

**ACS WASC MID-CYCLE VISIT
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

CALVIN CHRISTIAN SCHOOL

**2000 North Broadway
Escondido, California 92026**

March 3, 2020

Visiting Committee Members

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I. Introduction

Include the following:

- Succinctly describe the school location, type of school, grades served, school programs, demographics, and student performance data, the major implications of the data, the identified student learner needs, and the identified school needs.
- Synthesize any significant changes and/or developments that have had a major impact on the school and/or specific curricular programs since the last visit.
- Briefly summarize the effectiveness of the stakeholder engagement in the implementation and monitoring of the schoolwide action plan and the preparation of the progress report.

Calvin Christian School was established in 1961 by parents who desired for their children a Christian education, from a Reformed worldview, to complement the values and commitments that were being taught in their churches and homes. The school is divided geographically and administratively into two campuses, from preschool through 12th grade. The school is governed by a single board elected by parents and supporters.

Calvin Christian School is located in North San Diego County in the city of Escondido. The vast majority of students come from Escondido, San Marcos, and Valley Center, with a small percentage from other communities. Over the last few years, the percentage from each community has been pretty stable.

As of January 2020, Calvin Christian School had 362 students in grades Preschool through 12. The breakdown by campus is as follows:

Preschool (PK) - 66

Elementary (K-5) - 138

Junior High (6-8) - 68

High School (9-12) 90

Currently, there are 10 international students in High School. This continues to enrich the ethnic and cultural diversity of the student body and has exposed international students to American culture and education.

The composite percentages of each class (K-8) scoring at or above grade-level mean scores from the MAP tests are listed for Spring 2019.

K - 62% 5 - 79.3%

1 - 89.6% 6 - 77.7%

2 - 96.2% 7 - 70.8%

3 - 71.6% 8 - 60.1%

4 - 53.8%

Every class in every subject area had more than half the students scoring above the mean with the exception of 4th-grade math and science (between 40-45%). Taken as a whole, 77% of Calvin students in the K-8th grades scored above the standard grade-level means. In terms of percentile, many of these students are in the 90th percentile or above compared to national norms.

In mid-October of each year, high school students complete one of the following standardized tests: the PSAT 8/9 for freshmen and the PSAT for sophomores and juniors. Summary scores for these tests indicate that Calvin students are continuing to develop academically and to compare very favorably with their peers. For the PSAT 8/9, percentile scores for returning students have been at or around the 70th percentile. Similarly, over the past several years, Calvin's PSAT percentile scores (for returning students) have generally been in the mid 60's to low 70's.

In the same way, though SAT and ACT scores fluctuate slightly in the various subject areas each year, Calvin students continue to excel overall. For the past five years, the average Calvin student has had a composite percentile score of around 80 for the ACT and 76 for the SAT.

Advanced Placement (AP) exams allow sophomores, juniors, and seniors to show that they have mastered college-level material in various subject areas. A high percentage of Calvin students take AP Exams. Last year 27 of the 50 juniors and seniors took 48 AP Exams. The previous year, 36 of the 62 juniors and seniors took 57 AP Exams. 83% of these exams taken over the past two years received a score of 3 or higher.

Over the past three years, the Board of Trustees and Leadership Team have explored an extensive "Refresh" of school programs and structures. This "Refresh" was in an effort to better achieve the school's mission and vision, focusing on educating the whole child through the Liberal Arts tradition. This has included expanding the "Missional Deep Hope" and "Calvin Difference" vision for the school both as a response to shifting trends and educational values in the community and in an effort to clarify and strengthen their proven, core values.

All of the stakeholders were very involved in the strategic development of the school. The school leadership and faculty took very seriously the results of the student achievement data and results from the student and parent surveys as they made decisions about the curriculum and student learning. Changes in curriculum and structure came about because of this information.

New Critical Learner Needs

1. Develop greater logical thinking, discussion, writing, and speaking skills.

- Logic/Rhetoric Pilot classes being explored in the junior high and high school levels
- Progymnasmata Writing Program continuity being explored to connect comprehensive writing strategies across all grade levels.

