

PACIFIC LUTHERAN HIGH SCHOOL

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PACIFIC SOUTHWEST DISTRICT - THE LUTHERAN CHURCH - MISSOURI SYNOD

WASC: Focus on Learning

SELF-STUDY REPORT

April 10-12, 2011

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Preface

Pacific Lutheran High School has involved and collaborated with its many stakeholders throughout the Self-Study process to get as honest a picture as possible of its educational ministry, and more importantly, to what extent its students are learning. This collaborative process began in fall of 2008 and has continued until the present day. Involvement and collaboration of the school's stakeholders includes important feedback from administration (i.e. school Board and principal)¹, teachers², school families³, area feeder schools⁴, alumni school families and PLHS students.⁵ Of significant note along these lines was the hosting of the school's first-ever "Stakeholders Meeting" which was an important gathering day of discussion including all of the groups mentioned above.⁶

Following the adoption of school ESLRs for the school's initial accreditation application (spring 2007), PLHS administration, teachers, parents, and students have engaged in a continual review, analysis, and study of school-wide learner outcomes to confirm their relevance and applicability to present-day school families. This process has included ESLR work at faculty meetings, board of directors' meetings, stakeholder meeting(s), parent meetings, student surveys, formal and informal discussions, and Feeder School Surveys/Inventories⁷.

Student learning is an opinion without data. Prior to the current self-study process (2008-2010) there was no formal assessment program in place at Pacific Lutheran to collect, disaggregate, and analyze student performance/data. Informal mechanisms used in the past to determine student learning included graduation rates, classroom grades and college acceptance rates. Since 2008, PLHS has made it a high priority to assess and analyze whether indeed PLHS students were truly learning through both formative⁸ and summative assessments.⁹ Data from these assessments is now discussed, analyzed, and shared with the school community to determine: (1) school strengths; (2) school weaknesses; (3) class/grade trends; (4) students needing intervention or remediation (5) high-achieving students needing additional academic opportunities.

There has been acceptable and measured progress of all students toward clearly defined ESLRs, academic standards and other appropriate school expectations. Pacific Lutheran High School now has the capacity to identify and assess the relationship among state standards, ESLRs and assessment. The framework for learning at Pacific Lutheran High School consists of students learning course content in a fashion which validates and stresses the school's core values. This instruction is assessed using professionally acceptable means. These results are made known to students and corrections are made where appropriate. This cycle of learning

¹ Board Minutes and Principal Reports from fall 2008-fall 2010

² Faculty Meeting Agendas (2008-2010), faculty feedback data sheets, Participation in WASC trainings, etc.

³ Parent Surveys, 2008-2010 Parent Meeting Agendas, etc.

⁴ Focus groups conducted by Alumni Parent regarding quality of PLHS program, perception in the community, etc.

⁵ Student Interviews, Student surveys, Student course evaluation forms, Student writings

⁶ Stakeholders Meeting Agenda Summer 2010

⁷ PLHS Marketing and Feeder School Surveys

⁸ Common Assessment(s), "Writing Across the Curriculum", school-wide focus on Bloom's Taxonomy, Whiteboard Formula for all classes, etc.

⁹ ITED, PSAT, AP Exam(s)

provides the core and emphasis for all Pacific Lutheran High School students.

Pacific Lutheran High School is organized for student learning in a manner that provides high achievement for all students. PLHS is able to meet all types of students' needs through its remedial/lower-level courses, standard-level courses, and honors/AP course offerings. These courses are structured in such a way that all students are given the opportunity for success. PLHS has consciously organized its entire structure (e.g. policies, schedule, calendar, salary schedule, handbooks, in-service opportunities, governance) with the goal that all of its students might be given the tools and the capacity to succeed.

PLHS Curriculum, Instruction and Assessment support high achievement for all students. Pacific Lutheran has a comprehensive Curriculum and Planning Guide which details the entirety of the school's academic program. Information in this guide includes:

(1) Pacific Lutheran High School's participation in the University of California's A-G course approval process. This rigorous process ensures course materials, scope, sequence, use of key college skills such as critical thinking and communication and assessment, prepares students to succeed at the university level.

(2) Detailed overview of PLHS courses, the relevant national or state standard upon which the material is based, grading procedures, and academic philosophies.

Textbooks and supplemental materials are updated as needed and a process is in place for this to occur. Pacific Lutheran High School employs quality, professional educators engaged in a regular process of professional development and self-reflection in their teaching craft. Summative and Formative assessment occurs frequently to ensure a high level of learning for all students. This assessment data is evaluated and forms the basis for curricular decisions or improvements. The school distributes this assessment data to students and their families at regular intervals. The examination of students' work, data, and successes/failures is integral to the educational ministry of Pacific Lutheran High School.

There is significant support for students' personal and academic growth that supports high achievement for all students. Pacific Lutheran employs an Academic Advisor (Ms. Flett) to oversee the school's Academic Intervention Program (AIP), college counseling, and other support programs (e.g. after school study hall, IEP meetings). PLHS additionally supports student learning through its online grading program, small class sizes, intervention approach (before remediation is needed), and constant communication with students and their families.

School resources are utilized towards high achievement for all students. Pacific Lutheran High School does not have a large reserve or significant excess of available funds; this necessitates that each allocation be meaningful and student-centered. School resources are allocated after the question, "How will this benefit students?", has been successfully answered. Areas in which allocation decisions need to be made include: professional development¹⁰, new course creation, classroom funds, textbook acquisition and technology upgrades. Expenditures in these categories and others are approved or denied on the basis of whether or not it will meaningfully and positively impact student performance.

¹⁰ Professional development expenditures are connected to student learning

Pacific Lutheran has actively worked to develop a long-range school-wide action plan focused on the school's areas of greatest need to support high achievement of all students. Since the 2007 visit, PLHS has systematically and carefully made decisions as part of its long-term plan. This plan has been to (A) increase the number of Association congregations supporting Pacific Lutheran, (B) document and prove a high level of learning is occurring for all students through a complete analysis of the school's curriculum, (C) strengthen support systems for its students and (D) stabilize and improve upon the school's finances.

PLHS has the capacity to implement and monitor its school-wide action plan. The Board of Directors, administration, and teachers agree that student-centered data is the appropriate metric from which to drive decisions. The school possesses sufficient resources, expertise, time and commitment to move the school ahead in its mission and ministry for years to come. Pacific Lutheran High School has used prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement. PLHS has taken seriously the recommendations of the 2007 Visiting Committee and has systematically implemented appropriate positive changes across the school as a result of these recommendations. While Chapter Three details fully these improvements, a short summary here is appropriate.

- (1) The school administration and staff have implemented a system of accountability to measure the alignment of curriculum, instruction, and the California Content Standards. Since the last visit, Pacific Lutheran High School has undertaken a complete review, analysis, and documentation of its entire curriculum. This review has culminated in the submission (and approval) of its courses through the U.C. System's "A-G" approval process. This rigorous process connects curriculum, instruction, and standards. In this same vein, Pacific Lutheran High School has established the use of a "White Board Formula" where teachers indicate standard, objective, and assessment for each class each day. This formula ensures there is a measurable means through which the school can document a high level of learning is occurring for all students.

- (2) PLHS has created a Curriculum and Planning Guide which documents the school's written curriculum.

- (3) The PLHS Board of Directors and Administration (Principal) have clearly defined roles which support and accomplish a high level of learning for all students.

- (4) Additional academic opportunities have been greatly increased for the school's accelerated students.¹¹

¹¹ New courses since 2007 Visit include: Honors U.S. History, Anatomy, Logic, Honors World History, Music, Technology

Chapter I : Student/Community Profile and Supporting Data

Community Information

Pacific Lutheran High School is a seventy-four student Lutheran-Christian High School located in Torrance, California in an urban setting. Enrollment is up from sixty-nine students last year (2009-2010). The school had a high of ninety-nine students in 2003-2004 and a low of sixty-nine students in 2009-2010 during its brief history. The school's numbers often fluctuate due to the loss of a larger senior class and the replacement of these students with unequal numbers. As of this revision (January 2011) tough economic times may be contributing to decreased numbers of individuals able to pay the \$6,300 annual tuition.¹² The school is also more selective in the students it admits (and retains) when compared to previous years.

In fall 2010 alumni Parent Nancy van der Linden led a series of Focus Group Interviews with local elementary schools' 7th and 8th graders and their parents about what they believed to be the most important qualities of an effective high school.¹³ The students' answers were scattered across most of the categories, but parent responses were clearly weighted to the school's religion affiliation (52%), with small class size coming in a distant second (20%). The students seem to focus on the college preparatory curriculum, including advanced placement course offerings, and competitive sports. While attending a high school with friends was the students' most frequent response when multiple responses were given, only 11 percent thought it was the most important factor in choosing a high school. None of the junior high school students thought that the most import factor in choosing a high school was the school's religious affiliation.

¹² The school will give approximately \$25,000 in scholarship assistance for 2010-2011 and has opened a business, Luther's Attic, to help towards this end.

¹³ Focus Group Research

Question 3 (of 7). Important Characteristics of a High School Choice		
	Jr. High Student Response	Parent Response
Competitive Sports	58%	46%
Music, Art & Drama	40%	15%
Student Government	18%	12%
School Near Home	45%	42%
College Preparation Curriculum	48%	77%
Religious Affiliation	11%	81%
Dress Code	6%	42%
Small Class Size	27%	77%
Attending with Friends	74%	35%
Private School	35%	58%
Public School	44%	4%
Computer Laboratory	58%	19%
Availability of Advanced Placement Curriculum	44%	39%
Accessibility of Faculty to Assist with Coursework	58%	50%
Accessibility of Faculty to Assist with College Selection & Career Planning	61%	42%

Students attend Pacific Lutheran from several cities surrounding the school. A few of these cities are very affluent (Ranchos Palos Verdes/Rolling Hills Estates) with median family incomes significantly above area averages. Other cities from which the school draws students (Lomita, Harbor City) are more blue-collar with significantly lower family incomes. Approximately half of the school's students come from Torrance and Carson which are average, middle-class cities. Thus far, there appear to be no challenges regarding the wide socio-economic disparity among PLHS students.

Pacific Lutheran High School has adopted the acronym PLHS as its ESLRs after consultation and interaction with teachers, administration and parents and students as part of a collaborative process. The four main points of the school are:

Putting Christ First
Learning Academics
Honing Life Skills
Serving Church, School and Community¹⁴

Parent Involvement as Stakeholders

There are several ways in which parents participate in the school's educational mission. Parents attend and participate in school leadership meetings, have monthly parent meetings (attended by the principal and school board leadership) receive and contribute to a weekly newsletter and are surveyed consistently to get feedback on upcoming events and whether changes need to be made. PLHS has a policy for its teachers to communicate with school parents within 24 hours if problems, questions, or needs arise. Parents have access to their student's grades at all times through Grade Link (PLHS school management software) and the ability to be notified if their child's grades drop below a certain pre-determined level if they so wish.

Students

Students attend Pacific Lutheran from a wide array of Christian backgrounds including Lutheran, Catholic, Baptist, Pentecostal, Presbyterian and non-denominational. Several students who do not profess Christian beliefs attend the school. These students are admitted on a case by case basis as long as they are not antagonistic to the school's Christian mission and are willing to participate in the theological dimensions of the school (Theology class, chapel, Christian code of conduct). Student attendance for school years 2007-2010 has averaged 96.6%. PLHS students were on time 98.3% of the time to their first period classes during the 2009-2010 academic year.¹⁵

Pacific Lutheran High School students are required to pass 240 units with a minimum grade point average of 2.0. to earn a high school diploma. Graduation requirements include courses in Theology, English, Science, Foreign Languages, History, Mathematics, Health and Fine Arts.¹⁶

¹⁴ (Chapter 2 and all major school documents)

¹⁵ PLHS Attendance Records

¹⁶ PLHS Graduation Requirements

The ethnic breakdown of the school's 74 students is 39% White, 14% Hispanic, 7% Black, 25% Asian with the remaining 15% being European or "Other." Thirty-six students are male and thirty-eight are female. Pacific Lutheran High School accepts students from around the world through its International Student Program. Fifteen students from South Korea, China, Vietnam and England have been issued student visas to study at PLHS. Interest level has been high with this program during its first two years of existence. Due to this program and other non-native English speakers, approximately 20% of PLHS students are classified as Limited English Proficient through incoming language screenings¹⁷ (international students) and student assessments.

The school has approximately 10 students diagnosed with ADD or ADHD. Six students are presently on an Individualized Education Plans requiring special accommodations be made by teachers.¹⁸ Teachers have been trained in pedagogy techniques for students requiring extra assistance, but are not certified in Special Education. The school principal makes the determination about whether or not a student's needs are within the capability of Pacific Lutheran High School's resources.

Extracurricular and co-curricular activities for PLHS students include creating and participating in clubs, school dances, National Honor Society, CIF Athletics, volunteerism, school field trips, Spring Week and whole school trips (camping in the San Bernardino Mountains in the Fall and river-rafting/house boating/Yosemite in the Spring.)

Teachers

The school presently has two teachers with California State teaching credentials, one finishing a credential, two with an out-of-state teaching credential and six teachers without them. Of the eleven total teachers, six have graduate degrees, one is finishing a Master's program, and four have Bachelor's degrees. All teachers are teaching in their subject areas. Some teachers have a course or two out of their primary area of expertise due to the school's small size and school budget. Five teachers are male and six are female. Of the teachers, one is African-American, one is Hispanic and nine are Caucasian. (Irish, German, Jewish).

Teachers have multiple opportunities for professional development. Title II funding has been available to teachers wishing to pursue credentials or other continuing education. Teachers annually attend two teacher conferences/trainings through the Pacific Southwest District's School Ministries Department. The school has purchased a subscription to a teacher training video database that demonstrates "Best Practices." Each year teachers observe each other's lessons to find more "Best Practices" and also engage in professional development both on and off-campus.¹⁹ PLHS Professional Development Plan details professional development scheduled to occur for the remainder of the 2010-2011 school year.

¹⁷ SLEP Test or ESL Entrance Test occurs to determine English proficiency

¹⁸ Individualized Education Plans on file in Student Records

¹⁹ Professional Development Summary 2007-2010

Governance

PLHS is run by an association of congregations (currently five area churches) which contributes members to the school board. This Board is tasked with the oversight of the school-site administrator (the principal), establishing governing documents, overseeing the financial condition of the school, and keeping all official paperwork for legal and accounting purposes. Board members contribute a specific expertise and meet together with the principal monthly to oversee school progress.²⁰

The school principal has been at Pacific Lutheran High School as a teacher for eight years and is beginning his fourth year as principal. He has a California Clear Teaching Credential and has recently passed the SLLA exam for his preliminary administrative credential. He is presently finishing coursework towards his lifetime administrative credential.

Student Achievement Data

100% of Pacific Lutheran High School students have graduated over the past three years with approximately ninety percent of them immediately attending college/university (student surveys, college acceptance data). Among students continuing their education, equal numbers generally choose between four year or two year colleges. Students who do not immediately attend college enter the workforce, join the military, or begin vocational training.

2008-2009 and 2009-2010 school grade point average has been compared and improvement has occurred in each quarter from the previous year's average. This is due to a number of factors including the creation of a student-incentive program, stress on the importance of grades/work quality by teachers and administration, and the creation of a mandatory homework policy for all PLHS students (ZAP Program).

Summative Assessment

Students at Pacific Lutheran take two different summative assessment tests each year to track individual and school progress in key academic areas such as reading comprehension, language mechanics, writing, computation, critical thinking/problem-solving skills, understanding science materials, etc.. The PSAT and the ITED (Iowa Test of Educational Development) provide summative assessment data through which the school analyzes year to year growth in student learning.

PLHS Testing and Limiting Factors

Pacific Lutheran High School has some challenges when analyzing PSAT and ITED test scores. Due to the very small sample size of test-takers (usually fewer than fifteen students) it is often difficult to draw/apply interpretive judgments. For instance, if one or two students miss a test, or perform poorly for an unexpected reason this decidedly impacts grade/class averages. Occasionally Pacific Lutheran High School has students who purposely do poorly on an exam or

²⁰ PLHS Board of Directors Manual

put forth little effort for reasons unknown to faculty/administration. This is particularly significant due to the small sample size.

An additional challenge facing PLHS with analyzing student summative assessment data is the large number of transfer students who enroll in the school during their freshman year or later as sophomores, juniors or seniors. As many students do not take the ITED or PSAT at their previous school, it takes a year (sometimes two years if they miss Fall Testing) to adequately assess Pacific Lutheran High School’s impact on their education. Pacific Lutheran High School’s International Student population also poses a challenge in looking at trends among grades, subject matter or instructor as International students perform significantly below average in reading comprehension/writing which affects their scores in mathematics.

PSAT Results and Analysis²¹

Grade 12 PSAT Scores all students (2009)

CURRENT GRADE: 12

	Critical Reading			Mathematics			Writing Skills			Selection Index		
	Grade 9	Grade 10	Grade 11	Grade 9	Grade 10	Grade 11	Grade 9	Grade 10	Grade 11	Grade 9	Grade 10	Grade 11
1	36	47	44	39	42	40	41	43	43	116	132	127
2	N/A	53	57	N/A	54	47	N/A	44	51	N/A	151	155
3	N/A	33	39	N/A	20	29	N/A	36	39	N/A	89	107
4	N/A	27	20	N/A	42	35	N/A	30	37	N/A	99	92
5	N/A	46	46	N/A	51	46	N/A	54	46	N/A	151	138
6	31	42	50	41	49	52	29	39	41	101	130	143
7	N/A	N/A	57	N/A	N/A	55	N/A	N/A	46	N/A	N/A	158
8	N/A	N/A	46	N/A	N/A	43	N/A	N/A	41	N/A	N/A	130
9	37	46	42	32	38	40	40	40	47	109	124	129
10	38	41	46	33	38	35	32	34	36	103	113	117
11	39	47	46	35	34	33	40	42	44	114	123	123
12	34	39	N/A	24	40	N/A	36	34	N/A	94	113	N/A
13	48	45	47	53	56	54	48	36	47	149	137	148
14	N/A	N/A	50	N/A	N/A	43	N/A	N/A	44	N/A	N/A	137
15	39	35	39	34	37	25	45	38	48	118	110	112
16	47	47	51	45	45	51	44	46	47	136	138	149
17	26	20	31	33	33	30	30	24	28	89	77	89
18	N/A	49	51	N/A	47	43	N/A	44	50	N/A	140	144
19	54	57	64	50	52	50	57	55	54	161	164	168
	39	42	46	38	42	42	40	40	44	117	124	131

*DATA INCLUDE TRANSFER & INTERNATIONAL STUDENTS

²¹ Numbers found below for each student are **subject scores** with 20 being the lowest and 80 being the highest. A perfect selection index (total score) would be 240.

