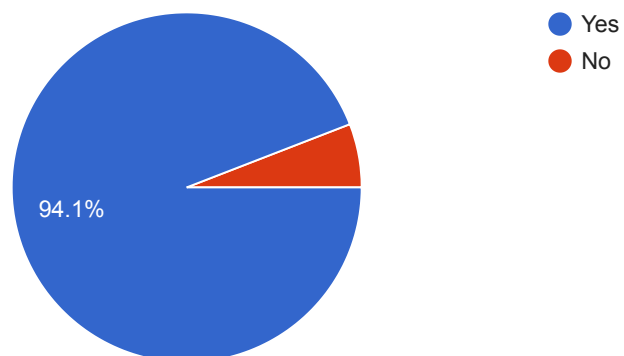
Bethel Baptist School is a clean and orderly place.

17 responses



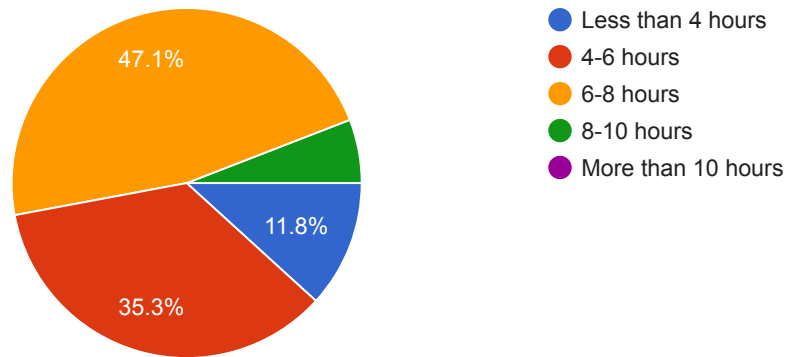
Bethel Baptist School is a safe place.

17 responses



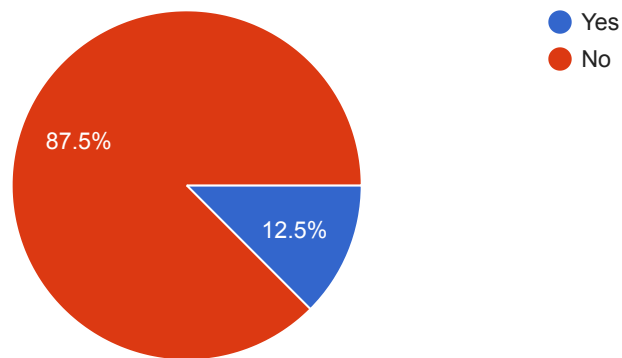
I typically get this many hours of sleep each night.

17 responses



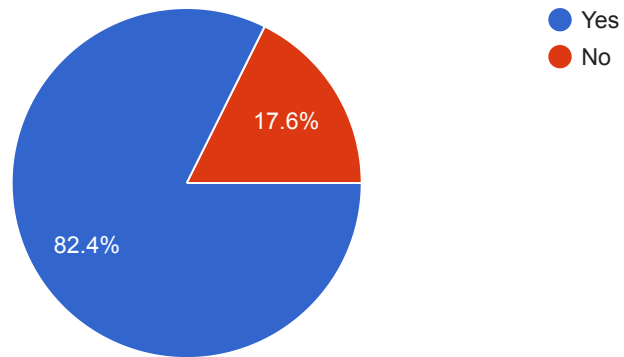
Substance abuse (drugs, smoking, vaping, etc.) is a problem at Bethel Baptist School.

16 responses



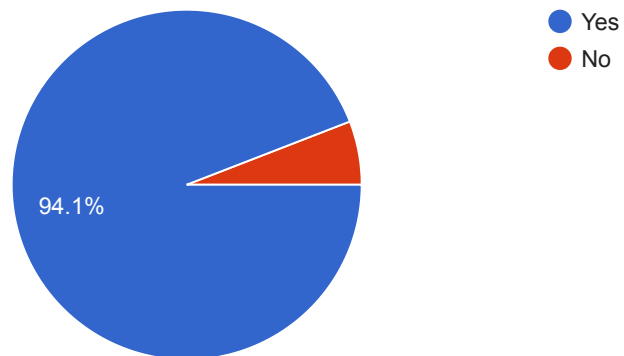
Bethel Baptist School has high expectations for student behavior.

17 responses



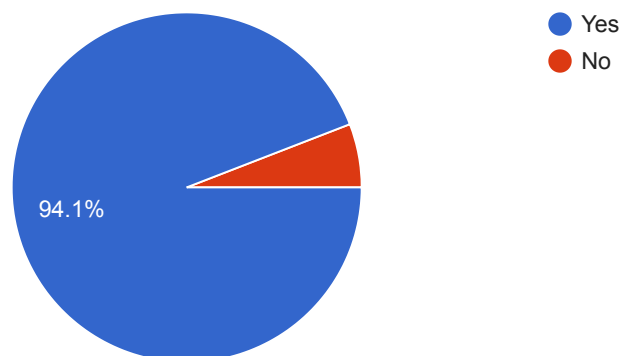
The school staff treats all students with respect and dignity.

17 responses



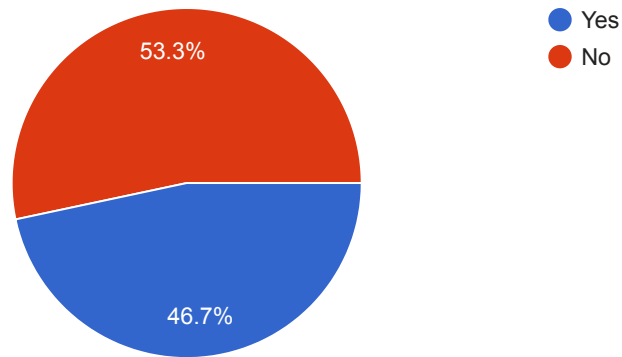
My teachers are professional in their appearance and conduct.