2. Strengthen grammar foundations in elementary school.

- Well-Ordered Language Series in K-5, rolled out. All adopting script for sentence identification, etc.
- Four songs/chants adopted across the board, creating continuity
- Faculty examining and articulating best placement of literature books through K-5 program
- Better grammar instruction improving retention and usage

3. Align Math/Science pathways to better address differences in student progress, development, and advancement.

- Piloting two math levels per grade starting in 6th grade.
- Continuing multiple math options in high school to better prepare for and align with science electives.
- Asking questions about science sequencing through the Science/Math Subcommittee of the Education Committee to explore the potential impact of a physics-first approach.

4. Improve Student Life experience.

- Includes a number of changes stemming from the significant schedule and program overhaul in “refresh”

Changes:

Calvin Christian has launched into a number of new elements under the heading of “Refresh” for the 2019-2020 school year. These measures are the result of extensive work over the past three years involving numerous hours of research and involvement from all stakeholder constituencies, as evidenced by the Board’s ongoing direction and support, including the raising of funds to support connected programs.

A. Educational Philosophy Task Force

This special task force appointed by the Board of Trustees conducted a year-long exploration of a number of successful educational models and practices in Christian schools. They were tasked with proposing a new direction for Calvin Christian in the coming years, including elements of classical educational models while honoring and building on the rich heritage of the school. Recommendations from this task force have driven fundraising, hiring, and planning for the 2019-2020 school year around the “Calvin Difference” and “Refresh.”

B. Refresh - Liberal Arts 2.0

Branded “Refresh,” Calvin adopted a series of measures that give the Board and administration an action plan for improving the school as it transitions to the next generation. This results from the work particularly of the Educational Philosophy Task Force and looks heavily on centuries of educational practices and values around instruction in the Liberal Arts. Emphasizing a progression from Piety (honoring God and others rightly), to Gymnastic (learning proper control and care for the body), to Muses (recognizing and creating beauty), and finally, to the Liberal Arts (reasoning and expressing thought eloquently through words and numbers), the Liberal Arts pathway aims to move students from knowledge to skill to wisdom. The “Missional Deep Hope” poster (see section I) synthesizes these larger themes and is posted in every classroom. Vision for the Refresh drove significant changes in schedules, priorities, and staffing. The Calvin Board raised \$750,000 from donors who believed in and wished to see the successful implementation of this vision over the coming three-year period.

C. House Covenant Community, Student Life, and Clubs

Space was created in the daily schedule to give students time to rest from their regular academic pressures, build community with one another, and explore extra-curricular interests. The heart of this time revolves around a new House Covenant Community, in which high school students are divided into one of six “houses,” comprised of students from 9th-12th grades together. These House groups meet once per week formally, but they also organize around one another throughout the year for service, competition, and fellowship. This time has also allowed for expanded chapel times and a variety of student-led club opportunities, now prioritized in the day rather than relegated to before- or after-school or lunchtimes only. Staff will continue to discuss and evaluate the success of this Student Life time to make improvements. One example of an adjustment at semester was the recognized need for a specific time for students to meet with their graduating classes together. The flexibility of Student Life time allows Calvin to create that space monthly going forward. Student leaders represent Houses, classes, clubs, and more, building leadership experience and peer-to-peer development. In the junior high, the Student Life time has allowed them to develop a student leadership and service team called Team 411. This team has been instrumental in building school spirit, community involvement, and future student leaders. Rally Mondays for junior high provide 6th-8th grade students opportunities for cooperative games, devotions, and community-building activities.

D. New Academic Class Schedule

The most significant action/result of the Refresh plan has been the launch of a completely revised and restructured daily schedule, affecting the entire K-12 program (most significantly in the 6th-12th grades).

The new schedule is characterized by three primary features: six rotating longer block periods on a six-day cycle; six shorter midday periods rotating around lunches, arts, and tutorial offerings; and dedicated student life time as mentioned above. The block schedule prioritizes fewer, longer periods each day (only 3 blocks meet per day), allowing for the development of longer discussions, labs, or a variety of flexible options within a given class time. Additionally, because the long blocks rotate to different times each day over the six days, no single class holds a privileged time slot in the day, and end-of-day conflicts are minimized against single classes.

The midday classes give students options to choose from a number of expanded arts options, including choirs, bands, beginning and advanced fine arts, movement arts (dance, martial arts, etc.), dedicated tutorials with subject-specific teachers, media and technology classes, and lunches. This dramatically improved the engagement and opportunities for all 6th-12th grade students, who no longer had to choose between classes like Spanish and Choir or be forced to a meeting time before or after school. Tutorials give students access to teachers or help outside class time for additional discussion, help with homework, and general development.