12th Grade PSAT Results Narrative²²

Pacific Lutheran High School students scores showed significant gains in Critical Reading from the previous year (2008) and have seen their mean Reading scores increase three straight years. The extent to which this improvement occurred due to positive changes made by the school is unknown as the test sample includes transfer and international students who have come to the school since previous test administration. PLHS 12th graders' Mathematics scores did not rise from the previous year. Though the overall mean score remained about the same, eleven out of fourteen students' Math scores decreased. This indicates Mathematics is the subject area of greatest concern (in terms of lack of positive growth/trends) for the 2010-2011 school year. PLHS 12th graders' Writing Skills scores increased from the previous year. Of the fourteen students who tested, twelve students improved. Mean scores over the course of three years indicate uneven growth is occurring. PLHS presently has "Writing Across the Curriculum" for the 2010-2011 school year as a point of Academic focus.

Grade 12 PSAT Scores 2009 (excluding transfers/international students)

CURRENT GRADE: 12

	Critical Reading			Mathematics			Writing Skills			Selection Index		
	Grade 9	Grade 10	Grade 11	Grade 9	Grade 10	Grade 11	Grade 9	Grade 10	Grade 11	Grade 9	Grade 10	Grade 11
1	36	47	44	39	42	40	41	43	43	116	132	127
2	N/A	53	57	N/A	54	47	N/A	44	51	N/A	151	155
3	31	42	50	41	49	52	29	39	41	101	130	143
4	37	46	42	32	38	40	40	40	47	109	124	129
5	38	41	46	33	38	35	32	34	36	103	113	117
6	39	47	46	35	34	33	40	42	44	114	123	123
7	48	45	47	53	56	54	48	36	47	149	137	148
8	39	35	39	34	37	25	45	38	48	118	110	112
9	47	47	51	45	45	51	44	46	47	136	138	149
10	26	20	31	33	33	30	30	24	28	89	77	89
11	54	57	64	50	52	50	57	55	54	161	164	168
	40	44	47	40	43	42	41	40	44	120	127	133

*COHORT GROUP 12th GRADE

12th Grade PSAT Results Narrative (excluding transfer/international student scores)²³

²² **12th Grade PSAT Results Highlights (all students) – Test Data from 2009 School Year.**

Critical Reading

- Mean score increased from the previous year (Ten increased. Four students decreased. One remained stable).
- Mean score has increased three straight years.

Mathematics

- Mean score is the same as last year. (Three increased. Eleven students decreased).
- Mean score has increased three straight years.

Writing Skills

- Mean score increased from the previous year (Twelve students increased. Two students decreased. One remained stable).
- Mean score shows uneven growth.

²³ **12th Grade PSAT Results Highlights (excluding transfer/international student scores) – Test Data from 2009 School Year.**

Pacific Lutheran High School students scores showed significant growth in their Critical Reading scores from the previous test administration (2008). Eight out of eleven students improved their scores and mean scores were up for three straight years in Critical Reading. Mathematics scores were down slightly from the previous year. Eight out of ten students' scores decreased and uneven growth has been seen over the past three years. Data indicate a close look at 12th graders' lack of performance should occur, and to what extent modifications need to be made to Mathematics curriculum, instruction, and intervention. PLHS 12th graders' Writing scores increased from the previous year, with nine out of ten students increasing their mean scores. Mean scores over the past three years have also increased for PLHS 12th graders.

Critical Reading

- Mean score increased from previous year (Eight increased. Three students decreased).
- Mean score has increased three straight years.

Mathematics

- Mean score down slightly from last year. (Two increased. Eight students decreased).
- Uneven growth over three years.

Writing Skills

- Mean score increased from previous year (Nine students increased. One student decreased. One remained stable).
- Mean score has increased three straight years.

Selection Index

- Mean score has increased three straight years.

Grade 11 PSAT Scores all students (2010)

CURRENT GRADE: 11

	Critical Reading			Mathematics			Writing Skills			Selection Index		
	Grade 9	Grade 10	Grade 11	Grade 9	Grade 10	Grade 11	Grade 9	Grade 10	Grade 11	Grade 9	Grade 10	Grade 11
1	N/A	N/A	48	N/A	N/A	51	N/A	N/A	41	N/A	N/A	140
2	29	27	38	20	30	35	36	26	33	85	83	106
3	33	48	54	43	55	45	40	40	53	116	143	152
4	41	43	48	33	45	38	24	39	34	98	127	120
5	N/A	N/A	51	N/A	N/A	45	N/A	N/A	52	N/A	N/A	148
6	N/A	48	27	N/A	45	38	N/A	43	29	N/A	136	94
7	31	31	N/A	33	32	N/A	36	23	N/A	100	86	N/A
8	N/A	N/A	44	N/A	N/A	36	N/A	N/A	42	N/A	N/A	122
9	45	44	49	37	37	43	42	51	53	124	132	145
10	35	20	34	36	20	26	27	36	36	98	76	96
11	34	41	42	29	39	34	21	31	33	84	111	109
12	N/A	24	29	N/A	41	47	N/A	20	33	N/A	85	109
13	N/A	N/A	34	N/A	N/A	55	N/A	N/A	35	N/A	N/A	124
14	N/A	N/A	36	N/A	N/A	49	N/A	N/A	22	N/A	N/A	107
15	N/A	46	44	N/A	40	40	N/A	46	45	N/A	132	129
16	N/A	N/A	37	N/A	N/A	22	N/A	N/A	33	N/A	N/A	92
17	N/A	N/A	31	N/A	N/A	60	N/A	N/A	38	N/A	N/A	129
18	27	44	37	34	35	38	20	32	43	81	111	118
19	20	37	36	36	32	34	31	35	36	87	104	106
20	24	20	40	36	29	34	21	26	29	81	75	103
21	20	27	N/A	51	51	N/A	34	43	N/A	105	121	N/A
22	N/A	N/A	47	N/A	N/A	49	N/A	N/A	42	N/A	N/A	138
23	50	57	53	64	60	70	45	51	49	159	168	172
24	N/A	N/A	33	N/A	N/A	50	N/A	N/A	31	N/A	N/A	114
25	N/A	N/A	31	N/A	N/A	60	N/A	N/A	26	N/A	N/A	117
	32	37	40	38	39	43	31	36	38	102	113	121

*DATA INCLUDE TRANSFER & INTERNATIONAL STUDENTS

11th Grade PSAT Results Narrative²⁴

PLHS 11th graders' scores showed a significant increase in Critical Reading from the previous test administration (2009). Additionally, the mean score for PLHS 11th graders has increased three straight years in Critical Reading. Of the twelve students tested, seven showed significant improvement. In the area of Mathematics, mean scores improved from the previous test administration (2009). Of the twelve students tested, eight showed significant improvement.

²⁴ 11th Grade PSAT Results Highlights (all students) – Test Data from fall 2010

Critical Reading

- Mean score increased from previous year (Seven students increased. Five students decreased.)
- Mean score has increased three straight years.

Mathematics

- Mean score increased from the previous year (Eight students increased. Four students decreased. One student remained the same).
- Mean score has increased three straight years.

Writing Skills

- Mean score increased from the previous year (Eight students increased. Four students decreased).
- Mean score has increased three straight years.

Mean score has increased in Mathematics three straight years. In Writing, 11th grade students' scores increased from the previous test year. Mean score has increased three straight years for PLHS 11th graders. The junior class had demonstrated the most year to year improvement across the board when compared against 10th and 12th grade students. This is a positive trend for the class, though mean scores remain below-average when compared with students taking the test nationwide.

Grade 11 PSAT Scores 2010 (excluding transfers/international students)

CURRENT GRADE:		11										
	Critical Reading			Mathematics			Writing Skills			Selection Index		
	Grade 9	Grade	Grade 11	Grade 9	Grade	Grade 11	Grade 9	Grade	Grade 11	Grade 9	Grade	Grade
1	29	27	38	20	30	35	36	26	33	85	83	106
2	33	48	54	43	55	45	40	40	53	116	143	152
3	41	43	48	33	45	38	24	39	34	98	127	120
4	45	44	49	37	37	43	42	51	53	124	132	145
5	35	20	34	36	20	26	27	36	36	98	76	96
6	34	41	42	29	39	34	21	31	33	84	111	109
7	27	44	37	34	35	38	20	32	43	81	111	118
8	20	37	36	36	32	34	31	35	36	87	104	106
9	24	20	40	36	29	34	21	26	29	81	75	103
10	50	57	53	64	60	70	45	51	49	159	168	172
	34	38	43	37	38	40	31	37	40	101	113	123
*COHORT GROUP 11th GRADE												

11th Grade PSAT Results Narrative (excluding transfer/international student scores)²⁵

Pacific Lutheran 11th graders improved their Critical Reading, Mathematics and Writing Skills from the previous test administration. The mean score has also increased three straight years in each subject area. This is due to an increased emphasis on reading, writing and basic math skills. While the students have increased three straight years, scores presently fall below national norms which indicates more work still needs to be done to bring about positive change.

²⁵ 11th Grade PSAT Results Highlights (excluding transfer/international student scores) – Test Data from fall 2010

Critical Reading

- Mean score increased from the previous year (Seven increased. Three students decreased.)
- Mean score has increased three straight years.

Mathematics

- Mean score increased from the previous year (Six students increased. Three students decreased).
- Mean score has increased three straight years.

Writing Skills

- Mean score increased from the previous year (Seven students increased. Two students decreased. One remained stable.)
- Mean score has increased three straight years.

Selection Index

- Mean score has increased three straight years.

Grade 10 PSAT Scores All Students (2010)

CURRENT GRADE: 10

	Critical Reading		Mathematics		Writing Skills		Selection Index	
	Grade 9	Grade 10	Grade 9	Grade 10	Grade 9	Grade 10	Grade 9	Grade 10
1	57	62	45	47	53	58	155	167
2	41	45	33	26	32	40	106	111
3	35	27	36	30	35	26	106	83
4	33	37	51	68	34	42	118	147
5	N/A	23	N/A	45	N/A	24	N/A	92
6	N/A	36	N/A	60	N/A	41	N/A	137
7	N/A	23	N/A	39	N/A	20	N/A	82
8	49	55	47	63	54	54	150	172
9	N/A	27	N/A	43	N/A	33	N/A	103
10	27	37	32	36	31	29	90	102
11	27	34	30	28	32	29	89	91
12	N/A	41	N/A	38	N/A	29	N/A	108
13	N/A	25	N/A	36	N/A	31	N/A	92
14	48	50	48	51	44	50	140	151
	40	37	40	44	39	36	119	117

35

*DATA INCLUDE TRANSFER & INTERNATIONAL STUDENTS

10th Grade PSAT Results Narrative²⁶

10th grade students' Critical Reading scores increased from the previous year, with seven out of eight students receiving higher scores than the previous year.. [The only moderate increase is due to the large drop of one student and minimal/lower gains by the other students.] 10th graders' Mathematics scores increased from the previous year while Writing Skills declined. There presently appears to be a lack of significant growth in Math and Writing for the school's 10th grade class. [This is possibly due to the transfer of lower student scores as the overall number of students improving their scores is in the majority.] 10th graders' scores are higher than their 11th grade counterparts scores the previous year, but their growth rate has not increased.

²⁶ 10th Grade PSAT Highlights (all students) – Test Data from fall 2010

Critical Reading

- Mean score increased from the previous year (Seven out of eight students' scores increased).

Mathematics

- Mean score increased from the previous year (Five students increased. Three students decreased).

Writing Skills

- Mean score decreased from the previous year (Four students increased. Three students decreased. One remained stable.)

Selection Index

- Selection Index scores (total score) is down slightly from previous year.

Grade 10 Students PSAT Scores (excluding transfer and international students)

CURRENT GRADE: 10

	Critical Reading		Mathematics		Writing Skills		Selection Index	
	Grade 9	Grade 10	Grade 9	Grade 10	Grade 9	Grade 10	Grade 9	Grade 10
1	57	62	45	47	53	58	155	167
2	41	45	33	26	32	40	106	111
3	35	27	36	30	35	26	106	83
4	49	55	47	63	54	54	150	172
5	27	37	32	36	31	29	90	102
6	27	34	30	28	32	29	89	91
7	N/A	25	N/A	36	N/A	31	N/A	92
8	48	50	48	51	44	50	140	151
	41	42	39	40	40	40	119	121
	35	42						

*COHORT GROUP 10th GRADE

10th Grade PSAT Results (excluding transfer and international students) Narrative²⁷

Pacific Lutheran High School's 10th grade Critical Reading scores rose for six out of seven students and the group's mean score increased significantly. This is due in part to an increased emphasis on reading skills throughout the school's curriculum and a strong English department focus on reading skills. Mathematics and Writing Skills did not show an increase from the previous year. An examination of the curriculum and/or other factors is appropriate to determine why there is not expected growth in these content areas and for this group.

Grade 9 PSAT (2010) Results

CURRENT GRADE: 9

	Critical Reading	Math	Writing Skills	Selection Index
	Grade 9	Grade 9	Grade 9	Grade 9
1	44	44	41	129
2	48	45	40	133
3	43	42	37	122
4	38	42	40	120
5	31	20	31	82
6	27	20	20	67
7	33	35	31	99
8	45	43	49	137
9	44	39	46	129
	39	37	37	113

*DATA INCLUDE INTERNATIONAL STUDENTS

²⁷ 10th Grade PSAT Highlights (excluding transfer/international student scores) – Test Data from fall 2010

Critical Reading

- Mean score is up slightly from the previous year (six out of seven students' scores increased).

Mathematics

- Mean score is up slightly from previous year. (Four students increased. Three students decreased. Two remained stable.)

Writing Skills

- Mean score identical to last year. (Three students increased. Three students decreased. One remained stable.)

Selection Index

- Selection Index scores (total score) is up slightly from previous year.

PLHS 9th graders performed higher in Critical Reading skills than Mathematics or Writing Skills. 9th grade students' scores were higher than the last two classes' freshman scores which is a positive trend. It will be important to see that this trend continues with the present 9th grade class' potential.

ITED Results

P.L.H.S. 12, 10th and 9th grade students score average to above average when compared to students nationwide. 11th grade students perform below average on ITED tests when compared to peers nationwide. **Numbers found below for each student are percentile scores.**

Grade 12 ITED Scores 2010 (All students)

CURRENT GRADE:

12

	Reading Total			Math Total			Revising Written Materials		
	Grade 10	Grade 11	Grade 12	Grade 10	Grade 11	Grade 12	Grade 10	Grade 11	Grade 12
1	10	18	3	15	5	13	3	18	11
2	N/A	30	N/A	N/A	33	26	N/A	20	26
3	63	72	N/A	20	38	26	45	81	59
4	80	66	N/A	19	44	17	62	95	51
5	N/A	66	N/A	N/A	44	N/A	N/A	34	70
6	N/A	27	N/A	N/A	31	N/A	N/A	33	63
7	55	48	N/A	66	11	N/A	78	62	72
8	5	32	N/A	3	4	6	23	31	38
9	N/A	N/A	N/A	N/A	N/A	78	N/A	N/A	N/A
10	89	94	N/A	75	92	84	94	97	99
11	62	86	N/A	48	45	49	74	74	82
12	76	77	N/A	50	60	68	39	51	32
13	N/A	N/A	4	N/A	N/A	34	N/A	N/A	N/A
14	N/A	92	N/A	N/A	90	89	N/A	86	79
15	72	57	N/A	55	57	49	50	54	42
16	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
17	80	79	N/A	61	76	78	68	83	79
18	85	87	N/A	92	86	94	59	65	70
19	N/A	N/A	14	N/A	N/A	42	N/A	N/A	N/A
20	95	98	N/A	53	81	66	94	97	91
21	N/A	N/A	N/A	N/A	N/A	13	N/A	N/A	N/A
	64	64	11	46	50	49	57	61	60

12th Grade ITED (All students) – Narrative²⁸

²⁸ 12th Grade ITED Highlights (All students) – Test Data from fall 2010

Reading Comprehension

- Lack of data makes results inconclusive (problems with test data with Riverside Publishing)

Total Mathematics

- Mean percentile score is down slightly from the previous year. (Six students increased. Seven students decreased).

Revising Written Materials

- Mean percentile score is down slightly from the previous year. (Eight students increased. Eight students decreased).

An analysis of 2010 test results shows no improvement from the previous year’s administration in Mathematics or Writing. There is uneven growth over the past three years with approximately half of the students’ grades increasing and half of them decreasing. Reading Comprehension Scores from fall 2010 were unavailable due to testing irregularities which makes an analysis of the data impossible.

Grade 12 ITED Scores 2010 – (excluding transfer/international students)

CURRENT GRADE:		12								
		Reading Total			Math Total			Revising Written Materials		
		Grade 10	Grade 11	Grade 12	Grade 10	Grade 11	Grade 12	Grade 10	Grade 11	Grade 12
1		63	72	N/A	20	38	26	45	81	59
2		80	66	N/A	19	44	17	62	95	51
3		55	48	N/A	66	11	N/A	78	62	72
4		5	32	N/A	3	4	6	23	31	38
5		89	94	N/A	75	92	84	94	97	99
6		62	86	N/A	48	45	49	74	74	82
7		76	77	N/A	50	60	68	39	51	32
8		72	57	N/A	55	57	49	50	54	42
9		80	79	N/A	61	76	78	68	83	79
10		85	87	N/A	92	86	94	59	65	70
11		95	98	N/A	53	81	66	94	97	91
		69	72	0	49	54	54	62	72	65

12th Grade ITED (excluding transfer and international students) – Narrative²⁹

An analysis of 2010 test results shows no improvement from the previous year’s administration in Mathematics and a significant decrease in Writing scores. There is uneven growth over the past three years with approximately half of the students’ grades increasing and half of them decreasing each year. Reading Comprehension scores from fall 2010 were unavailable due to testing irregularities which makes an analysis of the data impossible. Following the analysis of the Writing scores, Pacific Lutheran High School adopted “Writing Across the Curriculum” and has developed a common assessment to improve upon the writing scores.