17 responses



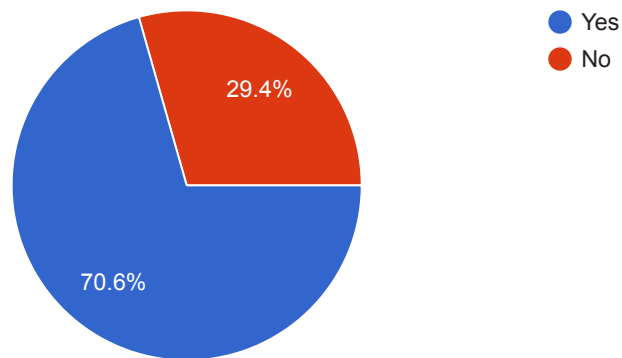
There are adequate library/media services available to me.

15 responses



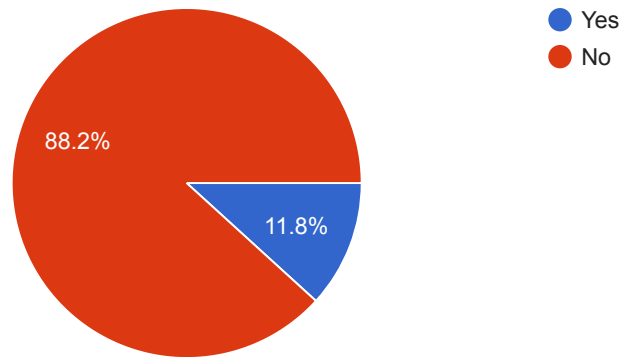
Bethel Baptist School encourages and provides opportunities to be involved in community projects and extra curricular activities.

17 responses



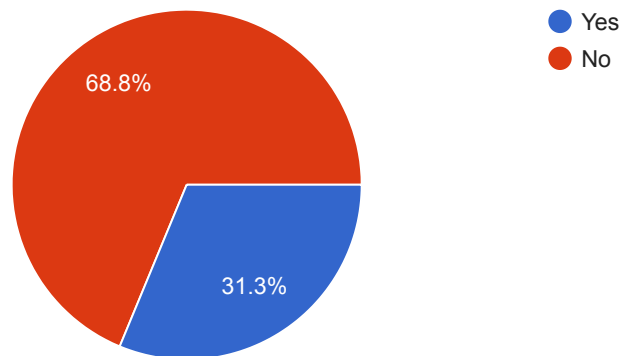
Do you feel bullied at school?

17 responses



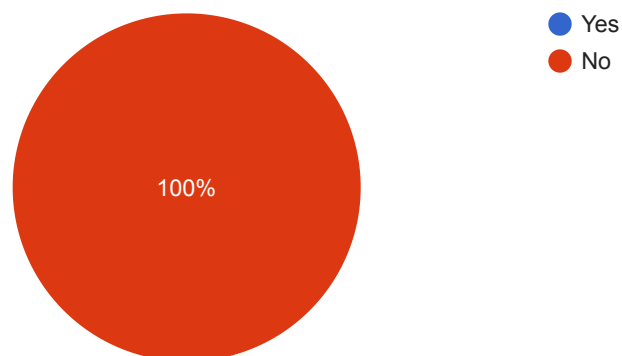
Do you know someone who is bullied at school?

16 responses



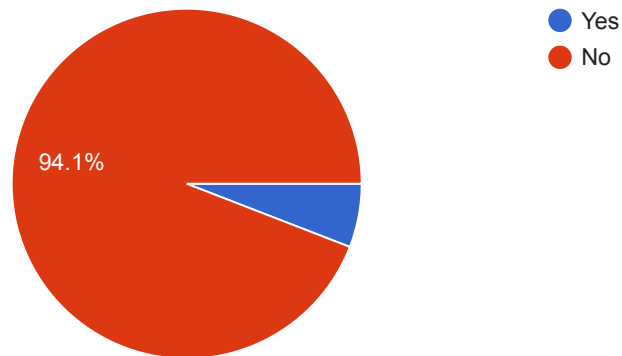
Have you bullied a fellow student?

16 responses



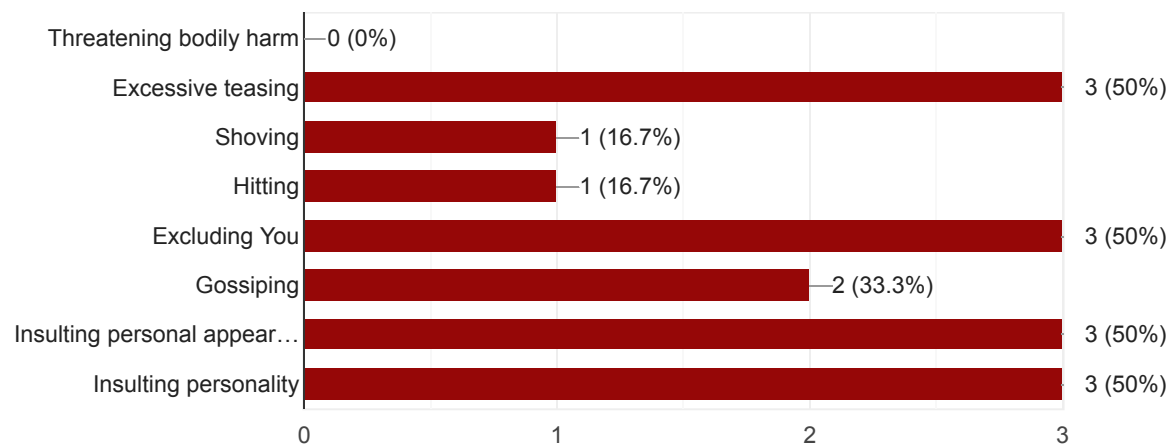
Do you feel anxious about coming to school because you are afraid you will be bullied?