Another change that the new schedule allows is a consistent time for upper school staff to meet during the day, once per week. This has been productive for team-building, problem-solving, general communication, and discussion. This has been very important for the staff as they hold an ongoing evaluation of the costs and benefits of the changes and learn how to adapt practices and habits to best serve the students. Recent staff surveys and inservice time indicate that the staff is committed to keeping the new schedule for its many benefits while still seeking ways to improve weaker areas.

Based on the new schedule, the administration also developed a new metric for gauging Full-Time Equivalency for teacher salary. Using the existing pay scale, the FTE metric creates a transparent formula for assigning teachers duties in an equitable way, building consistency, exposing overloads, and helping make staffing decisions based on the new schedule needs.

E. Marketing and StuCom Team

The Refresh plans have also allowed Calvin to focus on expanded marketing and family experience roles. The former Director of Marketing and Enrollment is now Director of Community Life, walking prospective families through the best possible experience at Calvin from initial contact to enrollment. This administrative position also oversees the StuCom (student and community) Team, coordinating the interests of stakeholders both inside and

outside the school walls. The StuCom team is comprised of the High School Director of Student Life, the Junior High Director of Student Life (who also teaches art and has a 25% marketing role), and the Director of Community Life. This team regularly works with site administrators and staff for event planning and attends to the community experience for anything hosted by the school for the larger community. Expanded dedication to social media presence has also greatly increased presence and following across multiple platforms, placing Calvin in the top 3 private schools in the San Diego area in terms of online activity in the broader community.

F. PLACE Program

This year Calvin has been able to pilot our PLACE program with dedicated staff specializing in developing individualized education plans and accommodations for students with special needs. This program allows them to offer resources to families seeking a Christian education for multiple children, some of whom would have difficulty progressing through our standard program. PLACE began serving students in the elementary school and expanded into the junior high school this year. It is hoped to grow this program to serve even more families in the future.

G. Grandparents and Special Friends Day

A new venture this year involved expanding traditional K-5 Grandparents Day to a campus-wide, K-12 program and event, incorporating student leaders and Houses in the high school and our 411 program in the junior high. Planning for this event involved multiple committee meetings comprised of a variety of stakeholders, including administrators, teachers, and support staff from both campuses. A debrief following the event set Calvin up well to think about improvements and changes for the future. It also provided a great picture for expanded possibilities for whole-school events across the K-12.

H. Facilities and Furniture

A key improvement to the heart of the upper school campus, The Heritage Center has greatly expanded offerings in a variety of programs, both during the school day and outside the day, within the immediate community and beyond. See section IV below for more details. The addition of three large “Harkness” discussion tables in high school has allowed for the exploration of more discussion-based and student-led inquiry in the classrooms.

I. High School Retreat

High School students and teachers began the year with an inaugural off-site retreat where they launched our Student Life initiatives, House Covenant Community program, and expectations for the school year. This community building exercise built relationships that help them accomplish further goals during the school year. Calvin is planning to begin the 2020-2021

school year in a similar fashion.

J. Interim

Four days of special classes, field trips, and hands-on opportunities for high school students are offered each year in March. This helps build on past WASC goals of increasing student competency and experience beyond traditional academics. It involves students and teachers in active communication and builds a relationship with the broader community.

K. Enrollment Changes

Though overall trends in enrollment have continued to show a decline in the past decade, Calvin Christian is currently experiencing a steady hold in K-8 with ongoing slow decline in high school. This year has seen renewed enthusiasm by some around the Refresh, pointing to promising potential in the coming years, but it is likely that Calvin will continue to experience some fluctuation in the upper grades during these transition years. It is expected that the long-term stability will occur as they capitalize intentionality on smaller class sizes, retention from the grammar school, and K-12 alignments across the curriculum and culture. The current schedule favors a school at the current size while allowing for moderate, comfortable growth in the future.

