

**SELF-STUDY VISITING COMMITTEE REPORT**  
**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**  
**FOR**  
**PACIFIC LUTHERAN HIGH SCHOOL**

**2150 Sepulveda Blvd.**  
**Torrance, CA 90501**

**Pacific Southwest District/Lutheran Church/**

**Missouri Synod**

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**Visiting Committee Members**

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## **Chapter I: Student/Community Profile**

Pacific Lutheran High School (PLHS) is a seventy-four student Lutheran-Christian High School located in Torrance, California in an urban setting. Tim Warneke and Norb Huber founded PLHS in 1996 by as a satellite campus of South Bay Lutheran High School. Pacific Lutheran High School was known as South Bay Lutheran High School from 1997 until 2003, when it separated from its sister campus and gained its own standing as an individual school. 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. The school's January 2011 revision indicated that tough economic times might be contributing to decreased numbers of individuals able to pay the \$6,300 annual tuition. The school is also more selective in the students it admits (and retains) when compared to previous years.

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.

Students attend Pacific Lutheran from a wide array of Christian backgrounds including Lutheran, Catholic, Baptist, Pentecostal, Presbyterian and non-denominational backgrounds. Also, 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%.

### **Students**

Students at PLHS 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.

The school's demographics reflect Caucasian (39%), Hispanic (14%), African-American (7%), Asian (25%) and other (15%). Thirty-six students are male and thirty-eight are female. Pacific Lutheran High School accepts all students and has an active 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 screenings (international students) and student assessments.

The school has some students diagnosed with special needs such as ADD or ADHD. Six students are presently on Individualized Education Plans requiring special accommodations. Teachers have been trained in pedagogy techniques for students requiring extra assistance, but none have special education certification. The school's principal ascertains whether a student's needs are compatible with the school's educational programs.

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.)

### **Parents**

Parents contribute to the life of the school in many ways. 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 twenty-four 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 student's grades drop below a certain pre-determined level.

## **Staff**

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 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 outside 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. PLHS Professional Development Plan details professional development scheduled to occur for the remainder of the 2010-2011 school year.

## **Governance**

PLHS is governed 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.

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.

## **ACADEMIC ACHIEVEMENT – School's multiple measures**

The school stated, in its preface that, "student learning is an opinion without data." The school had no formal assessment program (collection, disaggregation, and analysis of student performance/data) prior to the current self-study process (2008-2010). Informal mechanisms were used previously to ascertain student learning that included graduation rates, classroom grades and college acceptance rates. Since 2008, the school has made it a high priority to assess and analyze whether indeed students were truly learning through both formative and summative assessments. The school now uses data from these assessments to discuss, analyze, and share 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. However, the school reports that 100% of its sixty-five seniors 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.

Pacific Lutheran High School has some challenges when analyzing Preliminary Scholastic Aptitude Test (PSAT) and Iowa Test of Educational Development (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. This is particularly significant due to the small sample size. An additional challenge facing the school in analyzing student summative assessment data, are 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 did 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 the school's impact on their education. The 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, which affects the students' scores in mathematics.

The school uses three measures of student performance from which it makes conclusions about student achievement. These include the (ITED), PSAT, and the SAT. The ITED and PSAT are administered at all grade levels. However, the school uses the ITED and PSAT as summative assessments each year to track individual student progress in key academic areas and to determine growth in student learning schoolwide. Further, the school uses other measures to assist student academic achievement. These include the Advanced Placement (AP) tests, daily assessments, in the form of observations, homework, quizzes, and teacher-developed and publisher-developed examinations.

**Student Performance Data – Norm-referenced Assessment (All students – grade level and cohort scores)**

***ITED Results***

In 2008, the school began administering the ITED. In following specific cohorts throughout the last three years, the school observed that the achievement of particular classes was inconsistent. The school’s ninth, tenth and twelfth grade students scored average to above average when compared to students nationwide. Eleventh grade students performed below average on the ITED tests when compared to peers nationwide. Numbers found in Tables A and B are percentile scores.

**NRT - ITED Test Results**

**Table A – All Students**

Grade	Total Reading			Total Math		
	Reading 2008	Reading 2009	Reading 2010	Math 2008	Math 2009	Math 2010
09	48	53	51	43	65	49
10	64	38	44	46	34	55
11	--	64	35	--	50	47
12	--	--	11*	--	--	49

An analysis of 2010 test results shows no improvement from the previous year’s administration for twelfth grade students in mathematics. There is uneven growth over the past three years with approximately half of the students’ grades increasing and half of them decreasing. Reading scores from fall 2010 were unavailable due to testing irregularities from Riverside Publishing, which made an analysis of the data impossible.

The scores of eleventh grade students in reading declined three straight years. This is probably occurred due to the large number of international students that impacted these scores significantly. Mathematics scores rose significantly from the previous year’s administration with six out of eight students’ scores increasing. This increase, too, may be the result of international student presence where mathematics scores are historically higher than their American student counterparts.