17 responses



Has another student done any of the following to you many times this school year? (Mark all that apply)

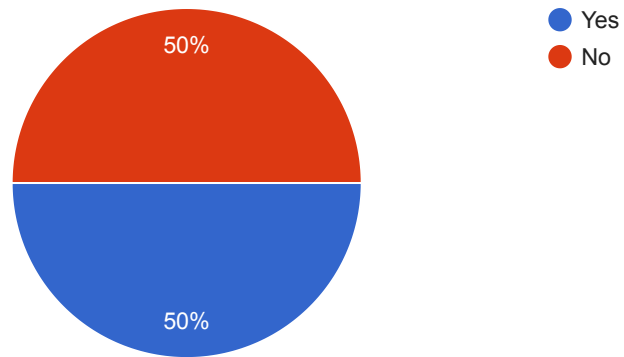
6 responses





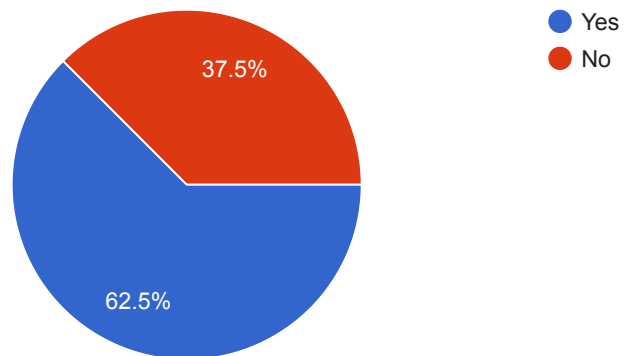
Do you feel cheating is a problem at Bethel Baptist School?

16 responses



Bethel Baptist School has an effective method to discourage cheating.

16 responses



In your opinion, what is the best way to prevent and discourage cheating?

13 responses

have strong punishment

For me I think we should have a room for test.

encourage them to become christian

Have the solution for that right after catching cheating.

to actually supervise the kids when they do tests

A focus on the students

Use your words to hit their emotion like [name redacted], [name redacted], and [name redacted]

I don't know

I guess separating students.



Given the chance, what one change would you like to see at Bethel Baptist School.

15 responses

No

Do not combine 2 grades to 1 grade like 9-10th grade. That really hard and imposible for one who have to learn 10th grade's programme and then study again the 9th grade's programme next year. That was my experience.

make people have integrity

Invest more in soccer, we don't even have a ball.

Better fine arts classes or maybe a better sports program

More fine arts and better technology

I would like school to have more community for us to have more credit in the future for college

I world like to have more activities in school or out of campus, too



What motivates you to learn?

17 responses

Nothing

the constant overwhelming pressure from my family to be the perfect student and do well in life and if i don't then i am nothing but a failure to them :]

Try your best

My future and my parents.

Getting to know God

the threat of my asian parents

My family

I can look at last year's seniors and get my motivation. They are smart and kind people

To make my parents proud and achieving the career i want.



What achievements at Bethel Baptist School are you proud of?

13 responses

Nothing

GSACS

basketball

Nothing

highest GPA, forming a entrepreneur club, Pascal award for spanish, MVP varsity vball 2020, Coaches award jr high bball 2018?, ASB treasurer some year, possible future red cross vice president

All my sports awards

My responsibility

I'm proud of myself that I do my best at BBS



What is your favorite thing about Bethel Baptist School?

15 responses

How people keep on speaking vnmiese instead og English XD

Elective class

basketball

Nothing

My buddies and [name redacted]

Friends

Teachers' love

The teachers are always kind with their students

My friends and the staff members.

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Google Forms



# Parent, Community, Constituent Survey - 2021

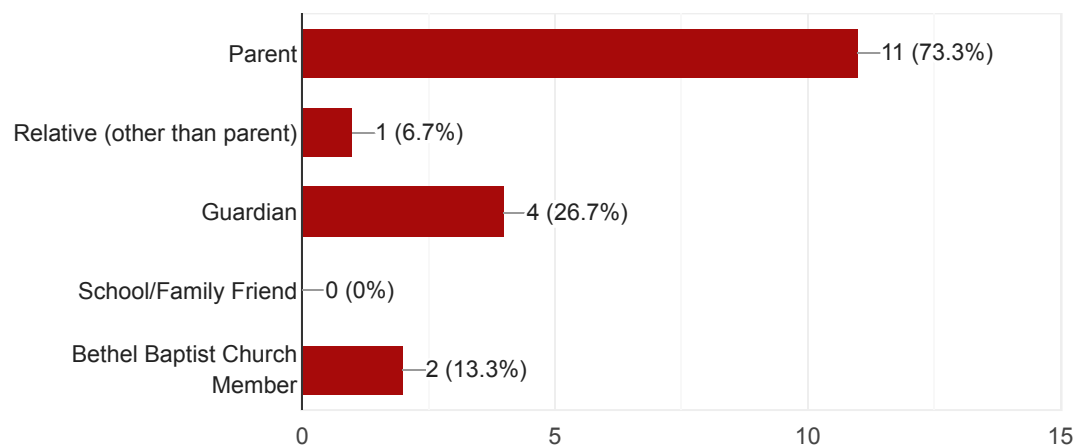
15 responses

[Publish analytics](#)

I am a (check all that apply)

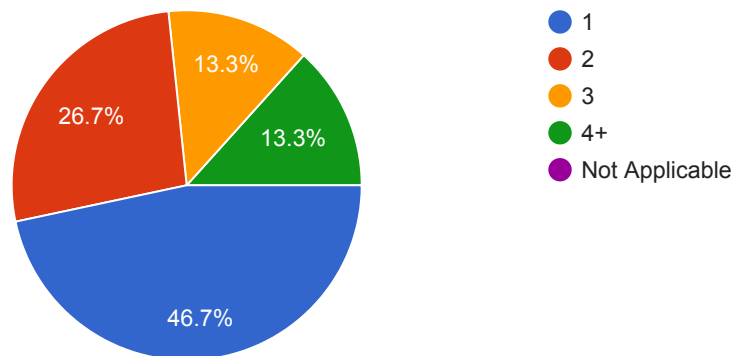


15 responses



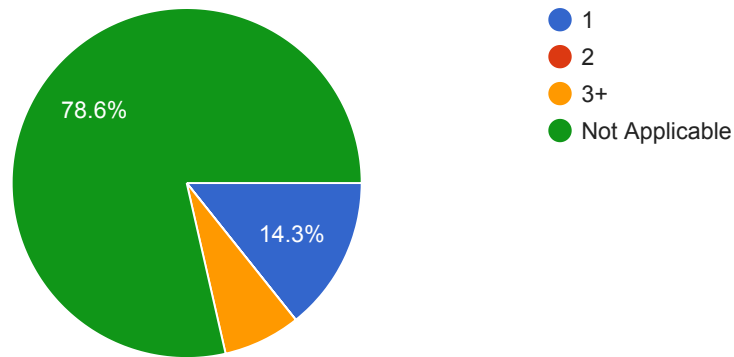
Number of school-age children that attend Bethel Baptist School