²⁹ **12th Grade ITED Highlights (excluding transfer and international students) – Test Data from fall 2010**

Reading Comprehension

- Lack of data makes testing results inconclusive (problems with test data with Riverside Publishing)

Total Mathematics

- Mean percentile score remained identical to the previous year. (Five students increased. Five students decreased).

Revising Written Materials

- Mean percentile score went down from the previous year. (Five students increased. Six students decreased).

Grade 11 ITED Scores 2010 (All students)

CURRENT GRADE: 11

	Reading Total			Math Total			Revising Written Materials		
	Grade 9	Grade 10	Grade 11	Grade 9	Grade 10	Grade 11	Grade 9	Grade 10	Grade 11
1	N/A	N/A	N/A	N/A	N/A	38	N/A	N/A	N/A
2	28	24	N/A	27	18	N/A	23	21	10
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	48	26	56	4	37	41	44	21	51
5	N/A	N/A	56	N/A	N/A	25	N/A	N/A	N/A
6	N/A	32	23	N/A	37	16	N/A	25	9
7	N/A	N/A	19	N/A	N/A	33	N/A	N/A	N/A
8	73	80	87	86	85	91	75	62	69
9	N/A	2	7	N/A	24	54	N/A	21	36
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	8	N/A	N/A	33	N/A	N/A	N/A
12	27	16	5	24	10	25	17	4	5
13	N/A	28	N/A	N/A	4	N/A	N/A	27	40
14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
15	N/A	27	N/A	N/A	42	N/A	N/A	36	31
16	N/A	N/A	15	N/A	N/A	38	N/A	N/A	N/A
17	34	31	9	14	2	21	6	36	3
18	N/A	56	32	N/A	47	34	N/A	59	9
19	36	43	55	47	6	24	32	21	42
20	N/A	N/A	79	N/A	N/A	62	N/A	N/A	N/A
21	87	91	91	99	99	97	85	84	92
22	N/A	N/A	8	N/A	N/A	83	N/A	N/A	N/A
23	N/A	N/A	11	N/A	N/A	91	N/A	N/A	N/A
	48	38	35	43	34	47	40	35	33

11th Grade ITED (All students) – Narrative³⁰

PLHS 11th graders Critical Reading and Writing scores have gone down three straight years. This is probably occurring due to the large number of international students that impacts these subject areas significantly. Mathematics scores are up significantly from the previous year's administration with six out of eight students' scores increasing. This, too, may be the result of international student presence where Mathematics scores are historically higher than their American student counterparts.

³⁰ 11th Grade ITED Highlights (All students) – Test Data from fall 2010

Reading Comprehension

- Mean percentile score is down from the previous year. (Four students increased. Four students decreased. Two remained the same).
- Mean percentile score is down three straight years.

Total Mathematics

- Mean percentile score is up from the previous year. (Six students increased. Two students decreased. One student remained stable).
- Uneven mean score past three years.

Revising Written Materials

- Mean percentile score is down slightly from the previous year. (Eight students increased. Eight students decreased).
- Mean percentile score is down three straight years.

Grade 11 ITED (2010) – Excluding transfer and international students

CURRENT GRADE: 11

	Reading Total			Math Total			Revising Written Materials		
	Grade 9	Grade 10	Grade 11	Grade 9	Grade 10	Grade 11	Grade 9	Grade 10	Grade 11
1	28	24	N/A	27	18	N/A	23	21	10
2	48	26	56	4	37	41	44	21	51
3	73	80	87	86	85	91	75	62	69
4	27	16	5	24	10	25	17	4	5
5	N/A	28	N/A	N/A	4	N/A	N/A	27	40
6	N/A	27	N/A	N/A	42	N/A	N/A	36	31
7	34	31	9	14	2	21	6	36	3
8	36	43	55	47	6	24	32	21	42
9	87	91	91	99	99	97	85	84	92
	48	41	51	43	34	50	40	35	38

11th Grade ITED (excluding transfer and international students) – Narrative³¹

PLHS 11th graders improved upon their Critical Reading scores from the previous year’s administration by ten percentage points. 11th graders have demonstrated uneven growth over three years. Mathematics scores are also up significantly - sixteen percentage points from the previous year. This is a very positive trend and indicates real growth is occurring with this class. Writing results indicate an increase in test scores from the previous year, with uneven growth indicated over three years. Additional growth needs to continue in Writing as present scores indicate they are below average when compared against their peers. To this end, PLHS has adopted “Writing Across the Curriculum” in Fall 2010 and developed a common assessment to improve school-wide writing abilities.

³¹ 11th Grade ITED Highlights (excluding transfer and international students) – Test Data from fall 2010

Reading Comprehension

- Mean percentile score is up from the previous year. (Three students increased. Two students decreased. One remained the same).
- Uneven growth has occurred the past three years.

Total Mathematics

- Mean percentile score remained identical to the previous year. (Five students increased. One student decreased. One remained the same).
- Uneven growth has occurred the past three years.

Revising Written Materials

- Mean percentile score went up from the previous year. (Six students increased. Three students decreased).
- Uneven growth has occurred the past three years.

Grade 10 ITED Results (2010) – All students

CURRENT GRADE:		10					
Reading Total		Math Total		Revising Written Materials			
	Grade 9	Grade 10	Grade 9	Grade 10	Grade 9	Grade 10	
1	91	99	82	78	93	94	
2	N/A	N/A	N/A	N/A	N/A	62	
3	21	13	41	43	23	11	
4	21	26	94	97	38	62	
5	N/A	2	N/A	1	N/A	8	
6	90	91	92	94	94	94	
7	54	48	44	34	44	15	
8	N/A	N/A	N/A	N/A	N/A	21	
9	19	13	22	18	38	6	
10	N/A	N/A	N/A	N/A	N/A	36	
11	75	60	79	78	75	62	
	53	44	65	55	58	43	

10th Grade ITED (All students) – Narrative³²

PLHS 10th graders’ scores decreased from last year’s scores across the board in Critical Reading, Mathematics and Writing. Though approximately half the students’ scores increased, the overall trend was down especially due to one international student’s scores which significantly impacted the group average(s). The problem, however, is that there was no growth for PLHS 10th graders when compared against last year’s performance.

Grade 10 ITED Results 2010 – (excluding transfer and international students)

CURRENT GRADE:		10					
Reading Total		Math Total		Revising Written Materials			
	Grade 9	Grade 10	Grade 9	Grade 10	Grade 9	Grade 10	
1	91	99	82	78	93	94	
2	21	13	41	43	23	11	
3	90	91	92	94	94	94	
4	54	48	44	34	44	15	
5	19	13	22	18	38	6	
6	75	60	79	78	75	62	
	58	54	60	58	61	47	

³² 10th Grade ITED Highlights (All students) – Test Data from fall 2010

Reading Comprehension

- Mean percentile score is down from the previous year. (Three students increased. Four students decreased).

Total Mathematics

- Mean percentile score is down from the previous year. (Three students increased. Four students decreased).

Revising Written Materials

- Mean percentile score is down from the previous year. (Two students increased. Four students decreased. One remained stable).

10th Grade ITED (excluding transfer and international students) – Narrative³³

PLHS 10th graders scores decreased from last year’s across the board (Critical Reading, Mathematics and Writing). Two out of six students increased in Critical Reading and Mathematics. One student increased in Writing. The biggest drop came in Writing for PLHS 10th graders from the last test administration. As a result, PLHS has embraced “Writing Across the Curriculum” and adopted a common assessment for the 2010-2011 school year. As mentioned in the testing preface, the very small sample size makes it difficult to draw firm conclusions.

Grade 9 ITED Scores (all students)

	Reading Total	Math Total	Writing Total
1	52	76	82
2	48	70	61
3	36	36	51
4	4	10	12
5	59	59	69
6	74	70	93
7	84	54	87
8	77	55	75
9	23	10	7
	51	49	60

9th Grade ITED (Fall 2010) – Narrative

PLHS 9th graders performed highest in Writing and lowest in Mathematics. 9th grade students’ scores were lower than the present 10th grade class’ freshman year scores but higher than the present 11th grade class’ freshman year scores. PLHS 9th graders’ Writing scores were significantly above average.

³³ 10th Grade ITED Highlights (excluding transfer and international students)– Test Data from fall 2010

Reading Comprehension

- Mean percentile score is down from the previous year. (Two students increased. Four students decreased).

Total Math

- Mean percentile score is down from the previous year. (Two students increased. Four students decreased).

Revising Written Materials

- Mean percentile score is down from the previous year. (One students increased. Four students decreased. One remained stable).

AP TEST DATA

Calculus Passage Rate 2007-2010

	Enrolled Students	# of Students Passing	Passage Rate	Note(s)
2007-2008	5	1	20%	
2008-2009	2	1	50%	New Calculus Teacher hired
2009-2010	2	1	50%	

U.S. History Passage Rate 2009-2010

	# of enrolled students	# of students Passing	Passage Rate	Notes
2009-2010	7	1	14%	U.S. History Honors students taking test. Two students entered into the course at the semester.

SAT Test Data 2004-2011

Grad Year	Test Takers / # of Students in Class		Critical		
		%	Reading	Math	Writing
2004	8 / 22	36%	610	590	N/A
2005	2 / 20	10%	485	530	N/A
2006	8 / 26	31%	534	469	494
2007	9 / 22	41%	499	447	498
2008	9 / 26	35%	481	537	480
2009	4 / 15	27%	490	555	505
2010	6 / 25	24%	540	530	550
2011	13 / 24	54%	<u>504</u>	<u>487</u>	<u>478</u>
National Average			501	516	492

2011 SAT Test Data Narrative

The biggest percentage of students in school history took the SAT in fall 2011. PLHS students' Critical Reading Scores were significantly higher than Math and Writing Scores. PLHS Critical Reading scores are marginally above the national average of 501. PLHS students' Math and Writing Scores were below the national averages of 516 and 492, respectively. 2011 SAT scores were significantly below their Class of 2010 comparative scores.

Summary of Findings Narrative

After examining the students' testing data there appear to be both positive trends for which the school is to be commended and growth areas which need to be addressed.

Positive academic trends identified by an analysis of data include the school's solid and steady growth in the area of Reading Comprehension. Across all grade levels and across differing assessments (ITED and PSAT) PLHS students are improving individually and en masse in reading assessment. As reading is such a foundational skill and integral to success in all other subject matters, the school appears to have done a fine job with its reading instruction/support.. This improvement has come after the school has increased its focus reading instruction and actively promoted independent student reading. This stress came particularly during the 2008-2009 school year after assessment results indicated positive changes needed to be introduced in these areas.

Other positive trends identified in the data include a steady improvement in the testing results of the Class of 2012 over the course of three years. This class has showed significant and annual improvement in all three areas on the PSAT test, and in two out of three areas on the ITED. The Class of 2012 has essentially caught up in their skills, when compared to their peers nation-wide. Teachers and students are to be commended for these very positive results.

It has become clear after assessing the Mathematics data that Pacific Lutheran High School needs to take a serious look at students' mathematics skills and the school's Mathematics instruction. Equal numbers of students went down as went up in their standardized testing in year to year averages. ITED results indicate significant percentages of PLHS students are lacking prerequisite skills for higher levels of Math and that many students are beginning to lag behind when compared to their peers nationwide. Whether this is due to an overall weakening of students' math performance skills on a larger level or the result of Pacific Lutheran High School limitations/failures is unclear. What is clear is the fact that the school needs to take a clear look at its practices, curriculum, instruction, intervention strategies and remediation efforts to ensure that PLHS students' mathematics abilities improve.

Questions Raised by the Analysis of the Data³⁴

1. Are SAT scores (which are lower than historical averages for the school) a result of a changing population, increase in the number of test-takers, or a sign of weaknesses in the curriculum?
2. Why is the passage rate so low for AP tests? What more can the school do to ensure students enrolled in AP Calculus and U.S. History Honors belong there, and have been given the instruction to succeed on the end-of-year cumulative exam?
3. Why do students perform better on one standardized test than another? How does the school move ahead with the PSAT indicating a student's math skills are improving while the ITED indicates a lack of growth is occurring? This makes interpretation difficult.
4. How does the school continue to provide a challenging, rigorous education for its more gifted students without leaving behind its students who don't learn as well or as quickly?
5. How do our students test more successfully on the PSAT when compared with other college-bound students?
6. What would be the impact on student learning if all PLHS teachers were required to work towards and have a California teaching credential?
7. How does the school keep the balance between its International students and American students? What is the number of international students that the school can reasonably handle while not losing school identity?
8. How does Pacific Lutheran ensure that academic growth is occurring when the sample size is so miniscule and one or two outliers dramatically influence trends on standardized tests.

³⁴ **Critical Academic Needs Based on Data / Identified Weak Areas**

- There is a wide disparity between the top students' abilities in a given class and the ability exhibited by the class' lower-achieving students.
- Growth has occurred with the current 11th grade class but the class remains below average in its skills in both the PSAT and ITED.
- Non-native speakers struggle to keep up with their native-English speakers counterparts' performance in key academic areas including grade point average, reading comprehension, and writing fluency.
- Mathematics scores are lowest when compared to reading or writing results. Curriculum and instruction need to be reflected upon to identify weak spots, trends, and growth opportunities.

Chapter II: Expected School Learning Results

Following the adoption of school ESLRs for the school's initial accreditation application (Spring 2007), PLHS administration, teachers, parents, and students have engaged in a continual review, analysis, and study of school-wide learner outcomes to confirm their relevance and applicability to present-day school families. This process has included ESLR work at Faculty meetings, board of directors' meetings, stakeholder meeting(s), parent meetings, student surveys, formal and informal discussions, and Feeder School Surveys/Inventories³⁵.

Much of the ESLR work and review was performed during the 2008-2009 school year in anticipation of the school's anticipated Spring 2010 visit. When interim accreditation was extended for an additional year, ESLR study and analysis continued at a reduced level due to the work which had been done with them previously.

All stakeholders have had, and still have, an avenue to discuss, analyze, and propose changes in emphasis for Pacific Lutheran High School.

Pacific Lutheran High School ESLRs

Putting Christ First - Students are taught the Gospel through chapel, devotions, and interaction with teachers in their classes. Students are encouraged to grow in Christ through personal Bible study, prayer and involvement in worship.

Examples/Evidence

1. Weekly chapel service is led by guest pastor(s), school staff and PLHS students.
2. Theology class each day is part of the core curriculum.
3. A Christian worldview is presented to students in all subject disciplines.
4. A Christian code of conduct provides a model for discipline and/or healing which needs to occur with students.
5. Christian teachers provide a model for future student spiritual growth (mentors, models, and guides to students).
6. Each school day begins with devotions for all first period classes.
8. On campus Bible studies are led by teachers and students.
9. Devotions during school trips are made a priority for students and staff.
10. Grace is shown to students frequently throughout the year as one of the more important theological concepts they will learn.

Learning Academics - Through a Christ-centered college-preparatory curriculum, students accumulate both the knowledge and the ability to strive for excellence in educational growth. Students are taught to identify and solve problems and are encouraged to continue growing in their educational and professional careers.

Examples/Evidence

³⁵ PLHS Marketing and Feeder School Surveys

1. California Content standards provide the framework for all classes.
2. Up-to-date textbooks and supplies provide quality tools for student learning.
3. Qualified, dedicated teachers professionally teach the material to students utilizing “best practices”.
4. PSAT and ITED Assessment Tests inform educators whether learning is or is not occurring.
5. School curriculum has been reviewed and accepted through the A-G approval process.
6. Academic skills such as problem-solving, reading comprehension, and paraphrasing/summarizing written material are taught to students.
7. State of the art technology is used as a tool to aid in student learning.
8. Online Grading provides an up-to-date, clear picture of student performance.
9. Students’ weak academic areas are targeted for improvement.
10. Enrichment/Upper level courses are offered for low-performing and high performing students.

Honing Life Skills - Students develop the tools necessary to be responsible and productive people in society through effective communication, organization, time management and use of technology. Students continue to accept responsibility and demonstrate self-discipline in their words and actions.

Examples/Evidence

1. Public speaking skills are taught and practiced through class presentations and teacher feedback.
2. The importance of positive body language is taught to students.
3. Teamwork is learned and practiced through athletics, ropes courses, class projects, Spring Week, etc.
4. Interpersonal communication skills are developed through school trips, class projects, athletics and dispute resolution.
5. Leadership skills are taught during new student orientation, Arrowhead camping trip, end of year trip, and Spring Week activities. Student Council provides a forum for young leaders to emerge.
6. Students utilize and are taught skills with computers, technology and the internet to prepare them for the technology-filled work world they will soon be entering.

Serving Church, School and Community - Students are encouraged to continue to serve God through outreach, service projects, and individual volunteer opportunities.

Examples/Evidence

1. Community Service Days are offered twice throughout the year (students are required to complete 20 hours for transcript credit.)
2. Students work at Camp Arrowhead to beautify the camp.
3. Students clean and maintain the school campus before school, during lunch, and after school.
4. Campus work days during the summer and school year foster a sense of school spirit and school pride.

5. Many students serve and see firsthand the American political process through their participation as poll-workers and helping to run election booths.
6. Several students tutor each other throughout the school year in areas such as Math and English (American students tutor international students with speaking, listening, etc.) and foreign language acquisition.