Tenth grade students’ scores decreased from the previous year’s scores throughout in reading and mathematics. Though approximately half the students’ scores increased, the overall trend declined due to one international student’s scores, which significantly impacted the group average(s). The school indicated that the problem, however, was there was no growth for its tenth grade students when compared against the previous year’s performance.

Ninth grade students performed lowest in mathematics (49%). Ninth grade students’ scores were lower than the present tenth grade freshman year scores but higher than the present eleventh grade freshman year scores.

The school also tested all students in writing. Scores indicated over the last three years, that students scored above the 50<sup>th</sup> percentile in grades nine (60%), ten (58%), and twelve (57%, 61%, 60%) except tenth grade students scored below the 50<sup>th</sup> percentile (43%) and eleventh grade students scored consistently below the 50<sup>th</sup> percentile for three consecutive years (45%, 35%, 33%). However, ninth grade writing scores were significantly above average. Following the school’s analysis of its writing scores, it adopted “Writing Across the Curriculum” and has developed a common assessment to improve upon the writing scores.

Excluding transfer/international students, writing scores were above the 50<sup>th</sup> percentile at grade 12 for three years (62%, 72%, 65%), tenth grade (61%) and ninth grade (60%). Writing scores were below the 50<sup>th</sup> percentile at grade 11 all three years (40%, 35%, 38%) and tenth grade (47%). Ninth grade students reflect only one score since all ninth grade students are new to the school.

**Table B**  
**Excluding transfer/international Students**  
**Total Reading** **Total Math**

Grade	Reading 2008	Reading 2009	Reading 2010	Math 2008	Math 2009	Math 2010
09	48	58	--	43	60	--
10	69	41	54	49	34	58
11	--	72	51	--	54	50
12	--	--	00*	--	--	54

An analysis of 2010 test results shows some improvement for twelfth grade students from the previous year's administration in mathematics scores. Student scores increased by five percentage points in 2009 over the 2008 scores, but remained unchanged for 2010. 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 scores from fall 2010 were unavailable due to testing irregularities with Riverside Publishing, which made an analysis of the data impossible. However, reading scores from 2008 to 2009 increased and indicated strong student results (2009 – 72%).

Eleventh grade students improved their reading scores from the previous year's administration by ten percentage points (2009 to 2010). They demonstrated inconsistent growth over three years in reading and mathematics. Mathematics scores rose significantly between the fall 2009 testing and the fall 2010 testing by sixteen percentage points from the previous year. This is a very positive trend for the school and indicates real growth is occurring with the eleventh grade class.

Tenth grade scores decreased from last year's scores in reading and mathematics. However, two of the six students increased in reading and mathematics. Scores in both reading and mathematics are above the 50<sup>th</sup> percentile.

***PSAT Results***

Starting in fall 2008, the school began administering the (PSAT) to all students. PLHS recognized early that the faculty needed to concentrate on critical reading and writing skills because of the low critical reading and writing skills scores. The school has stressed “Writing Across the Curriculum,” and that English classes emphasize critical reading and writing skills. Vocabulary building has also been emphasized across the curriculum.

As reflected in the following tables below, the critical reading, math and writing skills scores are basically inconsistent. These scores reflect that several new students at each grade level are primarily English Language Learners. As a result, the school has placed greater emphasis on teaching its students expressive as well as receptive English language skills.

The three scores on the PSAT range from a twenty on the lowest end to an eighty on the highest end, which directly correlates to the SAT's score range of a 200 on the lowest end to an 800 on the highest end. The PSAT is designed to demonstrate how a student will fare on the real SAT. The Selection Index or SI is the sum of all three PSAT sections. The PSAT SI is used in part to qualify a student for the National Merit Scholarship, which is why the PSAT is also known as the National Merit Scholarship Qualifying Test (NMSQT). A PSAT SI score of 141 will not qualify a student for this scholarship. An SI of 201 or higher is a qualifying score for the scholarship.

Average 11th grade PSAT Scores for 2009:

- Critical Reading: 48
- Math: 48
- Writing: 45
- SI = 141

Average 10th grade PSAT Scores for 2009:

- Critical Reading: 43
- Math: 45
- Writing: 42
- SI = 130

**Table C – PSAT Scores – Grade 12**

		Average Mean Score											
# Of Students		Critical Reading			Mathematics			Writing Skills			Selection Index		
		9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
2008	14	*39/40			38/40			40/41			117/120		
2009	14	42/44			42/43			40/40			124/127		
2010	14	46/47			42/42			44/44			131/133		

\*Scores are: all students/excluding transfer and international students

Table C - All students' scores showed significant gains in critical reading from 2008 (39) and have seen their mean Reading scores increase three straight years, 2009 (42) and 2010 (46). This improvement was due to positive changes initiated by the school and includes transfer and international students who have come to the school. Twelfth grade students' mathematics scores did not increase from 2009 to 2010 but remained flat. Though the overall mean score in math remained about the same, eleven out of the students' math scores decreased. This decrease indicated mathematics is the subject area of greatest concern for the school (in terms of lack of positive growth/trends) for 2010-2011. The students' writing skills scores increased from 2009. Of the fourteen students who tested, twelve students improved. Mean scores over the course of three years indicate uneven growth is occurring. Beginning with the 2010-2011 school year, the school recently introduced "Writing Across the Curriculum" as a point of academic focus.