15 responses



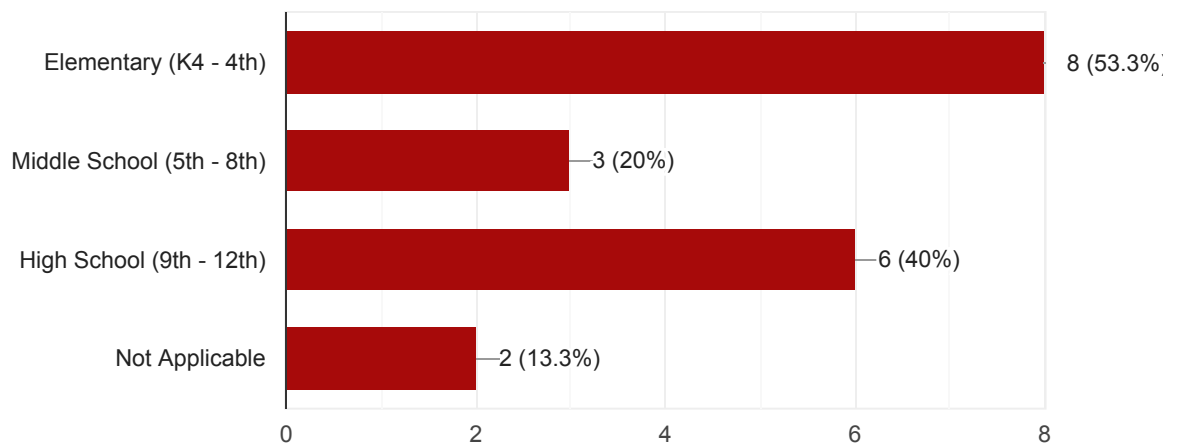
### Number of school-age children that do NOT attend Bethel Baptist School

14 responses



### My child/children are in the following grade level(s) at Bethel Baptist School (Mark all that apply).

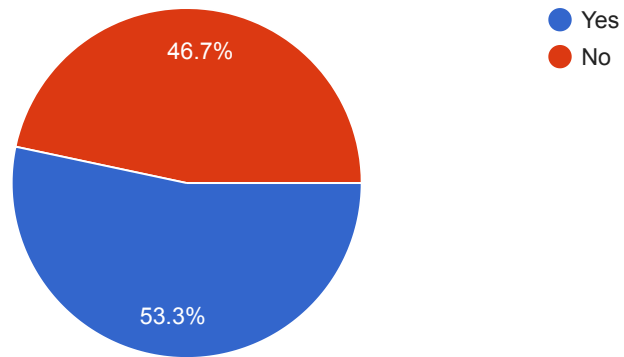
15 responses





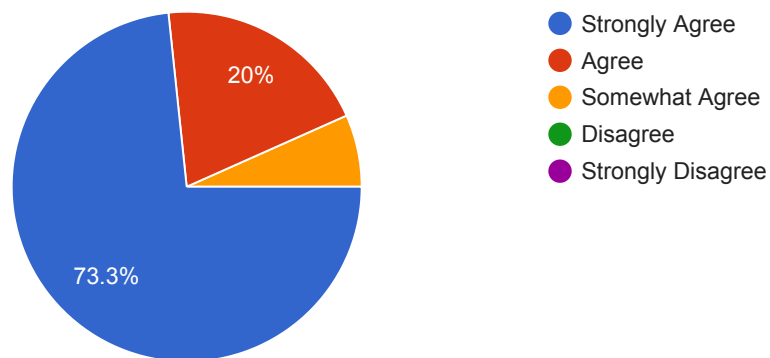
I attend a church regularly.

15 responses



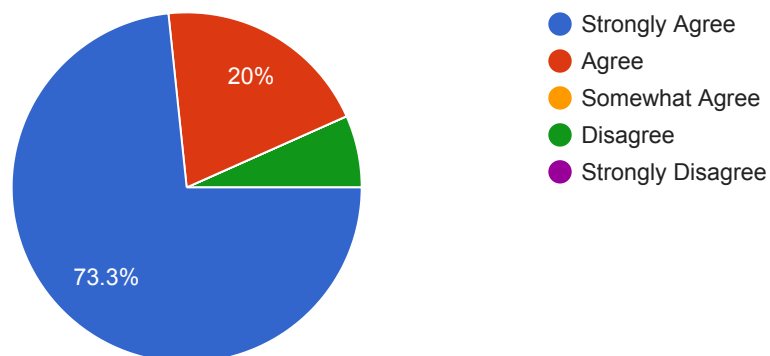
I feel welcome at Bethel Baptist School.

15 responses



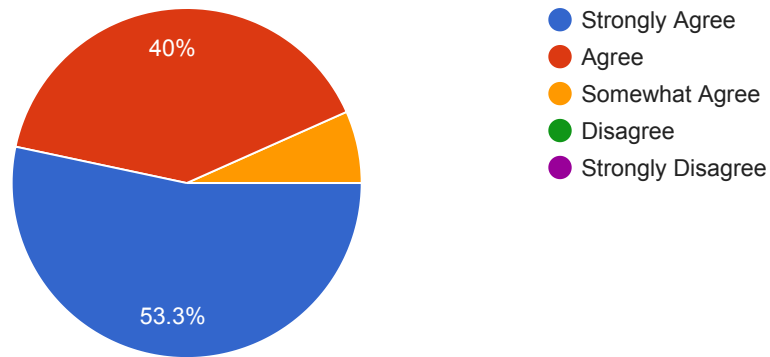
The staff at Bethel Baptist School is friendly and courteous.