Chapter III - Summary and Actions Taken towards WASC's Areas for School Improvement

1. The School has been at maximum capacity for the past six years. In order to grow and expand, the Board and administration need to finalize and implement plans for a new school site and facility.	
2007/2008	Pacific Lutheran High School needed to stabilize its financial security by creating a school budget, sticking to it, and paying off outstanding tax obligations. No actions were taken in securing a new school site due to these financial problems and the significant turnover in teachers and staff.
2008/2009	<ul style="list-style-type: none"> a. Reserve Account is created by the school and is approximately \$15,000 at the end of the 2008-2009 school year. b. PLHS School Board grows in scope as Immanuel Lutheran Church (Orange, CA) joins and contributes two Board members. c. Pacific Lutheran begins working with a realtor to begin looking for possible school-sites. d. School begins to communicate with Church Development Partners (Irvine) and LCEF (St. Louis) regarding acquisition of property, school loan, etc.
2009/2010	<ul style="list-style-type: none"> a. Reserve Account grows to \$40,000 b. The need for a new school facility has lessened as student population is down for third straight year. There is presently room for another 20 students on campus with the younger grades being particularly light. Numbers are down due to stricter admission requirements, removal of students not performing as expected, and the present economic downturn. c. Thrift Store Project is planned as a funding vehicle for the school
2010/2011	<ul style="list-style-type: none"> a. Reserve Account is at \$30,000 with \$20,000 additionally invested in Thrift Store venture. b. First Lutheran Church (Manhattan Beach) and Good Shepherd Lutheran Church (Inglewood) are formally invited to join PLHS school Board. c. Enrollment is presently at 74 students with room for about 20-25 more. d. Luther's Attic Thrift Store is slated to open in December 2010 and will enable Pacific Lutheran High School to move forward with a new campus. This will help grow school's reserve account, increase student scholarships, and could produce up to \$100,000 in income the first year. e. Economic uncertainties and a lower student population make an immediate new school site improbable

2. The school administration and staff need to implement a system of accountability to measure the alignment of curriculum, instruction, and the California content standards.	
2007/2008	<ul style="list-style-type: none"> a. School teachers who did not already have them are given the California content-standards in their individual subjects b. Formal and informal evaluations occur through the use of annual teacher evaluations and walkthrough visits by the principal.
2008/2009	<ul style="list-style-type: none"> a. School curriculum is reviewed and approved by the University of California's A-G approval process. b. Online grading system is provided to all school families to monitor student progress. c. Turning Point Technology "clickers" are utilized in the classroom containing capacity to create standards-based questions in an interactive format. d. Standardized tests are given to all students in Fall of 2008 (ITED and PSAT). No summative assessment, evaluation, and action were taken prior to this school year. Students take ITED in Reading Comprehension and Problem-Solving Skills to as they most closely align with School ESLRs ("L" and "H") e. Results in these areas indicate growth needed across the board; school's academic area of focus is thus Reading Comprehension and Problem-Solving during the 2008-2009 school year
2009/2010	<ul style="list-style-type: none"> a. Total school and class grade point averages are compared to 2008-2009 school year to track student progress. Grades are up significantly from previous year in part due to a new program instituted at school (mandatory homework policy). School and class grade point averages are up across the board from previous year. b. A recognition system is created ("Green Slip" System) as positive reinforcement for superior academic work. c. A school-wide focus on Problem-Solving / Critical Thinking Scores is stressed curriculum wide. (Later Iowa Test results would come in and demonstrate academic stress in these areas raised scores.)
2010/2011	<ul style="list-style-type: none"> a. A White Board Formula is established in all classes. The formula consists of educational objective (tied to state standard), learning activity, and means of assessment. This is monitored / checked through principal walkthroughs, student and teacher surveys, etc. b. School-wide academic focus on writing skills occurs. Goal is to raise student performance 10% across the board by next school year. Common assessment has been put in place for all significant writing assignments. (Six points of Effective Writing). In-service occurs in the use of this writing rubric. c. PLHS subscribes to California Streaming, which integrates state standards, academic content, instruction and educational videos.

3. The school administration and staff need to develop written curriculum.	
2007/2008	<ul style="list-style-type: none"> a. All PLHS teachers are required to have a class syllabus indicating scope and sequence for their courses. b. New Curriculum is acquired for U.S. History, Anatomy, Nutrition, and Pre-Calculus.
2008/2009	<ul style="list-style-type: none"> a. Entire school curriculum is reviewed and approved by the University of California's A-G approval process. Material included in this review is: Course summary; Assessment; Course Materials; Scope and Sequence of Study; Variety of teacher techniques; Writing requirements b. New Curriculum is acquired for English 9.
2009/2010	<ul style="list-style-type: none"> a. New Chemistry curriculum is ordered for students (PowerPoints tied to textbook) b. New curriculum is acquired for U.S. History Honors (College-level textbook) c. New curriculum is acquired for Biblical Greek (online subscription and Greek primer.) d. New curriculum is acquired for English 10 e. Additional courses are approved for U.C. A-G Program.
2010/2011	<ul style="list-style-type: none"> a. New Calculus textbooks are ordered for students. b. New Spanish textbooks are ordered for students. c. Online grammar subscription is purchased for ESL (English/Grammar website) d. Scholastic Magazine is subscribed to for English 9. e. U.S. History Honors and Comprehensive Music courses are submitted for A-G approval. f. World History Honors course are offered for first time to 10th grade students. g. Curriculum and Planning guide presently being reformatted and will be available online and in hard copy.
4. The Board needs to clarify the roles of the Board and the site administration.	
2007/2008	<ul style="list-style-type: none"> a. Principal and Board meet monthly to discuss school progress. b. The Board of Directors Constitution is approved, the principal is assigned Areas of Responsibilities" for the 2007-2008 school year, and dialogue occurs frequently through e-mails, school visits, etc. A close working relationship is developed with PLHS Board President Beckie Strode.
2008/2009	<ul style="list-style-type: none"> a. Principal Fitzgerald is called as PLHS Principal at the end of the 2007-2008 school year. b. School Principal requests and is given performance review by PLHS Board of Education. c. Principal review is positive across all categories. d. Monthly Board Meetings occur.

2009/2010	a. This has been done adequately and continues to be done through Board meetings, principal communication with Board President, etc.
2010/2011	a. This has been done adequately and presently continues with bi-weekly meetings with Board President, monthly school board meetings, etc.
5. The school administration and staff needs to provide additional academic challenges for their accelerated students.	
2007/2008	a. PLHS School day is lengthened by 35 minutes to provide more educational time for both high and low-achieving students. b. New elective courses Anatomy and Nutrition are offered to expand science offerings for higher-achieving students.
2008/2009	a. New electives are added in Critical Thinking and Chemistry
2009/2010	a. PLHS is approved for National Honor Society Chapter. b. Biblical Greek, Psychology, and U.S. History Honors courses are added to school offerings. c. Students take AP exams in both U.S. History Honors and AP Calculus. d. Pacific Lutheran High School is approved for the University of California's ELC (Eligibility in a Local Context) Program. This program guarantees U.C. admission for the top 4% of its graduating class. e. College-Counseling services are offered to all PLHS students.
2010/2011	a. New Computer lab is designed for students to integrate technology into their course work. b. New Electives are offered in Comprehensive Music, World History Honors and Technology. c. Laptop competition is held for students in an essay competition.

2007-2008 Narrative Summary

Current Principal Lucas Fitzgerald was hired in August 2007 as “interim” school principal after serving as teacher for eight years and assistant principal for the 2006-2007 school year.

Principal Fitzgerald took the position with numerous “Board Expectations” for the 2007-2008 school year which constituted his area of focus. Chief among these expectations was: (1) Following Board-established accounting/financial procedures; (2) Remaining visible and present on campus on a consistent basis to ensure student learning; (3) Reporting and communicating relevant student-centered information to the School Board, school parents, and staff.

When the previous principal left Pacific Lutheran, the office manager and three other teachers left for various unrelated reasons. These losses constituted approximately 50% of the school faculty and staff and were a significant challenge to overcome. A greater challenge for the school (other than hiring teachers and an office manager with little more than three weeks to start the school year) was addressing a large unpaid tax bill, collecting uncollected tuition from the past school year, and dealing with a school budget operating significantly in the red.

2008-2009 Narrative Summary

Pacific Lutheran took several significant steps forward in its educational mission and ministry. The biggest highlight for this school year is having its entire academic curriculum reviewed by the University of California System for approval. This requires each teacher to scrutinize his/her course, materials, course integration of state standards, curriculum, teaching methods, sequence of material, etc. PLHS classes were then submitted and approved across the board. Teachers were willing and ready to embrace this task.

The school's finances are stabilized, old debts are paid, tuition collection is regularized and finances faded away as the most pressing issue facing the school. The school begins its slow turn to focus all of its energies on its students and their learning.

2009-2010 Narrative Summary

The 2009-2010 school year saw major steps forward in creating a culture of student learning. College attendance was stressed and encouraged, teacher expectations of students rose, teacher effectiveness was expected and principal effectiveness was developed. To this end, the principal received a grant from the California Department of Education to take courses leading to his lifetime administrative credential. During the school year the principal studied for and then passed the SLLA (School Leader's Licensure Exam) and then completed all class-work towards his lifetime administrative credential. Principal trainings included seminars on School Culture, Resource Management, Curriculum and Instruction, Assessment, and Student Resources. Trainings directly corresponded to the WASC Self-Study and Focus on Learning process the school is currently engaged in. Many improvements and additions to student learning were brought to PLHS through the principal's interaction with dozens of other schools and consideration of their "Best Practices".

2010-2011 Narrative Summary

Pacific Lutheran is well on its way to making itself into an institution that is student-centered, focused on learning, and self-reflective. Before the 2010-2011 school year began a leadership/stakeholder day-long retreat was held discussing school strengths, weaknesses, and action items. Attendees at this meeting included alumni families, parent leadership, school board members, area pastors, school principal and faculty/staff. *Two items emerged from this summit as being points of emphasis for the coming school year. (1) Depopulate Hell; (2) School Excellence.* This school year will show a renewed commitment to our evangelistic efforts and being excellent in what the school does for its students.

A significant change for the 2010-2011 school year is that two new full-time teachers have been hired from the school's sister-campus that recently closed. Benefits to students include improved academic advising and intervention, college preparation workshops, improved technology education, additional elective courses at the honors level, etc.

Another positive change is the adoption of a "Whiteboard Formula" for all PLHS classes. This requires all students to receive a lesson objective (tied to state standard and/or course content), a

learning activity, and a means of assessment from each teacher each day. Teachers for the first time are being required to succinctly and clearly indicate what learning should be occurring and how learning will occur. Initial formal and informal observation of this program has been encouraging with approximately 90-95% of students indicating the “White Board Formula” is being done each day in each class.

“Good teaching is merely an opinion without data” has been impressed upon school faculty and PLHS students. For the first time, PLHS has multiple years of summative data to work with to more effectively gauge student learning, and focus/refocus energies where necessary. The academic points of focus for 2010-2011 will be Writing and Computation.

The school’s financial state is solid as PLHS was in the black for the 2009-2010 fiscal year and looks to be a bit better off for 2010-2011 with increased tuition and additional profits from a few significant fundraising activities.

The school is prepared, and expectant, that the WASC Self-Study Process will be of benefit to the school, cause meaningful self-reflection, and ultimately help students.

Chapter IV: Self Study Finding

CATEGORY A: ORGANIZATION FOR STUDENT LEARNING

A1. School Purpose Criterion

Pacific Lutheran High School has inculcated into its culture a clear statement of purpose that reflects the beliefs and philosophy of the institution. This purpose is further strengthened by school-wide learning results (ESLRs) that form the basis of the educational program for every student.

Beliefs and Philosophy: *The written statement of purpose reflects the beliefs and philosophy of the school and its constituency.*

The PLHS mission statement reflects the belief and philosophy of the school, and is the umbrella that covers all activities. The overarching purpose of PLHS is to lead young people to grow spiritually, mentally, physically, and socially in favor with God and mankind. It is infused in parent and student handbooks, as well as teacher and board manuals. As the underpinning of the school's charter, it is discussed during every student interview, at the first parent meeting, and at other times throughout the year when faculty, staff, students and parents gather.

PLHS strives to provide a quality education that begins with offering the best Christian educators and support staff available, offering a Christian curriculum that is rigorous and effective, and hiring teachers who model the Christian life. In partnership with parents, the school seeks to provide a safe and supportive environment for learning the skills that lead to a productive life.

As a Lutheran Christian school, PLHS proclaims the Gospel in order to serve an evangelizing purpose that will strengthen and deepen the faith of those in our school community who acknowledge Christ as Lord and Savior. It holds true to the historic Lutheran tenets of faith alone, grace alone, and scripture alone as taught in God's Word and explained in the Lutheran Confessions. At the same time, the school recognizes that it is the will of God that all people come to faith in Christ. PLHS welcomes all of those from the broader community who seek the benefits of a Christian education.

PLHS ministers to the whole child. The school believes that a strong partnership among students, school staff, and parents is vital to a student's success. Maintaining an "open door" policy encourages students and parents to communicate with school staff and to offer suggestions to enhance these relationships. PLHS strives to provide co-curricular and extra-curricular activities across a broad range of interests and encourage students to develop the skills of leadership, cooperation, and service.

Purpose, Expected Schoolwide Learning Results (Schoolwide Learner Outcomes) and Profile Data: *The student/community profile data has impacted the development of the school purpose and school-wide learning results.*

PLHS community (parents, students, local cities, churches, etc.) profile data has impacted the development of the school purpose and school-wide learning results.

Putting God First

As a Christian high school, Jesus is the main focus in all areas of home and school life. PLHS enrollment information indicates that approximately 80% of students come from a Christian background; the other 20% either profess no belief or come from non-Christian backgrounds (Buddhist, Moslem, etc.) In keeping with a religious tradition, theology classes are required in each year of education, as well as weekly chapel meetings. There is a Christian code of conduct, and students are encouraged to attend church and have family worship. PLHS faculty and staff are active Christian role models who preferentially choose to work at this school and are fine examples of religious commitment, service, and grace.

The evangelistic nature of the school's mission also requires a commitment to grace. Some students attend PLHS because they struggled in the public school system; PLHS is a second chance for them to do better. Faculty and staff members, who choose to work in this Christian environment, support these values, and step up as mentors and role models.

Learning Academics

Christian parents, unhappy with the public school system and curriculum, often choose PLHS to provide their child with an education that provides a Christian world view; others simply desire a strong college prep curriculum.

Pacific Lutheran High School's college preparatory curriculum requires students to pass 240 units with a minimum grade point average of 2.0 to earn a diploma. Graduation requirements include courses in Theology, English, Science, Foreign Languages, History, Mathematics, Health and Fine Arts.³⁶ Advanced placement and honors classes are offered. The curriculum has been reviewed and accepted by the A-G approval process, guaranteeing admittance to the California UC systems for the upper 4% of PLHS students. Weak academic areas are targeted for improvement through teacher meetings, discussions with parents/students, and after-school programs. Last year the school applied for and was rewarded with a National Honor Society chapter.

Honing Life Skills

The school has approximately ten students diagnosed with ADD or ADHD. This special population is on individualized education plans (IEP) for a variety of conditions including Asperger's Syndrome, auditory processing delays, and other learning challenges requiring special accommodations. Although not certified in Special Education, PLHS teachers have been trained in pedagogy techniques for students requiring extra assistance. The school principal makes the determination about whether or not a student's needs are within the capability of Pacific Lutheran High School's resources.

³⁶ Graduation Requirements as found in Student Handbook and Curriculum Guide.

Approximately 20% of PLHS learners are classified as Limited English Proficient through incoming language screenings (international students) and student assessments. This reflects the large immigrant population in our community and our own International Student Program. The school is fortunate to have a faculty member with expertise and appropriate credentials to head the school's ESL program. Additional efforts are made to acculturate foreign students to school life in the US and to provide them with Christian lifestyle mentors.

PLHS maintains an open environment where students are encouraged to ask questions, debate issues, and engage instructors in dialog. Public speaking skills are taught and practiced through class presentations and teacher feedback. Interpersonal communication skills are developed through school trips, class projects athletics and dispute resolution Teamwork learned and practiced through athletics, ropes courses, class projects. Student Council provides a forum for young leaders to emerge. Computers, technology, and internet skills are taught through regular classes in the computer laboratory and through special projects to prepare students for the technology-filled work world they encounter every day.

Serving Church, School, and Community

One of the fundamental Christian values is service to God and others. Students are encouraged to serve through outreach, formal service projects, and individual volunteer opportunities. Community Service Days are offered throughout the year (students are required to complete 20 hours for transcript credit.) Students clean and maintain the school campus before school, during lunch, and after school. They experience the American political process firsthand through their participation as poll-workers on city, state and national election days. Students tutor each other throughout the school year in areas such as math (higher performing students help lower-achieving ones), English (American students tutor international students with to improve speaking), and foreign language acquisition.

Involvement of All: *The school has a process for involving representatives of the entire school community in the development/refinement of the purpose and expected school-wide learning results.*

Pacific Lutheran High School engages its students, staff, board, alumni and parents in the development, refinement, and discussion of the school mission as well as expected school-wide learning results. The WASC requirements and its associated processes are regular agenda items at monthly staff meetings where ongoing evaluation and discussions take place. They are also discussed during staff development time. Students have input via surveys and through classroom dialog.

The PLHS board is also engaged in ongoing evaluation and fine tuning of the school's purpose and expected school-wide learning results. The school principal provides both written and oral reports to the board on a monthly basis. Parents are involved and provide feedback and ideas through regular monthly parent meetings, parent surveys, and as part of the WASC self-evaluation team. During this academic year a large number of parents, teachers, PLHS board members, student representatives, and other community stakeholders participated in Stakeholder's Meeting that focused on the development/refinement of the school's purpose and expected school-wide results.

Finally, beginning with academic year 2010-2011 school-wide learning results, ESLRs, and examples of meeting each goal are published in the weekly newsletter which is sent electronically to parents and community partners.

Consistency of Purpose, Expected Schoolwide Learning Results, and Program: *There is a strong degree of consistency between the school purpose, the expected school-wide learning results and the school program.*

There is a strong degree of consistency between the school's purpose, ESLRs, and the school program which in turn positively impacts student learning. The school's academic program reflects across the board a uniformity of purpose and mission. All handbooks, policies, major decisions, financial allocations, and co-curricular events are based upon the school's core vision and purpose. There is school-wide ownership of this collective vision.

Communication about Purpose and Expected Schoolwide Learning Results: *The school has means to publicize the purpose and the expected school-wide learning results to the students, parents, and other members of the school community.*

The school has means to publicize the purpose and the expected school-wide learning results to the students, parents and other members of the school community. This is done in a variety of ways including the online school newsletter and school website, formal and informal student, parent, and faculty surveys. PLHS has also implemented an annual "Bible theme verse" which is posted throughout the campus, and appears on the website and school newsletter.