L. Staffing Changes [Since last visit]

We have created and hired the following new positions: High School Director of Student Life, Junior High Director of Student Life, Director of Advancement (staffed by our former Superintendent), Upper School Principal (following retirement of JH/HS Principal), Assistant Elementary Principal (admin/teacher mix), Superintendent (following retirement of former), and International Student Advocate. Funds were raised from the refresh to hire new teachers alongside other updates for high school Bible (retirement), Science (retirement), Math (expansion), Music (retirement and expansion), junior high History/Logic (expansion), 9-12 Art and K-8 Art (expansion), and additional support staff. Calvin is well-equipped with a diverse and well-trained staff, and the new additions have brought greater expertise and vision for future development in their programs. Letters of intent were turned in earlier than ever this year, anticipating the possibility of multiple retirements in the coming years and the need to hire a new Upper School Principal following this school year (completed February 2020).

Stakeholders in the Calvin community fill a number of active roles on regular committees with a commitment to service and partnership in the school. Most subcommittees and task forces are comprised of combinations of stakeholders from a variety of areas, including teachers, parents, board members, and past and present administrators. Following the last WASC self-study, the Board of Trustees continued to actively pursue self-reflection and improvement, assigning

research work to the Education and Curriculum committees, forming search committees for new administrative hires, developing and charging task forces to specific work and investigative endeavors, and raising funds to support the new Refresh. Regular surveys have been developed and sent to different constituent populations, including students, staff, and parents, regarding satisfaction and direction of the school. The Administrative Team recently developed a survey instrument related to Refresh and Calvin Difference priorities which will give the Board more insight both now and into the future as a reusable instrument for feedback.

To prepare this report, the Administration reviewed the WASC 2017 Self-Study Report and the 2014 Mid-cycle Progress Report, as well as other past documents from the WASC accreditation process. In addition, the team used information from the regular/ongoing School Board committees, teacher training, inservices, subcommittee and Refresh documents, faculty meetings, surveys, and student data. During the past three years, the Education Committee, Educational Philosophy Task Force, Science/Math Subcommittee, Refresh Implementation Task Force, and Administrative Leadership Team played a large role in researching, reviewing, and debating current direction and self-assessment. Taking all that data, and drawing on expertise from various team and faculty members, the Admin Team reviewed the elements of this report for submission. Current bodies in place, such as the Refresh Implementation Task Force, are well-poised to carry this work into the coming full accreditation study coming three years from now, taking a proactive approach to the execution of our Board's vision for the school.

II. Progress on Implementation of the Schoolwide Action Plan

- **Based on the school's summary of progress and impact on student learning, evaluate the degree to which the student learner needs, the identified school needs, and the critical areas for follow-up or growth areas for continuous improvement are aligned and evident in the revised schoolwide action plan.**
- **Based on the VC findings on alignment, evaluate how the school has made progress on the student learner needs and identified school needs in the schoolwide action plan to strengthen continuous improvement initiatives (include relevant evidence to support findings.)**
- **Explain why any critical areas for follow-up or growth areas for continuous improvement have not yet been completely addressed, if applicable. (See the ACS WASC Focus on Learning schoolwide criteria of the ACS WASC Focus on Learning manual.)**

Note: If any growth areas for continuous improvement were not included in the school's schoolwide action plan, indicate what actions have been taken to address these issue(s), include supporting evidence and impact on student learning.

Calvin Christian School had listed 4 projects in their schoolwide action plan in 2017. They have worked to address these issues in the following way:

1. Provide additional academic support and increase integration into the community for international students.

* Addressed through expanded role of International Student Advocate. This dedicated part-time staff member oversees a tutorial section that all international students take in their first year (some beyond that). She acts as a liaison between students and their teachers to help improve communication, homework expectations, and quality of student work and understanding.

* Moved tutoring time into the middays, specifically for international students. This gives each student 45 minutes every other day for dedicated time with the advocate staff.

* House community distribution puts an even number of international students across all six houses, seeking to extend their relationships beyond other international students. At the same time, at least one other international student is placed in the same house when possible.

* Team-based support from the principal, Director of Community Life/International Student Coordinator, and Advocate have made for a better net to catch and help struggling students.

* Advocate is developing better evaluation tools for assessing English Language readiness for inbound students and existing students.

* More work is needed to help support struggling students, but the most significant factor is the accuracy of their TOFL tests, which are administered outside of the school's control. Generating more reliable methods of evaluation will help better place and prepare for international student needs.