15 responses



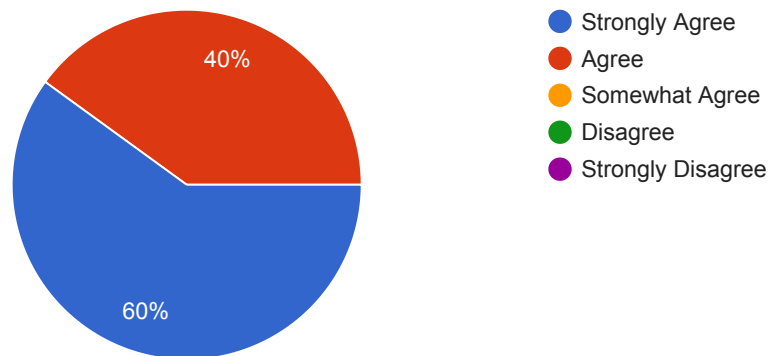
Teachers are a strength of Bethel Baptist School.

15 responses



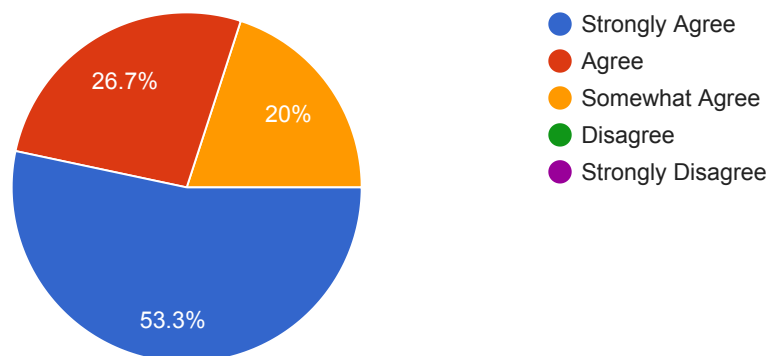
Students receive an excellent education at Bethel Baptist School.

15 responses



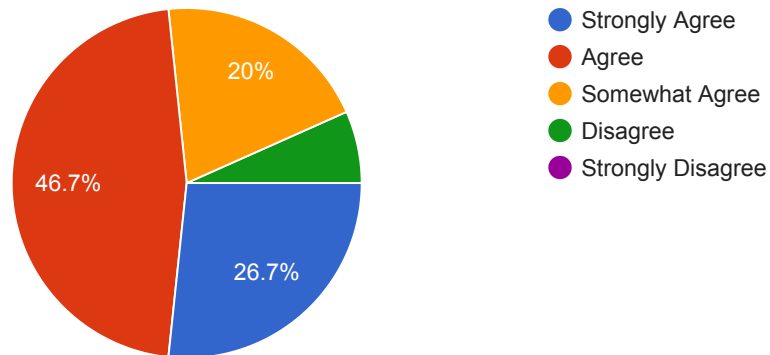
Bethel Baptist School communicates well with its parents and community.

15 responses



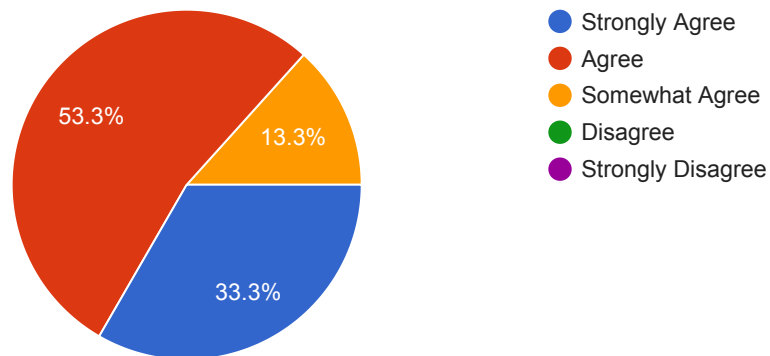
The facilities at Bethel Baptist School are in good working order.

15 responses



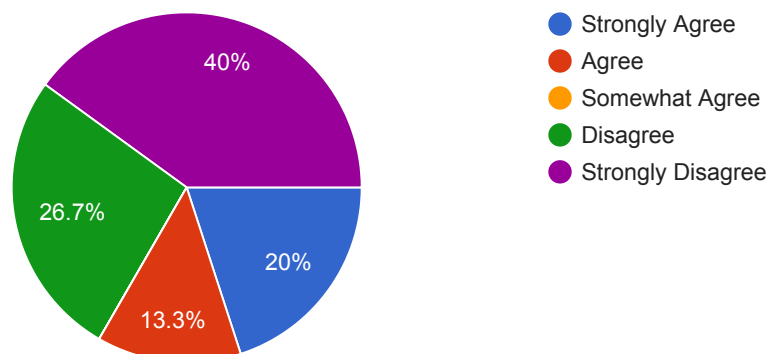
Bethel Baptist Schools campus is safe for its students.

15 responses



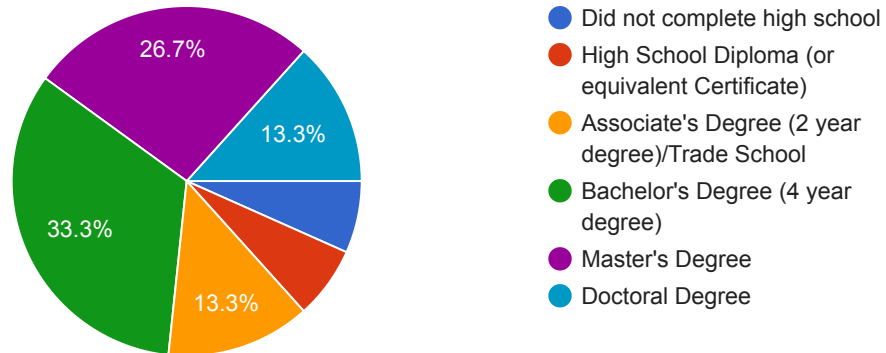
Substance abuse is an issue at Bethel Baptist School.