Presentations are made at monthly parent meetings about ESLR progress, improvement plans, and student outcomes. Teachers review these as part of their ongoing meetings. Students are encouraged to become familiar with these expectations and are provided with examples of activities that promote defined learner outcomes.

Regular Review/Revision: *The school has a process for regular review/revision of the school purpose and the expected school-wide learning results based on student needs, global and local needs, and other trends and community conditions.*

Data gathering, review and revision is an ongoing activity that takes place in many forums at Pacific Lutheran High School. The school's purpose is discussed and considered throughout each school year by all of core constituents. Students' input is gathered via surveys and through classroom dialog. The PLHS board is also involved in ongoing evaluation and fine tuning of school's purpose and expected school-wide learning results. The school principal provides both written and oral reports to the board on a monthly basis. Parents are involved and provide feedback and ideas through regular monthly parent meetings, parent surveys, and as members of the WASC Self-Study team. Teachers discuss and help to shape this vision during staff meetings and informally throughout the school year. PLHS brings all people into its collective vision sharing and developing.

A2. Governance Criterion

Clear Policies and Procedures: *There are clear policies and procedures with regard to the selection, composition and specific duties of the governing authority.*

PLHS is a 501(c)3 California non-profit corporation operating under an association of Lutheran church congregations (currently five area churches). Members from these churches populate an executive board of directors that is the governing authority for the day-to-day operation of the school. This board is tasked with the oversight of the school-site administrator (the principal), establishing governing documents, overseeing the financial condition of the school, and keeping all official paperwork for legal and accounting purposes. The PLHS board members meet with the principal monthly to review and evaluate school progress.³⁷

The board is composed of three women and four men: president, secretary, treasurer, pastor, and two members at large. The school principal is also a standing member of the board but has no vote.

The PLHS Board developed a Board of Directors Policy Manual that is updated as needed and reviewed at least once per academic year. All board members have their own current copy of the manual and it is available in the administration office. This manual sets forth board membership guidelines, job duties and special skills that may be needed.

Pre-training of Potential Board Members: *: 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.*

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

There is no formal training required to become a member of the board; board members may recruit additional members and look for individuals who have a demonstrated record of church leadership, are familiar with secular education and theory, have familiarity with committee work, are prayerful, and who may be gifted with “specific” skills needed by the school. Once appointed to the board, members are provided with their own copy of the board manual and most recent WASC documents; they receive individual coaching by current board members in addition to on the job training.

More formal trainings are provided by the Pacific Southwest District of the LCMS including: board management, finance, marketing, and fund raising. Many board members have participated in these trainings as well as attended WASC trainings and ongoing regional non-profit forums and conferences.

Relationship of Policies: *The governing authority’s policies are directly connected to the school’s purpose and vision and expected schoolwide learning results (schoolwide learner outcomes).*

³⁷ PLHS Board of Directors Manual

The Pacific Lutheran Board of Directors is dedicated to the task of helping young people to grow in the Christian faith and to live that faith. It is their goal that each individual student should have the opportunity to develop spiritually, intellectually, physically, socially, and vocationally through Pacific Lutheran High School's effective secondary education programs. Board policies are consistent with the school's operating philosophy and ESLRs, as it was involved in their formation. All policies are reviewed on an ongoing basis and changed or updated as necessary.

Involvement of Governing Authority: *The governing authority is involved in the regular review and refinement of the school's purpose and learning results. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.*

The governing authority is involved in the regular review and refinement of the school's purpose and learning results and uses a variety of strategies to remain current in research-based knowledge about effective education.

The school principal has the key responsibility of providing both written and oral reports and updates to the board at regularly scheduled monthly meetings. In this venue he informs the board about school progress, new trends in teaching, educational theories and evaluation tools. The board strongly supports ongoing education for the principal who shares the information gained through county-wide teaching conferences, state workshops, educational classes, and other relevant training. The board also supports his membership in local and national educational organizations which provides him with "best practice" information and new educational strategies.

School Community Understanding: *The school community understands the governing authority's role.*

The school community has a solid understanding of the governing authority's role in the life of PLHS. The board delegates full authority and responsibility for the day to day operation of the school to the principal. As such, the board primarily communicates with the faculty through the principal who gathers information for the board, and conveys board policy and decisions back to the school community. Board members attend school functions and work side by side with teachers on special projects including fund raisers, special meetings, and school events. Board members generally attend parent meetings and are frequently on campus. It is clear that the PLHS Board is the final authority and decision making body as documented in school handbooks.

Relationship to Professional Staff: *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.*

The PLHS Board limits its actions to policy making, strategic planning, fund raising, and support. It delegates academic policy, personnel activities, school budgets, and associated daily operation needs to the principal. All staff, academic or administrative, report to the principal. The principal has the final say on recruitment, discipline, and all other decisions necessary to the smooth operation of PLHS and is documented in the student handbook. Certain decisions of the

site administrator may be appealed to the board of directors whose decision is final. Mr. Fitzgerald is the primary point of contact for the community, parents, and students.

Evaluation Procedures: *The governing authority carries out clearly defined evaluation procedures.*

The PLHS Board is responsible for the evaluation of the principal. Specific forms have been developed that articulate the responsibilities of the position, and provide a scale to measure performance. Formal and informal information regarding administrator performance is sought from teachers, parents, and students, and the principal completes a self-evaluation. When all information has been gathered, the board reads and discusses each review. A compilation of performance marks and specific suggestions is completed and approved by the board. The principal is provided with a verbal and written review and has the right to respond to the board.

Evaluation of Governing Authority: Evaluation of Governing Authority: *There is a process for evaluating the governing authority.*

During its short life, this PLHS Board of Directors has not performed a formal evaluation of itself. Informally, it has a record of accomplishments that demonstrate effectiveness:

- A board manual detailing board policies and job duties was created in 2006 and is updated annually.
- The board has expanded by two members since the last WASC visit, and is currently in the process of confirming two more.
- The board has successfully opened Luther's Attic, a thrift store that provides another stream of income. (It made a profit in its first month of operation.)

PLHS board members are aware of the need for a formal self-evaluation process, and recognize the value of input from a variety of sources. At this time the board is exploring an evaluation process based on a grid with a list of questions in areas such as governance, fundraising, recruitment, finance and other important categories. This will be given to board members for confidential responses. Faculty, staff, and parents will also be invited to give input on board operations, along with church sponsors. Using this tool, the board can strategically review areas of board weaknesses and strengths and create strategies to address vulnerable areas.

A3. School Leadership Criterion

Defined Responsibilities, Practices, etc.: *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*

Board, faculty, and student handbooks exist and are reviewed and updated on an ongoing basis. These handbooks contain policies and charts that define significant processes, and define responsibilities across the school community. With a small student population and a close-knit faculty, communication is accomplished quickly in a variety of ways: morning announcements, regular staff meetings, school assemblies, an open door policy, principal walkthroughs, and the weekly newsletter.

Together the PLHS Board, principal, school community have established and published a formal policy for adjudicating disputes using conflict resolution strategies. The principal is also available for less formal conversations where a facilitator or third party is all that may be required to resolve a problem.

PLHS has a commitment to ongoing improvement of teaching and learning that supports strong student education. Faculty actively participates in reviewing, planning, and implementing practices that forward that philosophy. This happens through curriculum review, student progress reports, staff meetings, and classroom instruction. Teachers share a commitment to excellence and convey that passion and enthusiasm to their students and their parents.

Existing Structures: *The school has existing structures for internal communication, planning and resolving differences.*

School handbooks delineate processes in place for resolving any differences among staff members, students or school constituents. The normal process is to seek resolution through getting the parties to communicate to resolve issues in Christian fashion. If this is untenable, varying processes exist to resolve conflict with the board of directors the final arbiter/authority.

Internal communication and planning occurs through daily announcements, newsletters, e-mail, face-to-face conversations and an open door policy.

Involvement of Staff: *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.*

PLHS staff members are vital to the successful day-to-day success of the school. Processes and procedures are in place to ensure staff shares ownership and responsibility in the mission that all PLHS students receive a quality Christian education. Staff meetings provide the usual forum for feedback and discussion. Teachers are entrusted with important tasks including curricular decisions, aid in formation of the school's Action Plan, participation in the WASC process, modifications or adjustments of school handbooks and the shaping of the course schedule/calendar.

Review of Existing Processes: *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*

As part of their monthly meeting, the PLHS Board reviews the degree to which actions of the leadership and staff are focused on successful student learning. The principal updates the board with reports on student outcomes, areas needing additional improvements, implementation of new academic strategies and overall assessment of the state of the school. Suggestions for change, requests for additional information, or encouragement and support may be offered at that time.

Faculty leadership meetings are held consistently throughout the school year both formally and informally to analyze student data and make decisions which increases the opportunity for all

students to have a high level of learning. Assessment results are analyzed and discussed, and acted upon at the board level and at the faculty level with the administrator shaping the discussions in his role as instructional leader.

A4. Staff Criterion

Employment Policies/Practices: *The school has clear employment policies/practices related to qualification requirements of staff.*

Pacific Lutheran High School's employment policies and practices are written in the faculty handbook. The handbook also includes job responsibilities, performance expectations, professional qualifications, and a statement of PLHS educational philosophy.

Qualifications of Staff: *The school reviews all information regarding staff background, training and preparation.*

The school presently has two teachers with California State teaching credentials, one finishing a credential, one with an out-of-state teaching credential and seven teachers without them. Of the eleven total teachers, six have graduate degrees, one is finishing a Master's program, and four have Bachelor degrees. All teachers are teaching in their subject areas. Some teachers have a course or two out of their primary area of expertise due to the school's small size and school budget.

The school principal has been at Pacific Lutheran High School for twelve years as a teacher and is serving a fourth year as principal. He has a California Clear Teaching Credential and has recently passed the SLLA exam for his preliminary administrative credential. He is presently finishing coursework towards his lifetime administrative credential.

PLHS teacher and staff applicants are thoroughly checked prior to being hired. All job references and prior employers are called. Teachers are required to have background checks, to be fingerprinted and processed through the Department of Justice database as well as local police files.

PLHS Board members are Christians with experience as congregational leaders or pastors, knowledge of educational theories or previous work as teachers, and a familiarity with community outreach. A majority also have experience working in the non-profit sector or sitting on other boards. The board's qualifications mirror the school ESLRs with members who serve on church boards and committees, members who have a strong educational background (including teaching at the college level), and members who have experience in curricula design and non-profit entities.

Maximum Use of Staff Expertise: *The school assigns staff members to maximize the use of their expertise in accomplishing quality student learning.*

As a small school with a teaching staff of eleven, it is incumbent upon the school to maximize the use of teacher expertise in order to achieve learning goals. PLHS is creative in its use of limited resources to further its educational goals. All teachers currently teach in their primary area of education and are highly qualified individuals.

Support of Professional Development: *The school leadership supports professional development with time, personnel and fiscal resources based upon a written professional development plan.*

Teachers have multiple opportunities for professional development outside of school. PLHS provides funding and time to pursue professional growth. Title II is available to teachers wishing to pursue credentials or continuing education. Teachers are encouraged to attend the annual three day teacher conference/training offered through the Pacific Southwest District's School Ministries Department. PLHS pays for attendance and lodging for this event. Nearly 1,000 teachers and leaders from all educational levels gather together for workshops, speakers, and presentations.

PLHS has a Professional Development Summary that details professional development that has occurred since the 2007 Initial visit and development plans for the 2010-2011 school year. The school subscribes to a teacher training video database that demonstrates "Best Practices." Faculty members are invited to use these resources and to observe each other's lessons with substitute teachers provided towards this end.

Supervision and Evaluation: *The school has supervision and evaluation procedures that promote professional growth of staff.*

PLHS encourages teachers to pursue higher degrees and additional trainings. Time and finances are available for these activities on a case by case basis. The level of teacher education impacts salary and may lead to a raise in pay. Individuals are encouraged to improve themselves during the summer months and have had presented how they have become a more effective educator through additional outside reading. A record of professional development courses, conferences and is maintained for each teacher. PLHS is encouraging all teachers to work toward their California Clear Credential and has required that all teachers have passed the CBEST by fall 2011.

Measurable Effect of Professional Development

The school leadership and staff develop processes to determine the measurable effect of professional development on student performance. The school leadership evaluates the effectiveness of professional development and uses the data to inform planning and future decision-making.

There is presently no formal process in place to measure teacher's professional development and its impact on student performance. This needs to occur. The school has anecdotal evidence from principal walkthroughs, conversations with teachers and students, and observations to support the premise that professional development impacts students positively.

A5. School Environment Criterion

Caring, Concern, High Expectations: *The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.*

In a multiethnic and culturally diverse environment such as PLHS, it is imperative to establish and monitor a code of conduct that respects differences, and has a zero tolerance for behavior outside that code. As a Christian school, the code of conduct is biblically based; committed Christian board members, faculty and administrators strive to model appropriate attitudes and behavior that uphold this code. Teachers and students show a clear sense of purpose and respect for all people. The school shows evidence of a safe, culturally diverse campus through its demographic breakdown and lack of significant inappropriate behavior exhibited by students toward each other.

Student Self-Esteem: *The school fosters student self-esteem through high expectations for each student and recognition of successes.*

PLHS recognizes and rewards high academic achievement and commendable personal behavior. There are merit and honor rolls, as well as membership in the National Honor Society. Faculty and administrative staff use a “Green Slip Program” to recognize students for modeling commendable behavior. Slips are placed in a jar and a drawing for prizes is held during chapel. Overall, students are consistently encouraged to perform to the best of their ability. The weekly newsletter and website keeps parents and other members of the school community up to date with academic accomplishments.

Mutual Respect and Communication *Mutual respect and effective communication among and between staff, students, and parents is evident.*

The school’s Christian-based code of conduct mandates mutual respect. Faculty and staff model this behavior in all their interactions. Immediate discipline occurs if students or faculty fail to observe this specific rule. Forgiveness is the natural follow through for this Christian campus.

Teacher Support and Encouragement

The school strives to provide a quality education for students and that begins with hiring the best Christian educators available. PLHS values its teachers, promotes their professional growth, and encourages their use of innovative teaching strategies. Some teacher’s class schedules are personalized to allow consideration of child care or other commitments. Faculty members are provided with computers and received a Christmas Bonus this past December. Teachers regularly spend extra time with students, communicate expectations, modify assignments, and use a variety of teaching strategies to give a tailored educational experience to each child.

Policies, Codes, Procedures, Resources

The school has policies, codes, and procedures and resources (e.g., facilities) that ensure a safe, healthy, nurturing environment.

All handbooks contain policies and procedures to protect the physical, mental, and spiritual health of all stakeholders. Examples for students include, lock-down and fire drill procedures, a zero tolerance policy for drugs, sexual, and physical harassment. For staff, fair employment practices are displayed throughout the campus, and there is due process.

A6. Reporting Student Progress Criterion

Student Progress: *The school has existing standards and procedures to assess student progress towards the expected schoolwide learning results (schoolwide learner outcomes) and the curricular objectives.*

The school demonstrates acceptable student learning of the ESLRs through the collection of data sheets, principal walkthroughs, staff discussions, staff examination of student work, and examination/analysis of standardized test scores. Year to year growth is determined and intervention/remediation occurs where appropriate.

PLHS assesses whether students are learning their curricular objectives through examination of student work, (projects, papers, class work, grade point average, successful completion of the course(s) graduation rates, college acceptance indicators, and the examination of student work in staff meetings. The staff stays abreast of developments in education and continued professional development program through on campus workshops, local conferences, a variety of online databases, and ongoing continuing education.

Existing Standards and Procedures: *The school has procedures to communicate to the governing authority and members of the school community about student progress.*

The weekly newsletter and school website keeps parents and other members of the school community up to date about progress towards academic goals and student achievements. PLHS has the policy that teachers must communicate with school parents within 24 hours if problems, questions, or needs arise. Parents have access to their students' grades at all times through Grade Link (PLHS school management software) and the ability to be notified if their child's grades drop below a certain parent-determined level.

The school principal provides both written and oral reports to the board on a monthly basis. Parents are informed and provide feedback and ideas through regular monthly parent meetings.

A7. School Improvement Process Criterion

Broad-based and Collaborative: *The school can document that the school planning process is broad-based, collaborative and has commitment of the stakeholders.*

Pacific Lutheran High School engages its students, staff, board, alumni and parents in the development, refinement, and discussion of the school mission as well as expected school-wide learning results. The WASC requirements and its associated processes are regular agenda items at monthly staff meetings where ongoing evaluation and discussions take place. They are also

discussed during staff development time. PLHS Students and students from local feeder schools contribute input via surveys, discussions, ESLR data forms, and through classroom dialog.

The PLHS board is involved in ongoing evaluation and fine tuning of the school's purpose and expected school-wide learning results. The school principal provides both written and oral reports to the board on a monthly basis. Parents are involved and provide feedback and ideas through regular monthly parent meetings, parent surveys, and as part of the WASC self-evaluation team. During this academic year a large number of parents, teachers, PLHS board members, student representatives, and other community stakeholders participated in a day-long stakeholders meeting that focused on the development/refinement of the school's purpose and expected school-wide results.

School Plan Correlated to Student Learning: *There is correlation between the school plans and analysis of student achievement of the expected schoolwide learning results (schoolwide learner outcomes).*

PLHS faculty, principal, and board examines student achievement and work together to determine an action plan which prioritizes academic need and informs the allocation of resources. Conclusions reached from an analysis of test data impact curriculum and instruction and, ultimately, student learning. If necessary, modifications to school plans are made when the test data necessitates it.

For example, during the current academic year a three point "Whiteboard Formula" is written on the blackboard to 1) tell students of the day's curricular objective, 2) inform them of an activity which will be utilized to reinforce this educational objective, and 3) how the activity will be assessed. This modification in teacher instruction/methodology came about after a study of best practices from local schools.

Data from previous years' assessments have also been used for items including a Reading Proficiency elective course utilizing Accelerated Reader, and establishing a school-wide "Writing Across the Curriculum" focus utilizing a common assessment tool.

Systems Alignment: *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.*

Pacific Lutheran High School supports a rigorous and high quality college preparatory education and works to align its systems towards this end. The entire school community participates in annual planning and evaluation of the academic and Christian mission; the school strives to provide its strategic resources and planning to enhance this dual purpose. PLHS ESLRs embody the school purpose and are instilled into the every aspect of the school community's daily activities.