2. Regularly update the K-12 curriculum to ensure school wide learner outcomes.

* Curriculum Maps were updated following the last accreditation visit and have helped provide continuity to new teachers, though their value will have to be reassessed depending upon new program proposals and changes. Last complete update was for 2017-2018 school year.

* Graphic Organizers have helped articulate the SLOs and broader community values via the Calvin Difference and Missional Deep Hope posters. Staff training and inservice on incorporating common language across all grades and classrooms is helping identify and communicate consistent themes, including whole-school, year-long emphases.

* Educational Philosophy work is being done by the Refresh Implementation Task Force, continuing the work of the Educational Philosophy Task Force, generating a concise, guiding philosophy statement for the educational purposes and decision making of the school. This is being developed as discussed at the Board level.

* Addition of Logic and Rhetoric History classes are being piloted this year to bridge interdisciplinary needs in critical thinking and expression in the junior high and high school, following the Liberal Arts traditions found in the *Trivium*.

* New math pathways are being piloted, picking up from the shift to Singapore Math in the elementary school several years ago. Beginning in 6th grade, upper school students have more freedom and flexibility to be placed in the best math classes for their current development. The school has worked in partnership with teachers and parents to make these decisions, using student assessment data (classwork, teacher recommendation, MAPS results, etc).

* Discussion development and emphasis has been prioritized through longer block classes, discussion tables, and dedicated teacher training to develop pedagogical skills for the humanities staff.

3. Complete the facility improvements that are planned as a result of the construction of the Heritage Center.

* Heritage Center complete and operational - This has had a transformative effect on the campus and culture. It has become the hub for a number of regular and special Student Life events during the day, performance opportunities both for Calvin students and the broader community, and a versatile gathering place for a variety of special programs throughout the year. A Music Theatre Producer/Heritage Center Rental coordinator helps book rentals to community groups such as Christian Youth Theatre (CYT), dance troupes, and more.

* New entry and gates have given a great new look to the Upper School campus, even as construction is still underway. Once completed, security concerns will be greatly reduced through a closed campus and the ability to route all visitors through the main office. This will be similar to the system in the elementary school.

* Expanded drama offerings have been possible across the K-12 program. Calvin now runs a high school play, a K-4th grade play, a 4th-8th grade musical, and high school musical each year. This still occurs primarily outside the school day.

* Daily student life/chapel use

* Concert space for regular and special in-house and guest concert events.

* Management of the increased challenge for ongoing cleaning and facilities care.

4. Work to ensure the sustainability of Calvin Christian.

- * Approval of additional 2.5 FTE staff through Refresh means staff expertise and support for students has been expanded, allowing smaller class sizes and student-teacher ratios. More teachers can teach in their areas of expertise.
- * New Superintendent—Successfully transitioned in 2018 and is currently in his second year.
- * New Upper School Principal with expertise in Classical Education—Successfully hired for the 2019-2020 year. Helping with transition, Refresh roll-out, WASC mid-cycle progress report, teacher and curriculum evaluation, and setting a direction for future Upper School Principal hire. The current principal will be leaving at the end of this year due to family and health concerns, but the success of this one-year hire gives affirmation and direction for understanding how this hire can meet the needs of the current action plans and direction. Hiring completed February 2020.
- * New FTE model functioning for equitable teacher pay and assignments.
- * New Schedule for long-term stability, reflecting philosophy and priorities.

Calvin Christian School has involved many stakeholders in committee work to do research and studies on classical education and the needs of their students. They have created a plan for change and are implementing it while measuring its impact on student learning with surveys of parents, students, and teachers. Teachers are being trained in the new philosophy and instructional strategies. They have worked diligently on the Action Plan from 2017 while creating a new plan of action for the future. The areas of critical follow-up are only to ensure continued progress in areas currently being implemented.

III. Schoolwide Areas of Strength and Critical Areas for Follow-up

- List the schoolwide areas of strength identified during the current progress visit. (See the ACS WASC Focus on Learning schoolwide criteria.)
- List the critical areas for follow-up that have not yet been completely addressed, if applicable. (See the ACS WASC Focus on Learning schoolwide criteria.)
- List any additional new critical areas for follow-up identified during the current progress visit, if applicable. (See the ACS WASC Focus on Learning schoolwide criteria.)
- Include a copy of the hyperlink to the school's most recent schoolwide action plan.
- Identify any new areas of concerns, if applicable.