15 responses



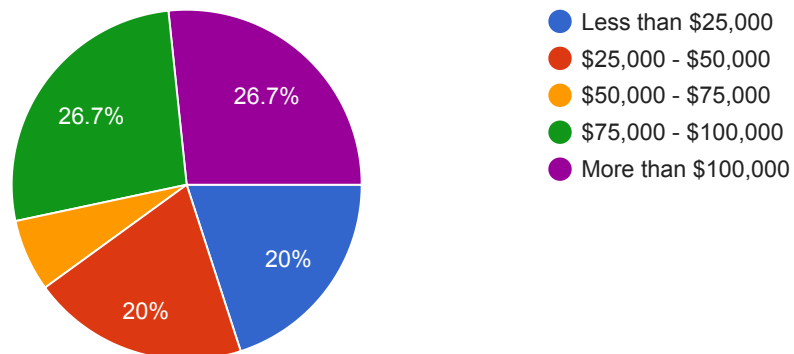
### Highest level of education in your household:

15 responses



### Our annual household income is:

15 responses



## What are the strengths of Bethel Baptist School?

12 responses

The community of teachers and staff

Small and personable

Teacher are passionate, small classes give children confidence when asking questions and provide.

Putting God first on everything

Phonics, thank one on one time for students

Safety

It is our house church.

The teachers, the curriculum, the positive and faith environment for students to feel safe and welcomed.



## What are the weaknesses of Bethel Baptist School?

12 responses

Not applicable

Administration needs to supervise teachers more and what is being taught.

I don't see any weakness.

None

Not as many extracurricular activities

Small

The staff is rude and not polite , I have seen it with other parents and myself as well.  
Not welcoming



What is your favorite aspect of Bethel Baptist School?

10 responses

Class sizes, and teachers

I like having my daughter exposed to multiple cultures. I also like the size of the school.

Teacher and admin staff always encouraging and motivate

Trust

The family feel centered around Christ

Good principal

The education and curriculum are stellar and teachers are the best.

The freedom to worship God and share Christ. The care of the teachers and their dedication to help students memorize bible verses and christian songs.

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Google Forms





A MINISTRY OF BETHEL BAPTIST CHURCH  
**BETHEL BAPTIST SCHOOL**  
DR. TERRY CANTRELL,  
ADMINISTRATOR

OC Healthcare Agency

Dr. Clayton Chau

405 5th St.

Santa Ana, CA 92701

August 14, 2020

Dear Dr. Chau,

Bethel Baptist School has been in existence since 1967, serving families in the surrounding communities. The school is on the border of Fountain Valley and is close to the cities of Westminster and Garden Grove. Many of our parents are essential workers serving others during the current pandemic.

Our administration has consulted with other schools and has published our reopening plans on our school website. The faculty, staff, and administrators all want to be back at school and have our students physically in the classrooms. Almost all of our parents and guardians also prefer in-person learning.

We are a small school which enables us to easily follow the CDPH Health and Safety Protocols. We currently have 15 faculty, 10 staff, 5 administrators, and 35 students in our kindergarten through 6th grades. We are submitting our waiver to reopen to in-person learning beginning on September 2, 2020. Thank you for your expedient review of our application.

Respectfully Submitted,

Terry Cantrell  
Administrator  
Bethel Baptist School

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**“FIGHTING THE GOOD FIGHT OF FAITH...” | TIMOTHY 6:12**

901 S. EUCLID ST. SANTA ANA, CALIFORNIA 92704  
PHONE: 714.839.3600 FAX: 714.839.4953  
WWW.BETHELWARRIORS.ORG





## Waiver Application Form

Bethel Baptist School  
901 S. Euclid St., Santa Ana, CA 92704  
714-839-3600 www.bethelwarriors.org

Please submit one application for each local educational agency or equivalent. If applying on behalf of a school district please submit one application for elementary schools in the district that are seeking to reopen for in-person instruction. If applying for an independent, private, faith-based, or charter school, please submit an application for each school.

### Background Information

Name of Applicant (Local Educational Agency or Equivalent): Bethel Baptist School

Name of District/School: Within GGUSD boundaries

If this is a School District Consolidated Application Yes: ☐ No: ☒

*(Please list each school on a separate sheet)*

School Type: ☐ Traditional Public School  
☐ Charter School  
☒ Private, Independent, or Faith-Based School

Number of schools: 1

Enrollment: 35

Superintendent (or equivalent) Name: Dr. Terry Cantrell

Address:

Bethel Baptist School

901 S. Euclid St.

Santa Ana, CA 92704

Number of students and number of classes per grade proposed to be reopened:

TK	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
4/1	5/1	5/1	5/1	6/1	5/1	1/1	4/1

Date of Proposed Reopening: September 2, 2020

Name of Person Completing Application: Dr. Terry Cantrell

Phone Number: 714-839-3600

Email: school@bbministries.com

Signature: *Terry Cantrell*

Date: 8/14/2020



I. **Consultation**

Please confirm consultation with the following groups:

☐ Labor Organization

Name of Organization(s) and Date(s) Consulted:

N/A

☐ Parent and Community Organizations

Name of Organization(s) and Date(s) Consulted:

Parental Letters 7/30/2020, personal contact with families.

Of the 35 students, the families of 32 desire to return to in-person classes.

One family with 3 children prefer online learning and will be accommodated.

If no labor organization represents staff at the school, please describe the process for consultation with school staff:

Teachers and Staff Letters 8/6/2020, personal meetings with staff.

100% of the staff reported that they strongly prefer in-person instruction over

online. The staff feels safe to return to campus with guidelines in place.

II. **Elementary School Reopening Plans**

Please confirm that elementary school reopening plan(s) addressing the following, consistent with guidance from the California Department of Public Health and the local health department, have been published on the website of the local educational agency (or equivalent):

☒ **Cleaning and Disinfection:** How shared surfaces will be regularly cleaned and disinfected and how use of shared items will be minimized.

☒ **Cohorting:** How students will be kept in small, stable, groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the cohort.

☒ **Entrance, Egress, and Movement Within the School:** How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.



- ☒ **Face Coverings and Other Essential Protective Gear:** How CDPH's face covering requirements will be satisfied and enforced.
- ☒ **Health Screenings for Students and Staff:** How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.
- ☒ **Healthy Hygiene Practices:** The availability of handwashing stations and hand sanitizer, and how their use will be promoted and incorporated into routines.
- ☒ **Identification and Tracing of Contacts:** Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.
- ☒ **Physical Distancing:** How space and routines will be arranged to allow for physical distancing of students and staff.
- ☒ **Staff Training and Family Education:** How staff will be trained and families will be educated on the application and enforcement of the plan.
- ☒ **Testing of Students and Staff:** How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Describe how staff will be tested periodically to detect asymptomatic infections.
- ☒ **Triggers for Switching to Distance Learning:** The criteria the superintendent will use to determine when to physically close the school and prohibit in-person instruction.
- ☒ **Communication Plans:** How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.
- ☒ **School Website URL** where reopening plan and waiver are posted.