Teacher evaluations include a section that reviews their performance in relationship to the school's collective vision.³⁸ Teachers meet formally with the principal monthly, and onsite faculty development takes place regularly. They are encouraged to pursue professional goals and

³⁸ Teacher evaluations on file in the school office.

development and are provided with time and means to do so. These teacher interactions take place in alignment with the school's mission of providing a quality Christian education.

Correlation between All Resources, Expected Schoolwide Learning Results (Schoolwide Learner Outcomes), and Plan: *There is correlation between allocation of time/fiscal/ personnel/material resources, expected schoolwide learning results (schoolwide learner outcomes), and the improvement plans*

Throughout this self-study document, there is an ongoing thread. It is clear that the entire school community supports the current mission and the ESLRs they helped to establish at Pacific Lutheran High School. It is also clear that PLHS values the entire school community's input and devotes its time, monies, personnel, and resources to student learning in all its facets: spiritual, academic, and social. The process has enhanced school understanding of what a school should be and how everything fits together. PLHS is committed to the self-study model and continual self-reflection.

Areas of Strength for Organization for Student Learning

- There is a clear sense of purpose.
- There is a committed Christian staff and Christian role models
- A strong relationship with parents, supporting congregations, and a volunteer board has been established.
- PLHS has an autonomous nature as a small Christian school with an ability to adapt to new things quickly.
- Limited resources create innovation.
- There are high academic standards.
- The school community is collegial and cohesive.

Key Issues for Organization for Student Learning

- There is a need to expand the expertise of the PLHS Board of Directors in specific areas such as legal, financial, and personnel.
- A formal evaluation process needs to be established for the board of directors.
- There is a need to expand the number of Pacific Lutheran High School Association congregations.
- There is a need to continue to develop relationships with Association congregations and their pastors.

Section A Evidence

Evidence verifying each section is included in the narrative report for each section. A list of this evidence is found below and also can be found in hard copy form during the WASC visit.

PLHS Mission Statement	Student Handbook	PLHS Board of Directors Manual
Incorporation documents	Faculty Handbook	Lutheran Confessions
PLHS ESLRs	Student demographics	PLHS Graduation Requirements
National Honor Society	Special needs students	FBI / Department of Justice
English entrance exam	Math entrance exam	Community service form
Parent meeting agendas	Board meeting agendas	Principal reports
Student surveys	Student evaluations	Teacher meetings
Stakeholder meetings	Weekly newsletter	Curriculum and Planning Guide
School Newsletter	School website	501c3 approval letter from the IRS
Administrator evaluation template/rubric		Luther's Attic Handbook
E-mail records	Daily announcements	Newsletters
Faculty meeting agendas	Professional Development	Green slip incentive program
ESLR data sheets	Principal walkthroughs	Examination of student work
Student assessment data	Writing Across the Curriculum	
Teacher evaluation rubrics	Six Points of Effective Writing rubric	

CATEGORY B. CURRICULUM, INSTRUCTION, AND ASSESSMENT

B1. What Students Learn Criterion

Guide Question: To what extent:

- does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the expected schoolwide learning results through successful completion of any course of study offered?

Current Educational Research and Thinking: *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. The curriculum is modified as needed to address current educational research and thinking, other relevant international/national/community issues and the needs of all students.*

Pacific Lutheran High School has a Curriculum and Planning Guide containing a scope and sequence of material to be studied each year in each course. This Guide also contains the relevant state or national standard(s) which will be addressed in each course. This Guide is reviewed each year and approved by the Board of Education upon recommendation of the administrator and/or school faculty. Additionally, all PLHS teachers are required to submit to the school office each year a copy of their syllabi³⁹ which is accessible to all interested parties through the school's website.

Teachers stay abreast of current research and educational thinking by attending workshops and conferences. They are encouraged to enroll in further education courses offered by the Pacific Southwest District's School Ministries Office. Teachers stay abreast of their subject areas through professional associations and publications and staff meetings approximately every three weeks. All PLHS teachers also have access to Educators' Virtual Mentor which provides a comprehensive training program for best practices related to teaching and instruction.

Learning Results Complementing Standards: *The school provides evidence that the schoolwide student goals or expected schoolwide learning results (schoolwide learner outcomes), such as critical and creative thinking, form the basis for curricular goals, teaching processes, instructional competencies, and evaluation of learning.*

Pacific Lutheran High School has adopted several means to ensure the expected schoolwide learning results (ESLRs) form the basis for curricular goals, teaching processes, instructional competencies, and evaluation of learning. Each class syllabus contains two features which help to ensure curricular goals are based upon school ESLRs. (1) All syllabi are required to contain the school's White Board Policy⁴⁰ which ensures learning goals are made clear to students and to be assessed. Students and teachers complete ESLR data sheets⁴¹ to ensure the teaching processes and instructional competencies are aligned with school ESLRs. These data sheets are reviewed by teachers and administration periodically as "fact-checkers" that each course practices what it preaches. (2) All school syllabi are also required to contain the school's

³⁹ PLHS Syllabi Guide

⁴⁰ White Board Policy Description

⁴¹ ESLR Data Sheet for Teachers and Students

ESLRs and how these ESLRs relate to the subject they will be studying (i.e. course description, objectives, examples of applications, etc.).

In addition to the ESLR data sheets, principal walkthroughs occur on a weekly basis to determine whether students are aware of the connection between their classroom learning and school ESLRs. The administrator is in the training phase for use of a smart technology which is able to aggregate ESLR data through his walkthrough visits.

Each PLHS course has been submitted through the UC System's A-G Approval process which determines whether a course has the prerequisite critical thinking skills required for entrance to their universities. This process assures us that courses possess the required rigor and that assessment mechanisms are in place to achieve effective student learning.

Finally, teachers are actively engaged in the regular analysis of student work in its staff meetings where strengths and weaknesses regarding the ESLRs are analyzed and improved upon.

Curricular Standards: *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.*

A School Curriculum Guide is in place to document that the school provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels. As mentioned previously, all school syllabi are submitted to the administrator each year. The school has documented curriculum across all grade levels which presents for each course assessment, the school's Whiteboard Policy, ESLRs, course purpose, and relevant standard(s). This information is posted on the school's website, discussed with parents at the annual "Meet the Teacher Night," and found in school handbooks.

Student Work — Engagement in Learning: *The examination of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum that also addresses the school-wide student goals (ESLRs).*

Teachers have made as a point of focus the examination of student work. For 2010 student writing is the focus after 2009 test results indicated this as an area of need. PLHS staff has met multiple times during its teacher meetings throughout 2010-2011 to discuss student writing as part of its 2010-2011 Action Plan. To achieve the end of improved student writing, the school has adopted a common assessment for writing titled "Six Traits of Effective Writing." The move from talking about student performance (grades, discipline, etc.) to actually examining student work collectively is an important step in the school's desire to become a student-centered institution. Student writing is a key component of Pacific Lutheran High School's "Honing Life Skills" which has as one of its sub points the idea that students would become effective communicators.

Acceptable Student Achievement: *The school demonstrates acceptable student learning of the curricular goals and the expected schoolwide learning results (schoolwide learner outcomes) through defined performance indicators.*

PLHS assesses whether students are learning their curriculum through the regular assessment student course work (projects, papers, class work), overall grade point average, successful completion of the course(s), graduation rates, college acceptance indicators, and the regular examination of student work during faculty staff meetings.

The school demonstrates acceptable student learning of the ESLRs through the collection of data sheets, principal walkthroughs, staff discussions, staff examination of student work, examination/analysis of standardized test scores (ITED and PSAT), etc. Year to year growth is determined and intervention/remediation occurs where appropriate.⁴²

Curricular Review, Revision, and Evaluation: *The school implements a regular cycle of curriculum review and evaluation that leads to further curricular development and revision for the purpose of improving learning and teaching.*

Teachers are presently asked to review their curriculum at the beginning and end of each year to see if there are changes which should be made to benefit student learning. The administrator will generally honor the request assuming budget availability and relevant need.

A form should be created by the faculty/administration which could formalize this curriculum review. This form should contain the request, current impediment to student learning, how the new curriculum (textbooks, software) would benefit student learning and then a follow up procedure to ensure student learning has benefitted.

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

Student work is examined in staff meetings and suggestions/training from teachers is shared. Teachers have engaged in peer review and have visited each others' classrooms. Staff training before the year begins, meetings during the year, and an online video database subscription⁴³ help to ensure collaboration and growth occurs in producing the best possible quality lessons for students.

Accessibility of all Students to Curriculum: *All students have accessibility to a challenging, relevant, and coherent curriculum.*

Curriculum is challenging and relevant for all students. PLHS offers AP, Honors, Standard and remedial courses for its students.⁴⁴ Almost all PLHS courses have been submitted through the California A-G process⁴⁵ for the University of California System to ensure/prove quality and their college-preparatory nature. Courses have either been approved or are pending approval at the time of this writing.

Policies — Rigorous, Relevant, Coherent Curriculum: *There are clear policies regarding course completion, certification, credits, grades, homework, etc. that guide student progression through the program.*

⁴² i.e. Academic Intervention Program, Reading Proficiency Class, etc.

⁴³ Educator's Virtual Mentor Service

⁴⁴ 2010-2011 Class Schedule

⁴⁵ School Curriculum Guide, A-G Course List Site (<https://doorways.ucop.edu/list/>)

Clear policies regarding course completion, certification, credits, student writing expectations and a uniform grading policy are found in the School Curriculum Guide and Student Handbook. This Handbook is reviewed by Board and staff members each year. Each year students and parents sign a release statement indicating they are aware of the contents of these handbooks and agree to abide by and support them during their time at PLHS.

Articulation and Follow-up Studies: *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.*

PLHS has developed a “Departing Seniors Survey” to be completed by its graduating 12th graders. All students presently complete a course evaluation at the end of each semester for each course in which they are enrolled. These results are aggregated and given to teachers. These results are also discussed at staff meetings. Trends are identified (both positive and negative) and corrective action is taken where needed.

PLHS surveys its alumni at periodic points (online Google surveys⁴⁶) for additional feedback, though information is often incomplete due to a variety of factors (obsolete information, lack of response). Information is also informally received anecdotally through college acceptance rates, graduation rates, parent updates when they have other children still enrolled in the school, web site reviews, and conversations with alumni when they visit. Relevant information is discussed during staff meetings when appropriate.

B2. How Students Learn Criterion

Guide Questions:

To what extent:

- does the professional staff use research-based knowledge about teaching and learning?
- does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school’s purpose and expected schoolwide learning results?

Research-based Knowledge: *The administrators and teachers use a variety of strategies 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 based on the expected schoolwide learning results (schoolwide learner outcomes) and curricular objectives.*

PLHS Administration and teachers use a variety of strategies to remain current in research-based professional knowledge and applying this knowledge to improving teaching and learning. The principal recently completed coursework towards his lifetime administrative credential and has conducted in-services with staff about current educational developments and current pedagogy.

Other professional development⁴⁷ has included staff training in California Streaming Video offered by the Los Angeles County Office of Education, training in the school’s online

⁴⁶ Available upon request

⁴⁷ Professional Development Summary 2007-2010

management software, training(s) in effective instruction techniques through Virtual Educators' Mentor, private reading, teacher presentations given to other staff members, and participation in the Lutheran Educators' Conference. This constant and consistent professional development is completed for the primary focus of making students better learners.

Planning Processes: *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 curricular standards and expected schoolwide learning results (schoolwide learner outcomes).*

PLHS is dedicated to the engagement of all students at a high level of learning through its planning processes. Each teacher, administrator and board member desires that our students learn to the best of their God-given ability in honor to their Lord. Formative results (students' formative work which develops their skills) are based upon the curricular standards and schoolwide learning results. This is achieved through Pacific Lutheran High School's "Whiteboard Formula" which requires teachers to indicate the standard/objective, activity, and assessment tool used in each day's lesson. Additionally teachers complete ESLR data sheets which demonstrate how formative assessment, curriculum, and ESLRs interrelate.

Professional Collaboration: *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.*

Pacific Lutheran High School has recently begun the examination of student work (Writing for 2010-2011) during its staff meetings. PLHS Staff has met as a group (6-10 teachers on average) to read and evaluate student papers. Another important benefit stemming from the examination of student work is the norming of teacher expectations for what constitutes a well-written paper. Paper topics analyzed by teachers thus far have required students to demonstrate critical-thinking skills and apply analytical abilities.⁴⁸ Student work is examined in light of the school-adopted "Six Traits of Effective Writing" in fall 2010.

Professional Development: *The school uses ongoing professional development to enhance the curriculum and improve learning and teaching.*

Pacific Lutheran High School makes concerted and consistent efforts to train and equip its teachers through Professional Development. Examples of these efforts can be found by examining the school's Professional Development Summary from years 2007-2010⁴⁹

Challenging and Varied Instructional Strategies: *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.*

Teachers utilize direct instruction, cooperative groups, role play, debates, educational technology ("Clickers", Turning Point, virtual labs) team competitions, projects, and other instructional models including Fish Bowl, Synectics, and Concept Attainment to engage students at a high

⁴⁸ i.e. "How is interpreting the Bible similar to solving a problem"?

⁴⁹ Professional Development Summary 2007-2010

level of learning. These methods are sound, universally understood as being effective and appropriate.

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

Teachers and students utilize computers, internet, computer based virtual labs, group response systems (“Clickers”), PowerPoint presentations, DVD’s, VHS, and California Streaming (online video streaming service) to develop and hone a wide range of technological skills.⁵⁰ The school’s first-ever computer-based classroom was created in fall 2010 and is used by teachers leading the school’s efforts to create a 21st century classroom.

Plans for technology include a mobile laptop classroom scheduled for readiness in Spring 2010 and a second computer classroom in place by fall 2011.

Evidence of Results based upon Challenging Learning Experiences: *Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.*

PLHS students take a summative assessment each year (Iowa Test) in the area of problem solving which indicates a snapshot of student growth. Formative assessment (i.e. cause and effect essays, labs, use of higher order questions in class assignments, students being required to identify possible biases in an author’s presentation of material) provides constant feedback.

Co-curricular activities require students to demonstrate successful creative and critical thinking and problem-solving skills. (School Camping Trip, team activities, Spring Week⁵¹)

Perception of Students: *Through interview and dialogue with students representative of the school population able to share their level of understanding of the expected level of performance based on the standards and the schoolwide learning results and their perceptions of their learning experiences.*

Students have formal and informal means through which to share their level of understanding of School ESLRs. This occurs informally through conversations, Student Council, observation, formative assessment, and “open door” policy for all students, etc.

Students have formal means to express their perception through ESLR data sheets, writing prompts based upon school ESLRs, opinion surveys (through Google Docs), and mid-year and end of year teacher/school evaluations.

Student Needs: *Teachers address various learning styles and student needs through the instructional approaches used.*

Teachers readily adapt their teaching to various learning styles. Teachers are trained in items such as wait time, Bloom’s Taxonomy, lesson planning, etc., and also have access to hundreds of online videos through Virtual Educator’s Mentor where best practices are shown. Teachers regularly spend extra time with students, communicate expectations, and modify assignments to

⁵⁰ Technology Summary 2007-2010

⁵¹ Spring Week Schedule located in Appendix

give a tailored educational experience to each child. An example of an accommodation PLHS makes to its students can be seen with the school's changing where five classes were scheduled to be held to accommodate a handicapped student unable to make it up the school's stairs.

Another way PLHS meets students needs is through its summer school program (five courses offered for summer 2009-2010) for students needing credit recovery or wanting to improve skills and get ahead. Classes are generally eight students or less per class and provide a solid opportunity to receive individualized attention.

Student Use of Resources: *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.*

Pacific Lutheran is excited about its use of non-textbook resources including technology, library/media resources, and community resources.

Collaborative strategies include many of the instructional strategies found above and also items like the creation of Power Point lessons, group science projects (Chemistry/Physics), and Theology projects.

School technology includes items such as laptops, computers, internet, I-pods, cameras, document cameras, group response systems, and MP3 players to promote student learning.⁵²

Students have access to a library of books in Classroom Two and also all information found in the internet located on school computers in the journalism lab and Classroom One. The school's first-ever computer-based classroom was created in fall 2010 and is used by teachers leading the school's efforts to create a 21st century classroom.

PLHS students often use Torrance Library (West Branch) located down the street from the school and are encouraged to do so. The PLHS website has a link to a tutoring program through the library for those who are interested. Students are also able to take coursework and receive computer/technology/non-textbook training at a local regional occupation center (SCROC) to further their education. Some students also take community college courses, participate in SAT and ACT training and study with local tutoring agencies (Shamrock Tutoring). Information about all of these additional opportunities for PLHS is found in the school office college counseling department.

B3. How Assessment Is Used Criterion

Guide Questions: To what extent:

- is teacher and student use of assessment frequent and integrated into the teaching/learning process?
- are the assessment results the basis for measurement of each student's progress toward the expected schoolwide learning results?

⁵² Many of these items and impact on student learning found in Technology Summary 2007-2010

- are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?
- are the assessment results the basis for the allocation of resources?

Appropriate Assessment Strategies: *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.*

PLHS teachers utilize various and appropriate assessment strategies to measure student progress towards acquiring skills and mastering their subject matter. Teachers utilize homework, class work, tests, projects, papers/writings, lab reports, labs, participation, and group work as part of daily classroom routine. For example, the staff has been trained in the use of Bloom’s Taxonomy through professional development and is encouraged to probe for deeper understanding.

Correlation: *The teachers correlate assessment to expected schoolwide learning results (schoolwide learner outcomes), curricular objectives, course competencies and instructional approaches used.*

All Pacific Lutheran High School teachers utilize a “Whiteboard Formula” each day in their classrooms. This practice requires teachers to inform students of the day’s curricular objective (based upon a relevant standard), an activity which will be utilized to reinforce this educational objective, and how students will be assessed. Additionally, each week teachers are required to submit an ESLR Data Sheet to the school office which indicates how each of the school’s four main points has been targeted in their course(s) during the course of that week.

Changes/Decisions based on Assessment Data: *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.*

Pacific Lutheran utilizes both the PSAT (Preliminary Scholastic Aptitude Test) and ITED (Iowa Test of Educational Development) to acquire its summative data. These data provide the underpinnings for decisions about new curriculum needs, where professional development needs to occur, and where any available funds should be best utilized.