Schoolwide Areas of Strength

- Launching of the Refresh program based on extensive research and involvement from all stakeholder constituencies.
- Changes of philosophy and class schedules based on current/ongoing educational research
- Constant monitoring of the changes new educational philosophies
- Development of the PLACE program as they strive to minister to the needs of the whole family
- Emphasis on outreach to the community through the use of the Heritage Center.
- Establishment of the StuCom team to coordinate community events
- Implementation of the offsite retreat for the high school staff and administration before the beginning of the school
- Development of the House Covenant Community Program to promote community and support in the high school
- Expansion of the K-8 art program with dedicated space and teacher
- The expanded role of the International Student Advocate to support and increase the integration of international students
- Addition of Spanish in the Jr. High School

Critical Areas for Follow-up

- Acclimation of the new principal to the "Refresh" philosophy and Calvin culture.
- Develop a schedule for regular curricular review.
- Expand the PLACE program to include Junior High and High School students.
- Consider the development of a dedicated Kindergarten to 8th-grade school principal position.
- Continued refinement of the block schedule to meet student needs.
- Development of teacher methodologies to fully utilize block minutes.
- Revisit philosophy of technology usage in the 6th-12th grades and consider the expansion of computer usage in elementary school.

The Visiting Committee did not identify any new critical areas of concern. Here is the link to the most recent Schoolwide Action Plan.

Action Plan 2020

Continue the following action plan items from 2017, currently in progress:

1. Provide additional academic support and increase integration into the community for international students.
2. Regularly update the K-12 curriculum to ensure school wide learner outcomes.
3. Continue the facility improvements that are planned as a result of the construction of the Heritage Center (now on to Phase II—entry, gate, and quad improvements).
4. Work to ensure the sustainability of Calvin Christian.

New action items fall under the numerous initiatives proposed by the “Refresh” elements as listed in the full mid-cycle report. They include:

5. Implement and improve new schedule elements, continuing to refine.
6. Implement newly adopted Educational Philosophy Summary Statement (see below) to guide future changes and actions.
7. Follow recommendations of Refresh Implementation Task Force and Education Committee as the ongoing work of the Board continues through “Refresh” initiatives.
8. Expand and develop PLACE program.

Educational Philosophy

Inviting students to be formed by God's love in Christ for a life of wonder, worship, work, and wisdom.

Education shapes how children view and relate to the world and themselves, what fills their imaginations and enamors their hearts, and how they regard their bodies and use their minds. The Bible emphasizes the importance of training children, as the beginning years are foundational for the rest of life (Deuteronomy 6:7, Proverbs 22:6, Ephesians 6:4). At Calvin, we partner with Christian parents, along with their churches, in the formation of their children as disciples for a life of Christ-centered service. We know that our efforts must be pursued with a dependence upon God, praying for the Holy Spirit to work in their lives as we train them. The following four areas anchor Calvin's educational process from preschool through grade 12.

First, children need to pursue proper relationships with God and others. Instruction and modeling are required for children to develop a Biblical view of their worth, purpose, and duty in all of life. It is paramount that their identity be cultivated in a love and respect for God that flows out of His love for them in Christ. All of their other relationships are based on this foundation, as they learn to love and respect their parents, teachers, and all fellow image-bearers of God.

Second, children need to have hearts filled with wonder for God's world. Their natural curiosity should be nurtured through joyful exploration, yielding a life-long love for learning. Exposing children to what is true, good, and beautiful leads them to treasure and pursue these things as they grow and mature. A sense of wonder for God's creation and redemptive plan produces a desire to worship and glorify God.

Third, children need to care for and control their bodies in a way that honors God. Physical training that accords with God's design develops natural gifts and promotes healthy living. Even more, this training leads to discipline and growth in character. Everything from the fine-motor skill of holding a pencil to full-bodied athletic movements are expressions of and testaments to God's wonderful design.

Fourth, children need to cultivate thoughtful minds able to discern God's order. The training of the mind requires more than the acquisition of knowledge; it includes the process of learning how to think both with language and numbers. As children progress through different stages of maturity, the skills of interpretation, reasoning, and self expression must be continually honed, fostering a love for true wisdom and growth in eloquence. Equipped with the tools for learning, they will be able to engage culture deeply and to serve profitably through their future work and calling in a God-honoring manner.