<http://bethelwarriors.org/forms/BethelHealthandSafetyPlanfor2020-2021.pdf>



**Additional Resources:**

CDPH and Cal/OSHA Guidance for Schools and School-Based Programs

<https://files.covid19.ca.gov/pdf/guidance-schools.pdf>

California Department of Education Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools

<https://www.cde.ca.gov/ls/he/hn/strongertogether.asp>

CDPH COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year

<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Schools%20Reopening%20Recommendations.pdf>

For Internal Use Only:

Date Received

Health Officer Review

Determination Date

## **Bethel Baptist School Covid-19 Goals and Planning Waiver for Opening School**

Bethel Baptist School is committed to the safety of your child, your family, and our staff. The school is on the border of Fountain Valley and is close to the cities of Westminster and Garden Grove. The demographics of our school include these neighboring communities. [Map link](#). Our school is committed to a financially sound plan that includes counsel from our insurance company and legal advisors. The following health and safety guidelines will guide us as we plan for a full start to the school year, but they are subject to change as CDC, state, and county guidelines develop and as legal advice determines what is best for our school and our school family.

### **Educational Goals**

- An educational experience optimized for student engagement and learning.
- In-person, on-campus instruction
- Full school day - 8:00 AM - 3:00 PM
- Continued exceptional teaching and learning:
  - PE, electives, etc. will continue, as guidelines allow.
  - Chapel and other student assemblies will be modified in smaller groups but will continue weekly.
- Centered on Jesus Christ and His promises for us
- Safe and secure environment

### **Health and Safety Protocols**

#### ***Cleaning and Disinfection***

- Students will be taught handwashing procedures.
- Bethel has purchased extra mobile hand washing stations to help facilitate hand washing procedures.
- Sanitizers will be in every classroom and in various locations.
- Classrooms, bathrooms, toys, and playground equipment will be cleaned regularly throughout the day.
- Restrooms will be regularly maintained and sanitized.
- All air conditioning filters have been changed for this school year and are replaced quarterly.

- Doors and windows will be open as much as possible to provide airflow.

### ***Small, Stable, Cohorts***

- Students will be grouped as cohorts, remaining together throughout the day.
- Lockers will be temporarily closed and students will keep their belongings in their backpacks.
- Backpacks and lunch sacks will be spaced apart.
- Student desks and workstations will be spaced six feet apart, facing in the same direction.
- Students will be in cohorts and their teachers will switch classrooms instead of students in order to avoid hallway traffic.
- Students will be allowed to play during recess times, limited to their cohort, with social distancing monitored.
- Outdoor learning environments will be available for various cohorts.
- Lunches will be offered with a touchless protocol.
- Students will be socially distanced while eating lunch.

### ***Entrance, Exits, and Movement within the School***

- During arrival and dismissal times, parents and guardians of grades 1-6 students must remain in their cars.
- Parents of kindergarten students may walk their children to the classroom door.
- Parents and guardians of **all grade levels will not be allowed in the classrooms.**
- Students will have their temperatures checked in the car and will be able to go to their assigned classroom if their temperature does not exceed 99.5°F.
- After screening, students will go directly to their classrooms where their teacher will be waiting.
- Students will be socially distanced upon entering and exiting the school premises.

### ***Face Coverings and other Essential Protective Gear***

- Personal Protective Equipment (PPE) is considered essential when physical distancing is difficult.
- We acknowledge that mask requirements diminish a normalized student school experience, which they need for optimal mental,

social, emotional, and academic health. The CDC also acknowledges that it may be difficult for children and staff to wear PPE all day, especially outside or during active activities. The CDC says that PPE is worn “as feasible.”

- To comply with California state school guidelines, all children in grades 3 and above must wear PPE.
- To comply with California state school guidelines, all children in Kindergarten through grade 2 will be encouraged but not mandated to wear PPE.
- School staff will wear PPE at all times.

### ***Health Screenings for Students and Staff***

- Daily temperature checks of children and staff will be done. Students with a temperature of 99.5°F or higher may not enter the building and will be isolated.

### ***Healthy Hygiene Practices***

- A surplus of supplies will be kept to ensure that students can wash their hands and sanitize hands many times a day. We also have no-touch trash cans.
- Students will have scheduled handwashing times throughout the day.
- Students will sanitize their hands upon entering and exiting their classroom.
- Bethel has a greatly enhanced cleaning protocol that will be in effect for school, which includes classrooms, bathrooms, and playground equipment. Items that will be frequently cleaned include but not limited to the following:
  - Door handles
  - Light switches
  - Bathroom surfaces
  - Tables
  - Student and teacher desks
  - Chairs
- Students will be required to wash hands before lunch, after recesses and other activities.
- Signage reminders for physical distancing, hygiene, and face coverings will be posted in the classroom as well as all restrooms.

### ***Identification and Tracing of Contacts***

- Students and staff exhibiting any COVID-19 symptoms will be placed in a separate area while waiting to go home, monitored, and isolated from other children.
- Students and staff who exhibit any symptoms of illness while at school will be sent home immediately.
- If a student or staff member is diagnosed with COVID-19, all people who had contact with that person will be notified of their exposure. The school will follow all CDC protocols if this situation occurs, which includes a 14-day quarantine for all people exposed to a positive COVID-19 case.

### ***Physical Distancing***

- Social distancing will be implemented.
- Lunch will be served outside with students spaced apart.
- Recess will be done in smaller groups with no sharing of equipment.
- Families are required to drop off and pick up through the designated area.
  - Parents must remain in the car as much as possible.
  - All adults must wear PPE when picking up or dropping off their child.
  - The car line will be the preferred method of dropping off and picking up students (grades 1-6).
  - Kindergarten parents may pick up their child at the classroom doors.
  - **Parents will not be allowed in any of the classrooms.**
- Students will keep their belongings separate from the other students and in a designated spot.
- Teachers will teach and promote social distancing throughout the day.