PLHS Faculty examine this data and work together to determine an action plan which prioritizes academic need and best allocation of resources. Data from previous years’ assessments have been used for items including: a Reading Proficiency elective course utilizing Accelerated Reader⁵³; establishing a school-wide “Writing Across the Curriculum” focus utilizing a common assessment tool; providing information for where additional professional development is needed and making financial decisions which get the most bang for the buck.

Teachers modify and revise the curriculum and instruction based upon trends/needs presented from the testing data. This meets the individual unique needs of class trends, and also individual needs.

⁵³ Additional information available upon request

Student Work and Other Assessments: *Student work and other assessments demonstrate proficiency in the knowledge and skills necessary to be successful learners of the curriculum.*

Student work generally demonstrates proficiency in learning the school curriculum. The school's mean grade point average at the end of the fall semester was approximately a 2.9 on a four point scale, or just below a "B." Intervention policies are in place for students not meeting school-wide learning expectations (i.e. Academic Intervention Program, ZAP Program⁵⁴)

Student Feedback: *Student feedback is an important part of monitoring student progress over time based on the expected schoolwide learning results (schoolwide learner outcomes) and the curricular objectives.*

Pacific Lutheran students complete mid-year and end of year course evaluations for each class. Students also complete surveys throughout the year on course objectives, ESLRs, learning, and direction of the class. Additionally, the school principal has formal and informal conversations with students concerning their progress and coursework.

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

Teachers monitor student progress over time through frequent assessment (summative and formative), examination of student work (grades, quiz and test scores), conversations with students, intervention where necessary, and a mid-year and end of year course evaluation.

⁵⁴ Zeros Aren't Permitted – homework policy requiring an academic detention for students not successfully completing schoolwork.

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

- Pacific Lutheran High School provides an individualized and personalized approach to learning that meets the needs of a wide-ranging group of students. This tailored education is achieved through small class sizes, constant teacher availability, and great flexibility exhibited by PLHS teachers and administration.
- Instructors are well-qualified and utilize appropriate state and/or national standards in their courses.
- The school's "Whiteboard Formula" ensures interconnectedness among educational objective(s), lesson activity and means of assessment.
- A large number of courses ranging from remedial to AP are offered to ensure a high quality of learning for all students.
- Almost all students graduating from PLHS have completed the A-G Requirements for U.C. admission and have received a college-preparatory education.
- The use of aggregated data (ITED, PSAT) has helped inform teachers and administration on where academic growth needs to occur.
- Grade Link (online grading program) is a real benefit for PLHS families and provides an easy avenue for parents to stay abreast of their child's academic progress.
- Due to the school's small size and flexibility, it is able to participate in many field trips and bring in many guest speakers on fairly short notice.

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

- The school's Mathematics Program/Instruction needs to be reviewed as an equal number of students increased as decreased in their Mathematics standardized testing results.
- Pacific Lutheran High School needs to research, study, develop and implement a means to assess students' attainment of state/national curricular standards.
- Honors/AP courses need to be developed for English courses.
- The school should study whether a mandatory reading program each summer would be of benefit to students.
- PLHS needs to prepare students more for the PSAT and SAT through the creation/addition of a testing preparation program
- The school needs to ensure that students really are doing their best on the PSAT and ITED so the data is as valid and actionable as possible.
- Additional academic department meetings should regularly occur. A formal curriculum review process should be performed within academic departments.
- The ZAP program for homework needs an additional level of consequences as after-school consequences may not be enough of a deterrent for some students.

Section B Evidence

Evidence verifying each section is included in the narrative report for each section. A list of this evidence is found below and also can be found in hard copy form during the WASC visit.

Curriculum and Planning Guide	Class Syllabi	Syllabus template form
P.S.D professional development	ESLRs	White Board Formula
Virtual Educators' Mentor	ESLR data sheets	Principal walkthroughs
A-G approval process/documentation	Student work	State/national standards
Meet the Teacher Night	School handbooks	PLHS website
Six Points of Effective Writing	Faculty meetings	Summer professional development
Analysis of testing data	ITED	PSAT
Departing seniors survey	Course schedule	Alumni surveys
CA streaming video/training	LACOE trainings	Group response systems
Science lab experiments	Student Council	Course evaluations by students
Analysis of student coursework	Common assessment	PLHS summer schedule
ZAP(Zero's Aren't Permitted)	Student interviews	
Academic Intervention Program		

C. STUDENT SUPPORT SERVICES

SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

School Support Systems: The school coordinates a system of support services that provides for maximum effectiveness, including the processes for intervention and referral.

Personalized Student Support: *The school provides personalized student support correlated to student achievement of the expected schoolwide learning results (schoolwide learner outcomes) and the curricular goals for all students including those admitted with special needs and those learning English as an additional language.*

The small size of Pacific Lutheran High School is conducive for a personalized support for students. The administration and teachers know each student well. Those involved with support are also teachers. They have first-hand experiences with the personality, talents and learning styles of the student. The size and intimacy of the faculty also allows for communication about each student. The faculty takes time during meetings to share concerns and information about students. Students do not fall through the cracks.

C1. Student Connectedness Criterion III

Guide Question: To what extent:

- are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the expected schoolwide learning results?

The school implements support programs to achieve the ESLRs.

Putting Christ First The Board, Administration and Faculty takes seriously the school's mission to introduce each student to the Lord and Savior, Jesus Christ. The student's spiritual development is the foremost expected learning result. Each morning, before school begins, the administrator and teachers pray for a student. Weekly the school community gathers to worship led by a student-created Praise Team. Students are required to take a theology class each year. All classes are taught through a Christian "world view," recognizing the truth found in Jesus Christ. International students are placed in Christian homes.

Learning Academics When the school sought to serve international students, an ESL class was added to support the development of their English language and to introduce them to American culture. An Intervention program was introduced this year to support students with academic challenges. A Reading class was added to the schedule when test results indicated that some students' reading skills fell below grade level. Summer school has been an opportunity to support and remediate. Athletes are expected to be scholar-athletes meeting eligibility requirements to participate. The National Honor Society was introduced last year to recognize academic excellence.

Honing Life Skills Life skills are honed through various activities that supplement the curriculum. The student body participates in a fall Retreat and a spring week-long trip that offers opportunities to work together and develop leadership skills. Student council offers an opportunity to plan activities and experience leadership. Students are nominated to attend American Legion Boys State and Pepperdine Youth Leadership Seminar. Clubs such as the Korean Club, Journalism/Yearbook Club, Game Club and Computer Clubs provide students with opportunities to develop life skills. Students are given free laptops, computers, and printers if they don't have access to these tools to develop skills through the school's participation in the L.A. County Donation Program.

Serving, Church, School, and Community Students are expected to give at least twenty hours of service each year. Two service days are placed in the school calendar to encourage this service. Two teachers presently encourage their classes to sponsor World Vision children. Offerings are collected weekly to contribute to various charities. The office manager provides information regarding opportunities in the community to serve. Breast Cancer, St. Jude's Children's Hospital, and the Teen Pregnancy Center are some of the organizations which PLHS students contribute to and support.

Strategies Used for Student Growth/Development: *The school uses strategies to develop students' self-esteem, a personalized approach to learning, and connections to the learning environment.*

A "Green Slip" program was developed last year (2009-2010) that recognizes citizenship, leadership, cooperation and kindness. Teachers give deserving students a green slip when these qualities are demonstrated in action. The slips are placed in a jar and a drawing for prizes is held during chapel.

A "ZAP – Zeros Aren't Permitted" program was introduced for the 2009/10 academic year. Students who do not do homework assignments or who turn in inadequate work are given a ZAP. The student is required to attend afterschool study and complete the missing assignment(s).

Academic success is recognized by induction into Pacific Lutheran High School's chapter of the National Honor Society. Each semester students receive certificates for Honor Roll (3.5-4.0 grade point average) and Merit Roll (3.1-3.49 grade point average). Certificates are presented in chapel and students are able to participate in an extracurricular field trip as a reward.

At the start of each school year the student body travels to an outdoor retreat center for three days of activities which include team building, leadership opportunities, games, art, and other activities designed to challenge, entertain, and develop skills in a non-school setting. Students are asked to write an evaluation of their experience. Results indicate the trip is almost universally well-received and much appreciated by students.⁵⁵

At the end of the school year, the school participates in Spring Week. The student body is divided into heterogeneous teams and engage in friendly competition. Art, critical thinking, games, academic bees, sports and a talent show allows students to stretch, grow, develop a variety of skills and have fun.

⁵⁵ Student Writing from Camp Arrowhead trip

Support Services and Learning: *The school ensures that the support services and related activities have a direct relationship to student involvement in learning.*

An academic advisor position has been added this year to the faculty. Three periods a day are given to the advisor to fulfill her duties. Items generally performed by the academic advisor include academic counseling, parent communication, and progress monitoring. In fall 2010, the academic met individually with all PLHS students to discuss ITED and PSAT performance.

Also introduced for the 2010-2011 school year is an Academic Intervention Program (AIP). In this program, student progress is monitored and where there is a need for intervention, strategies have been identified to help students get back on track. Mandatory afterschool study hall is required for students in this program along with the suspension of extra-curricular activities until academic improvement has been achieved.

A list of Individual Educational Plans are made available to teachers so that lessons plans and expectations can be tailored for individual needs.

An educational psychologist and family counselor have been contacted when a need is identified. Referrals to public school psychologists and other professionals have been made when undiagnosed learning challenges are suspected.

Pastors from our association churches have helped students and families that need spiritual counseling.

After examining the results of the standardized testing, the administration added a Reading Improvement Class for those students who scored below grade level in reading comprehension.

Co-Curricular Activities: *The school ensures that the co-curricular activities are linked to the ESLRs.*

Putting God First:

A Praise Team has emerged from the new Comprehensive Music course. The team provides music for the chapel service. They have also conducted a chapel service for a Lutheran elementary school.

Teachers have held Bible study and prayer groups when students have shown interest.

Learning Academics

National Honor Society was instituted. Academic field trips are held throughout the school year.

Honing Life Skills

Student Council plans student-activities and events. A game club and a Korean club meet weekly.

Serving the Church, School and Community

Classes have adopted “World Vision” children under the supervision of two teachers. Students give to support these children and chapel offering has been designated for their support.

Students are required to participate in community service efforts each year. They are given two community service days in the school year to help with this requirement.

The students are also given information about community service organizations and events opportunities. Small groups of faculty and students have done walks for charities. Chapel offerings and class competitions has raised money for charities. The Fall Retreat also has a service component where the students make repairs on trails and clean the camp.

An “undercover angel” program has started this year. The angels send encouraging messages and pray for the other students.

Adequate Available Services: *The school has available adequate services, including referral services, to support students in such areas as English language support, special needs, academic assistance, and, career and personal counseling.*

As mentioned previously, referral services have been used to support students and families with learning challenges and for psychological and spiritual support.

Pacific Lutheran has a certified ESL teacher with an advanced degree in TESOL (Teaching English as a Second Language) to support the school’s international students.

The academic counselor is certified in college counseling and provides workshops for parents and students. The college application process and financial aid information are made available to PLHS families.

Student Involvement in Curricular/Co-Curricular Activities: *The school regularly evaluates the level of student involvement in curricular/co-curricular activities and student use of support services.*

2010/2011 participation;

Student Council: 12
Korean Club: 10
Game Club: 7
Praise Team: 7
Yearbook Staff: 6

NHS: 10
Men’s Football: 6
W Volleyball: 3
M Basketball: 5
W Basketball: 8

M Volleyball: 2
M Soccer: 5
M Baseball: 2
Golf: 2

The school has informally evaluated the level of student involvement in curricular/co-curricular activities and student use of support services. No formal evaluation has currently been done.

Because of the size of the student body of Pacific Lutheran, the school is blessed by the participation of local home school students in the athletic programs. Otherwise some teams would not have enough players to participate and a particular sport could not be offered by the school.

Student Perceptions: *Interviewing and dialoguing with students assists the school in evaluating the effectiveness of the academic and personalized student support.*

Pacific Lutheran completed a series of Focus Group Interviews led by PLHS Alumni Parent Nancy van der Linden. Mrs. Van der Linden interviewed PLHS students to gauge perception and feedback and included this information in her report. Below is a summary of some general findings.⁵⁶

The PLHS group, while very pleased with the school overall, did have some suggestions to add to the PLHS experience. Several of the upperclassmen indicated a need for assistance with the college selection process, including researching prospective colleges for the desired field of study, SAT & ACT prep classes and assistance with the college application process. In addition to the need for help with college selection, students are interested in turning the existing honors classes into advanced placement classes. This group indicated that they think this will help with their admission into major college and universities.

The last item discussed during the PLHS focus group was the dress code. The group, though not opposed to a dress code, seemed frustrated at the definition of a “collared shirt.” Several students wanted the dress code to be more uniform like, while others wanted a weekly free dress day.

C2. Parent/Community Involvement Criterion

Guide Question: To what extent:

- does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

Regular Parent Involvement: *The school has regular processes for the involvement of parents and community.*

Pacific Lutheran electronically sends monthly school newsletters to school its school families. A website has been created to provide families easy access to the school calendar, handbooks and links to helpful sites for parenting and college information. The office manager posts information about events on the school Facebook page. The school’s web-based grading and administration system allows parents instant access to student progress, teacher contact

⁵⁶ Complete information found in Fall 2010 Focus Group(s) Report

information, uploaded course documents and teacher comments. The program also sends e-mail alerts according to a family's preference.

Parents have the opportunity to attend a monthly parent meeting. They also provide transportation and supervision of field trips, sporting events, and school trips. Parents have been guest speakers and have helped the school in their areas of expertise. Plumbing, construction, technology and video production are just a few ways in which parents have helped the school. The thrift shop will be another avenue for parental involvement.

The school has adopted a twenty four hour return call or e-mail policy. When parents telephone a teacher, the teacher is required to respond in twenty four hours or less.

Two workshops are offered each year for college planning and financial aid.

Parents have the opportunity to be involved with the school by volunteering at parent workdays, the Thanksgiving and Christmas feasts, the Auction Dinner, the fall retreat, the yearend trip and the new thrift store.

Use of Community Resources: *The school uses community resources to support students such as professional services, business partnerships, speakers, etc.*

Pacific Lutheran uses the resources available through the Torrance Unified School District (or the student's local public school) when necessary. Students have used the local junior colleges and adult schools to address transcript deficiencies and to enrich their educational experience.

Last year the Torrance American Legion Post chose one of Pacific Lutheran's students to participate in Boy's State last summer. The relationship has been renewed and another young man will attend Boy's state this summer. Two PLHS students attended Pepperdine Youth Leadership Seminar last summer and two will attend this summer.

The Economic class went to First California Bank where the bank manager shared information about banking services and careers in the bank. They will also take an annual trip to the Federal Reserve Bank. The Government class visits one of the Presidential Libraries. The Journalism class toured the LA Times. The school uses local businesses in conducting its business operations. The Yearbook is published by a Torrance business. A local lunch truck is used to provide lunch. The school receives generous donations of funds and school-related equipment from its school families and community supporters.

Parents/Community and Student Achievement: *The school ensures that the parents and school community understand student achievement of the ESLRs through the school's program.*

Teachers provide examples of ESLRs in their weekly lesson plans. These are then published in the school newsletter and published on the school website.

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

- The small size of the PLHS student body allows for personal attention to students. Teacher and student interactions and relationships provide an opportunity for early intervention as problems are recognized.
- The Board and Administration has provided for extra support with the Reading and Intervention programs.
- The results of the standardized tests are shared with parents at a parent meeting. Teachers are trained in the interpretation of the standardized test.
- The ESL teacher and college counselor are state-certified.
- Grade Link, the online grading system allows parents access to their children's progress. The school's policy to return all parent communication within 24 hours keeps parents informed.
- Afterschool study hall allows students to work on homework. Teachers have taken this time to offer one on one tutoring.
- Students are recognized when they receive notice from the colleges
- An organized discipline system is clearly defined.

Key Issues for Support for Student Personal and Academic Growth Category:

- The support programs offered to the students should be organized in a systematic way. Lists of educational experts, community programs, pastor and churches, junior colleges, adult schools, etc. should be compiled.
- Introduce a Chapel schedule once a month to allow for assemblies.
- Mission Week and Mission Trips could be organized.
- Efforts should be made to increase school spirit.
- Increase interaction and connectedness of ESL students to their American schoolmates.
- Introduce ESLR awards at honor roll time and graduation.

Section C Evidence

Evidence verifying each section is included in the narrative report for each section. A list of this evidence is found below and also can be found in hard copy form during the WASC visit.

Student to teacher ratio	Daily announcements	Graduation requirements
Academic Intervention Program	Academic Advisor meetings	Student handbook
Summer school course schedule	National Honor Society	Camp Arrowhead
Student Council minutes/notes	School club request sheet	Community service
L.A. County Donation Program	Green Slip program	ZAP program
Honor/Merit Roll program	Spring Week	End of year trip
C.I.F. Athletics	After school study hall	IEP meetings
Meet the Teacher Night	Educational psychologist	School chaplain(s)
Chapel	Faculty prays for students	Reading Proficiency
Praise team leads chapel music	Comprehensive Music course	PLHS chapel services
School clubs	Undercover Angel program	Referral services
Certified ESL teacher	Certified college counselor	School website
Focus group interviews of students	School newsletter	Grade Link
Monthly parent meeting	Faculty meetings	College workshops
Open door policy for students	PLHS thrift store	School work days
Tutoring program through library	Field trips	Teacher lesson plans
Boys and Girls State	Pepperdine Leadership Summit	

D. RESOURCE MANAGEMENT AND DEVELOPMENT

D1. Resources Criterion

Guided question: *To what extent*

- *are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose and student achievement of the expected schoolwide learning results (schoolwide learner outcomes)?*

Allocation Decisions: *There is a relationship between the decisions about resource allocations, the school's purpose and assessment of students accomplishing the expected schoolwide learning results (schoolwide learner outcomes) and the curricular objectives.*

Pacific Lutheran High School demonstrates a relationship between the decisions about resource allocations, the school's purpose and assessment of students accomplishing the expected schoolwide learning results and the curricular objectives.