### ***Staff Training and Family Education***

- All staff and parents will be trained in identifying COVID-19 symptoms and safety.
- Parents/guardians must do a daily health check (temperature, other symptoms) and acknowledge that their child is healthy and symptom-free.
- Parents **must** keep their children home if they are experiencing any of the following symptoms: a fever of 99.5°F, coughing, difficulty



breathing, sore throat, chills, muscle aches, loss of taste or smell, vomiting for any reason, excessive sneezing, or uncharacteristic lethargy.

- Support staff (school office staff, facilities, etc.) have been trained and will practice COVID-19 safety procedures (disinfecting, self-monitoring, etc.).

### ***Testing of Students and Staff***

- Testing Location Map  
<https://occovid19.ochealthinfo.com/covid-19-testing-locations-map>
- Testing Information  
<https://occovid19.ochealthinfo.com/covid-19-testing>
- We will actively encourage staff and students who are sick or who have recently had close contact with a person with COVID-19 to stay home.
- We have policies in place which encourage sick staff and students to remain home without fear of reprisal. Staff, students, and students' families are aware of these policies.
- Teachers will commit to self-monitoring for COVID-19 symptoms, including temperature checks throughout the day. Those with a fever of 99.5°F or higher will be isolated until they can leave campus.
- We will close off areas used by any individual suspected of being infected with the virus that causes COVID-19 and will not use it before cleaning and disinfecting.
- To reduce the risk of exposure, we will wait 24 hours before we clean and disinfect. If it is not possible to wait 24 hours, wait as long as permissible.
- Students and staff with COVID-19 symptoms will remain home until they have met CDC criteria, including at least 3 days with no fever, symptoms have improved, and at least 10 days since symptoms first appeared.
- As required by state and federal law, we will notify local health officials immediately of any positive case of COVID-19 while maintaining the individual's confidentiality.

### ***Triggers for Switching to Distance Learning***

- In the event that a cohort has a positively diagnosed case of COVID-19 within that cohort, that cohort will immediately begin distance learning.
- We will implement distance learning if we have cases in multiple cohorts or if 5% percent of the total number of students and staff are infected with COVID-19.
- We will continue distance learning for a minimum of a 14-day period.

### ***Communication Plans***

- Primary Contact Person: Mrs. Helen Wright
- [HelenWright@BBMinistries.com](mailto:HelenWright@BBMinistries.com) 714-839-3600

*\*This person will communicate concerns, challenges, and lessons learned related to COVID-19 preventive activities as needed with staff, students and their families, school and district leadership, and local health officials.*

- We will maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures while maintaining confidentiality.
- Our staff is trained and ready to transition to remote learning via Zoom and Google Classroom in the event of an outbreak.
- Helpful Links:  
<https://www.cdph.ca.gov>  
<https://www.cde.ca.gov>  
<https://www.ocgov.com>

In all things, we seek to honor God, keep families and staff safe; and provide the best educational experience while following all current health guidelines.

As guidelines change, we will adapt as needed. Any changes will be made and communicated when they have been vetted by insurance and legal counsel and school leadership. Bethel strives to keep everyone safe and healthy.

We will work through anything that comes our way, and we invite you to partner in this endeavor, knowing that our Great and Mighty God is still in control through it all. We have the flexibility to continue providing a safe yet dynamic learning atmosphere for our students. Your partnership and tuition

dollars have sustained our school community through this difficult time, and together we will continue to walk by faith, hand in hand!



SONIA Y. ANGELL, MD, MPH  
State Public Health Officer & Director

State of California—Health and Human Services Agency  
**California Department of Public Health**



GAVIN NEWSOM  
Governor

*What measures should be taken when a student, teacher or staff member has symptoms, is a contact of someone infected, or is diagnosed with COVID-19?*

	Student or Staff with:	Action	Communication
1.	COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing)  Symptom Screening: Per CA <a href="#">School Sector Specific Guidelines</a>	<ul style="list-style-type: none"> <li>Send home</li> <li>Recommend testing (If positive, see #3, if negative, see #4)</li> <li>School/classroom remain open</li> </ul>	<ul style="list-style-type: none"> <li>No Action needed</li> </ul>
2.	Close contact (+) with a confirmed COVID-19 case	<ul style="list-style-type: none"> <li>Send home</li> <li>Quarantine for 14 days from last exposure</li> <li>Recommend testing (but will not shorten 14-day quarantine)</li> <li>School/classroom remain open</li> </ul>	<ul style="list-style-type: none"> <li>Consider school community notification of a known contact</li> </ul>
3.	Confirmed COVID-19 case infection	<ul style="list-style-type: none"> <li>Notify the local public health department</li> <li>Isolate case and exclude from school for 10 days from symptom onset or test date</li> <li>Identify contacts (+), quarantine &amp; exclude exposed contacts (likely entire cohort (++) for 14 days after the last date the case was present at school while infectious</li> <li>Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine)</li> <li>Disinfection and cleaning of classroom and primary spaces where case spent significant time</li> <li>School remains open</li> </ul>	<ul style="list-style-type: none"> <li>School community notification of a known case</li> </ul>
4.	Tests negative after symptoms	<ul style="list-style-type: none"> <li>May return to school 3 days after symptoms resolve</li> <li>School/classroom remain open</li> </ul>	<ul style="list-style-type: none"> <li>Consider school community notification if prior awareness of testing</li> </ul>

CDPH, MS 0500 • P.O. Box 997377 • Sacramento, CA 95899-7377  
([www.cdph.ca.gov](http://www.cdph.ca.gov))





## **APPENDIX I**

### **Contributors to the Bethel Baptist School Health and Safety Plan**

- Dr. Terry Cantrell – Administrator
- Laurie Hinnant – Teacher
- Nancy Lamons – Teacher
- Roe Osborne – Principal
- Danny Thomas - Administration
- Kaycee Velasco – Teacher
- Dawn White – Teacher
- Helen Wright – Administration
- Judy Yonkers – Teacher



## APPENDIX II

### **Parent and Staff Support Letters**

NOTE: Several letters from parents and staff were collected and submitted with the Waiver Application Form; however, they are not included with this website publication due to privacy issues.

Bethel Baptist School Administration