The most significant allocation of school resources for Pacific Lutheran to maintain the school's purpose of educating teenagers with a Christian, college-preparatory education is toward the school's employee-related expenses. Approximately 80% of school resources are expended in payroll-related expenses (salary, insurance, and taxes). The biggest factor in impacting student learning has been demonstrated to be the classroom teacher. Pacific Lutheran High School makes a significant investment in student learning through its teacher-related expenses.

An additional 10% of the school's annual operating budget is expended in leasing the school's classrooms and office spaces in order to provide a safe, comfortable learning environment. The school is blessed to be able to have the use of a large sanctuary to conduct its weekly worship services and for meetings

Practices: *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.*

The school's annual budget is proposed by the Principal and approved by the Board of Directors each year. The 2009-2010 School Budget of \$603,000⁵⁷ was allocated in the following categories: payroll 63%, facilities/rent 11%, insurance 9%, program expense (academic/athletic) 8%, taxes 7%, and office expense 2%. PLHS ended the 2009-2010 school year approximately \$2,000 in the red and is projected a balanced budget for the 2010-2011 school year.

Each monthly Board of Directors meeting contains a Principal's Report updating the Board on where the school stands financially. In addition to the Principal's monthly financial report, the school's Treasurer prepares a written report to the Board of Directors. This report documents whether any financial abnormalities have been identified and whether the school's financial

⁵⁷ 2010-2011 School Budget

records have balanced for the month. This report additionally identifies any unusual / unexpected expenses.

Internal mechanisms in place to prevent the mishandling of institutional funds include a diligent Office Manager who documents /verifies all transactions, a check approval process for checks larger than \$300.00, a check request form which needs to be completed for all reimbursements and staff expenditures, an overall school awareness that money spent should be well-spent and focused on students, and a weekly meeting between the Office Manager and School Treasurer to balance the books.

Facilities: *The facilities are adequate to meet the school’s purpose and are safe, functional, and well-maintained.*

PLHS does not own its campus. The five classrooms plus offices are rented from the South Bay Faith Community Church in Torrance, CA. The current yearly charges run approximately 11% of the annual income. The facility is safe, functional and well-maintained. A new state of the art computer classroom was created for the school in fall 2010.

Instructional Materials: *There are procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed materials, audio-visual, support technology, manipulates, laboratory materials and library/media resources.*

Teachers are encouraged to evaluate yearly all materials used in classroom instruction. There is a process in place for replacing/upgrading anything that needs upgrading. The school is committed to acquiring the materials necessary to ensure a high level of learning occurs for all students. Teachers are encouraged to reflect on their curriculum, and stay abreast of developments within their subject area which may be of possible benefit to their students.

All electronic communications and curricular materials which may be of benefit to PLHS students are passed along to teachers.

Examples of curriculum purchased/acquired for PLHS teachers and students in the last three years include:

Year	Textbooks	Other Printed Materials	Audio-Visual	Support Technology	Misc.
2010-2011		Spanish workbooks English workbooks	ESL Grammar Program California Streaming subscription		Computer Classroom
2009-2010	Calculus Spanish Psychology		Virtual Chemistry Lab, Algebra II Powerpoint(s)	Additional set of Turning Point Clickers	
2008-2009	English 9 English 10 Anatomy Pre-Calculus				

Well-Qualified Staff: *There are resources available for hiring and nurturing a well-qualified staff.*

As mentioned earlier, approximately 80% (\$480,000) of the school's budget is allocated towards hiring and nurturing a well-qualified staff. The school's Professional Development Survey and Chapter Two of this report summarize the significant investment of resources (time, training, money, planning) which Pacific Lutheran High School has made over the last three years in its teachers/staff.

D2. Resource Planning Criterion

Master Resource Plan:

PLHS does reexamine how its limited resources are allocated. Great effort is made to make sure that these decisions support the school's purpose and the expected school-wide learning results. The master resource plan for Pacific Lutheran High School is presently twofold. (1) Continue to stabilize the school's financial situation in a tough economy through a balanced budget which increases the school's Reserve Account balance and (2) To successfully establish and operate the school's thrift store operation, Luther's Attic, an important third-source funding to support the educational ministry of PLHS. Strategic financial planning/decisions are made by the principal, with approval from the Board of Directors. This information is reported to the school's stakeholders on a monthly basis.

Use of Research and Information:

Because of the relatively large percentage of new students each year (incoming freshmen, new international students, and transfers), it is necessary to adjust the resource plan from year to year. Testing given to students in mid-August provides some basis for allocation of funds. Information received from a new student's prior school is also helpful in making adjustments to the plan.

Involvement of Stakeholders:

Stakeholders are actively involved in resource planning and participation through their planning and involvement in the school's fundraisers, athletics, thrift store, stakeholder meetings, support with the L.A. County Donation Program, and participation in matching funds programs offered by local employers. Volunteers oversee the school's athletic programs, thrift store, parent's organization, alumni organization and participate in the L.A. County Donation Program and marketing efforts to the local community.

Informing:

The governing authorities and principal make efforts to inform the parents and supporting community about PLHS' needs. This process occurs through daily announcements, a weekly newsletter e-mailed to the school community, local churches, area businesses, alumni, and other email communications.

Marketing Strategies:

PLHS engages in extensive marketing and promotion of its school. Examples of strategies currently in place are:

- Direct marketing program was begun by school in summer 2010 (1,000 brochures were sent to local families with 7th or 8th graders in the home)
- The PLHS principal made recruiting visits to all area feeder schools.
- PLHS participated in local feeder schools' high school nights.
- The school has developed and maintains a professional-looking website
- Approximately 100 lawn signs have been placed in cities surrounding school.
- Luther's Attic Thrift store was opened as a funding vehicle for PLHS.
- Sports teams' scores/progress is submitted to local papers consistently.
- School news is distributed to area congregations.
- Pacific Lutheran High School participated in the Pacific Southwest District "Teacher as School-Marketer" in-service August 2010.
- A Focus Group Study⁵⁸ was completed by Alumni Parent Nancy van der Linden
- The School participates in Lomita Chamber of Commerce "Golden Apple Award". Along these lines, Pacific Lutheran High School is a member of the Lomita Chamber of Commerce and the Torrance Chamber of Commerce.

Areas of Strength for Resource Management and Development

- A committed Board of Directors, Principal, Staff and Faculty spend money wisely and use finite PLHS resources carefully.
- Pacific Lutheran High School has many dedicated, devoted donors (congregations and individuals) helping to keep tuition costs down and providing an important source of school funding.
- The L.A. County Donation Program has brought in significant funding and educational resources to PLHS families and the greater school community.

Key Issues for Resource Management and Development

- Pacific Lutheran High School needs to maintain and increase the income levels needed to successfully fund its educational ministry. A significant task in this regard is reversing the deficit ratio of incoming ninth graders to outgoing 12th graders.
- The Board of Directors needs to continue its planning and search for a new school site.
- It would be beneficial to PLHS if a quarterly summary of activities, needs, etc. were sent to all supporting individuals and congregations.

⁵⁸ Includes Interviews of PLHS families, and local feeder schools' students and parents.

Section D Evidence

Evidence verifying each section is included in the narrative report for each section. A list of this evidence is found below and also can be found in hard copy form during the WASC visit.

2010-2011 PLHS Budget	2009-2010 Profit and Loss Statement
PLHS school layout	Principal's reports to Board
Treasurer's Report	Check approval process
Computer classroom	L.A. County Donation Program
Thrift store incorporation documents	Parent meeting agenda/notes
Church donations	Daily announcements/newsletter
PLHS school marketing efforts	Principal's reports to faculty
Annual dinner auction fundraiser	

Prioritized Areas of Growth Needs from Categories A through D

Category A

- There is a need to expand the expertise of the PLHS Board of Directors in specific areas such as legal, financial, and personnel.
- A formal evaluation process needs to be established for the board of directors.

Category B

- The school's Mathematics Program/Instruction needs to be reviewed as an equal number of students increased as decreased in their Mathematics standardized testing results.
- Pacific Lutheran High School needs to research, study, develop and implement a means to assess students' attainment of state/national curricular standards.

Category C

- The support programs offered to the students should be organized in a systematic way. Lists of educational experts, community programs, pastors and churches, junior colleges, and adult schools should be compiled.

Category D

- Pacific Lutheran High School needs to maintain and increase the income levels needed to successfully fund its educational ministry. A significant task in this regard is reversing the deficit ratio of incoming ninth graders to outgoing 12th graders.
- The Board of Directors needs to continue its planning and search for a new school site.

Chapter V: School Wide Action Plans
Growth Area: #1

There is a need to expand the expertise of the PLHS Board of Directors in specific areas such as legal, financial, and personnel.

Rationale: Pacific Lutheran High School presently has a small group of dedicated volunteers providing leadership and guidance to Pacific Lutheran High School. Additional board members with specific skill-sets in law, finances, and personnel will help the school take the necessary steps it needs to locate a new campus and expand the school’s present educational ministry.

ESLRs: Putting Christ First, Honing Life Skills, Serving Church, School and Community

<p>Growth Area: There is a need to expand the expertise of the PLHS Board of Directors in specific areas such as legal, financial, and personnel.</p>	
<p>Person(s) Responsible:</p>	<p>Area Congregations, Board of Directors, School Community, Administrator</p>
<p>Specific Steps:</p>	<ol style="list-style-type: none"> 1. The need for additional PLHS Board Members should be communicated to area Association congregations. 2. Formal and informal meetings should occur with Association congregations. 3. Existing Board members need to recruit possible members. 4. Invitations should be made to appropriate, qualified individuals having skill sets needed by the school. 5. Training/equipping should occur with new Board members as they join the leadership team of PLHS
<p>Timeline:</p>	<p>The need for additional board members should be undertaken immediately and continue until all positions are filled. It is the school’s goal that this takes place before summer 2011.</p>
<p>Monitor progress:</p>	<p>Each Board meeting should have time devoted to the recruitment of new Board members. The school’s need in this area should be communicated to school stakeholders until the need has been satisfied.</p>

Growth Area #2

A formal evaluation process needs to be established for the board of directors.

Rationale: All aspects of Pacific Lutheran High School’s educational ministry are evaluated presently save for the school’s Board of Directors. A yearly evaluation of the school’s Board of Directors will provide important feedback to the school community and area congregations and also serve to create more congregational involvement and commitment to Pacific Lutheran High School.

ESLRs: Putting Christ First, Honing Life Skills, Serving Church, School and Community

Growth Area: A formal evaluation process needs to be established for the board of directors.	
Person(s) Responsible:	Board of Directors, Association Congregations, Administrator,
Specific Steps:	<ol style="list-style-type: none"> 1. An appropriate rubric should be identified. If a sound one does not exist, one should be created. 2. The PLHS School community completes the evaluation. 3. Results are aggregated and analyzed. 4. Action Plan is created 5. Summary information is communicated to PLHS stakeholders. 6. Action items are monitored
Timeline:	An evaluation rubric should be created by the end of fall 2011. This evaluation is distributed to school stakeholders by spring 2011. The results will be discussed/aggregated and an Action Plan determined by summer 2012. A Board Action Plan is put into place by fall 2012.
Monitor progress :	Board of Directors, Association congregations, Administrator

Growth Area: #3

Review Mathematics Program and Instruction

Rationale: Through analysis of standardized test data, an equal number of students increased as decreased in their mathematics performance.

ESLRs: Learning Academics, Honing Life Skills

Growth Area: Review Mathematics Program and Instruction	
Person(s) Responsible:	Administrator Math Department Academic Advisor
Specific Steps:	<ol style="list-style-type: none">1. Review mathematics assessment results2. Review mathematics curriculum3. Analyze current mathematics instruction and methodology4. Identify students requiring remediation5. Professional development for teachers where needed6. Purchase and implement new curriculum
Timeline:	Math Department will identify trends in test results beginning in spring 2011; Administrator will observe and evaluate current instruction methods and practices through fall 2011. Departmental meetings will begin in spring 2011. The school will review its mathematics curriculum during summer 2011; PLHS will begin to review student remediation needs by Fall of 2011. New curriculum adoption and professional development will occur through fall 2012
Monitor progress:	The school will begin to analyze data from standardized testing fall 2011, Departmental meeting will then study the data and report to the principal. The administrator is responsible for new curriculum acquisition and implementation.

Growth Area: #4

Pacific Lutheran High School needs to research, study, develop and implement a means to assess students' attainment of state/national curricular standards.

Rationale:

The administrator recognized a need for a formal evaluation of how well Pacific Lutheran's students learn state and national contents standards with its current curriculum. After faculty discussion it was decided that an objective method of assessing the attainment of standards was needed. A challenge to PLHS is the lack of ready assessment tool as private schools are precluded from using the California Standards Test (CST) presently in place for public schools. As a consequence, PLHS will need to create its own or modify another state's assessment tool.

ESLRs: Learning Academics

Growth Area: Pacific Lutheran High School needs to research, study, develop and implement a means to assess students' attainment of state/national curricular standards.	
Person(s) Responsible:	Administrator, Faculty
Specific Steps:	<ol style="list-style-type: none"> 1. The school needs to communicate the new assessment program to the PLHS community. 2. Research about the availability of standards assessment(s) needs to occur. A comparison between California standards and Common Core Content Standards presently being adopted nationally needs to be considered. 3. If no standards assessment(s) is available, PLHS will need to create its own. 4. Testing should be implemented. 5. Analysis of results and communication of this information to stakeholders needs to occur. 6. Adjustments should be made as necessary.
Timeline:	The Need for new assessment will be communicated in spring 2011 to school stakeholders. Research will occur through summer 2011. If PLHS can utilize existing assessment(s), this assessment will begin in fall 2011. If assessment is unavailable and needs to be created, this will be done through summer 2012. Analysis and communication of assessment results will occur immediately following testing.
Monitor progress:	PLHS needs to engage in regular faculty meetings during its in-service days. Administrator oversight will help to lead this process. The Board of Directors will receive reports from the administrator. Parents and students will receive regular updates at Parent Meetings and stakeholder events.

Growth Area: #5

The support programs offered to the students should be organized in a systematic way. Lists of educational experts, community programs, pastors and churches, junior colleges, and adult schools should be compiled.

Rationale: While the students have received support services Pacific Lutheran High School, the lack of a unified system has become evident through the Self-Study. An organized, coherent support system which tracks students' individual needs would be a positive addition to the school.

ESLRs: Learning Academics, Honing Life Skills

Growth Area: Compiling a list of resources available for support program	
Person(s) Responsible:	Academic Advisor
Specific Steps:	<ol style="list-style-type: none">1. Research available resources from: Torrance Unified, Pacific Southwest District LCMS, Torrance and surrounding community, Lutheran churches, CAPSO, adult schools, junior colleges2. Compile support services information from available sources.3. Organize information into a user-friendly document.4. Make document accessible to the school community.
Timeline:	Begin research in Spring 2011. Begin to compile lists in Summer 2011 and Fall 2011 Implement/Distribute to school community in Fall 2011
Monitor progress:	Advisor reports progress to administrator

Growth Area: #6

Maintaining and increasing the income levels needed to successfully fund the Ministry of Pacific Lutheran High School. A significant task in this regard is reversing the deficit ratio of incoming ninth graders to outgoing 12th graders.

Rationale: As with most Christian Schools in the area and nationwide, there are challenges in student recruitment and retention in the present economic milieu. This necessitates a strategy to provide funding from other sources. The principal and Board continue to brainstorm about innovative ways to fund its mission without compromising its integrity and appropriate priorities. This has led the Board to examine means of serving its community in ventures that can provide monetary support for the high school’s ultimate educational goals.

ESLRs: Putting Christ First, Learning Academics, Honing Life Skills, Serving Church, School and Community

<p>Growth Area: Maintaining and increasing the income levels needed to successfully fund the Ministry of Pacific Lutheran High School. A significant task in this regard is reversing the deficit ratio of incoming ninth graders to outgoing 12th graders.</p>	
<p>Person(s) Responsible:</p>	<p>Board of Directors Administrator</p>
<p>Specific Steps:</p>	<ol style="list-style-type: none"> 1. Scrutinize the school’s finances at each Board meeting and strategize regarding new sources of income. 2. Grow enrollment numbers through effective marketing. 3. Increase the size and support of the PLHS Association 4. Seek additional grants to help sustain school finances. 5. Continue to support / sustain the school’s thrift store. 6. Increase the school’s reserve account. 7. Consider a capital campaign to expand the school campus.
<p>Timeline:</p>	<p>The school should continue to monitor its finances on a monthly basis. Beginning summer 2011 the board/administration will increase the amount of time spent on grant-writing with a monthly update at each Board Meeting.</p>
<p>Monitor progress:</p>	<p>Excerpts from Board Minutes and Principal reports are available for viewing. Association congregations receive regular reports of PLHS happenings. School families receive financial reports at the monthly parent meetings.</p>

Growth Area: #7

Continue the search for a new campus.

Rationale: Pacific Lutheran High School needs a new campus to expand its academic and co-curricular offerings and provide additional opportunities beyond its present capabilities.

ESLRs: Putting Christ First, Learning Academics, Honing Life Skills, Serving Church, School, and Community

Growth Area: Continue the search for a new campus.	
Person(s) Responsible:	Board of Directors Administrator School Community
Specific Steps:	<ol style="list-style-type: none"> 1. Stabilize the school’s finances and increase reserve account. 2. Grow student enrollment at the school’s present site 3. Establish an effective capital campaign. 4. Identify major donors and communicate school needs for a new school site. 5. Identify an appropriate school site that can serve present students and a new constituency.
Timeline:	<p>(1,2) The need for a new campus and the underlying issues related to this campus are regularly discussed at Board and stakeholder meetings. The present economic climate makes this action item particularly challenging. A reserve account has been established and the thrift store operation is a positive development toward the goal of a new campus.</p> <p>(3) The school is presently planning and implementing a capital campaign.</p> <p>(4) Beginning summer 2011 PLHS will make a concerted effort to identify existing and new donors motivated to donate funds to Pacific Lutheran High School.</p> <p>(5) The Board of Directors and administrator will continue to monitor the availability and feasibility of new sites as they appear and make smart economic decisions during these turbulent and difficult economic times.</p>
Monitor progress:	There is presently consistent discussion and monitoring of the school’s resources and finances by the school administrator and Board of Directors. Regular monitoring and discussion of the above items consistently occurs and will continue.