Table C – Disaggregated data for regular students indicated that students' scores showed significant growth in their critical reading scores from the 2008 and 2009 test administrations. Eight out of eleven students improved their scores and mean scores were up for three straight years in critical reading. Mathematics scores decreased slightly between 2009 and 2010. Eight out of ten students' scores decreased and uneven growth was reflected during the past three years. The school reviewed the math test results and the twelfth grade students overall performance and indicated modifications were needed in the mathematics curriculum. Seniors' 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 seniors in writing.

**Table D – PSAT Scores – Grade 11**

		Average Mean Score											
# Of Students		Critical Reading			Mathematics			Writing Skills			Selection Index		
		9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
2008	22	*32/34			38/37			31/31			102/101		
2009	22	37/38			39/38			36/37			113/113		
2010	22	40/43			43/40			38/40			121/123		

\*Scores are: all students/excluding transfer and international students

Table D – All students' scores showed a significant increase in critical reading from the 2009 administration. Additionally, the mean score for juniors increased three straight years in critical reading. Seven students showed significant improvement. Mathematics mean scores improved from the 2009 test administration. Eight students demonstrated significant improvement. The school's mean scores in Mathematics are inconsistent. In writing, juniors' scores increased from 2008. The junior class demonstrated the most year-to-year improvement in the three areas of all grade levels. The school believes this is a positive trend for the class, though mean scores remain below average when compared with students taking the test nationwide.

Table D – Disaggregated data for regular students showed improvement in mean scores in critical reading, mathematics and writing skills for three straight years in each subject area. This increase 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.

**Table E – PSAT Scores – Grade 10**

Average Mean Score													
# Of Students	Critical Reading			Mathematics			Writing Skills			Selection Index			
	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	
2008													
2009	14	*40/37			40/44			39/40			119/119		
2010													
2010	14	41/42			39/40			36/40			117/121		

\*Scores are: all students/excluding transfer and international students

*Table E – All* students’ critical reading scores increased from 2009, with seven students receiving higher scores in 2010. The school indicated that there was only a moderate increase in scores due to the loss of one student and minimal/lower gains by the other students. Sophomores’ mathematics scores increased in 2010 from 2009 while writing skills declined. There presently appears to be a lack of significant growth in math and writing for the school’s sophomores. Tenth grade mathematics scores are higher than their eleventh grade peers’ scores for the 2009 and 2010 test cycles; however, their growth rate has not increased.

*Table E – Disaggregated data for regular students’* critical reading scores increased for six students and the mean scores of all the regular sophomores increased significantly by five percentage points. 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 2009 to 2010. The sophomore class mathematics mean scores decreased dramatically.

**Table F – PSAT Scores – Grade 9**

Average Mean Score													
# Of Students	Critical Reading			Mathematics			Writing Skills			Selection Index			
	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	
2008													
2009													
2010													
2010	9	39			37			37			113		

*Table F - Freshmen* performed higher in critical reading skills than mathematics or writing skills. Ninth grade students’ scores were higher than the freshman scores of last two classes. This trend appears to be positive for the school. It will be important to see that this trend continues with the present potential of the ninth grade class. There are no international students at grade nine.

### ***Scholastic Aptitude Test (SAT)/Advanced Placement (AP)***

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.

**Scholastic Aptitude Test (SAT)** - PLHS uses the Scholastic Aptitude Test as one of its multiple measures. The school began offering students the opportunity to take the SAT in 2004. Reflected in Table G are the results of the student SAT scores. In fall 2011, the biggest percentage of students in the school’s history took the SAT. During the 2010 and 2011 SAT administrations, PLHS students’ Critical Reading Scores were significantly higher than Math and Writing Scores. 2011 PLHS Critical Reading scores are marginally above the national average of 501 while the 2010 scores were significantly above the national average. PLHS students’ Math (487) and Writing (478) Scores were below the national averages of 516 and 492, respectively. 2011 SAT scores were significantly below the 2010 comparative scores.

Table G – SAT Scores

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>
<b>National Average</b>			<b>501</b>	<b>516</b>	<b>492</b>

**Advanced Placement (AP)** - Also, students are given the option of taking the AP courses. Once enrolled in an AP class, students can decide if they want to take the AP examination. (*Some students choose to independently study a subject and write the test in May, if PLHS does not offer the course.*) The school currently offers an AP classes in Calculus. As reflected in Table H, only nine students have taken the Calculus AP examination between 2007-2010. Of those nine, only three students from each annual sitting have achieved a passing score. During the 2008/09 school year, the school employed a new Calculus teacher.

Likewise, the school began offering the U.S. History AP examination in 2010. Seven students elected to take the test and one achieved a passing mark. The U.S. History Honors students participated in this AP opportunity and two students enrolled in the class at the beginning of the Second Semester. (See Table I)

Table H – Calculus AP Exam Results

	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%	

Table I - U.S. History AP Exam Results

	# 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.

**Summary of Findings Narrative**

School administration and faculty examined student test data and concluded that there appear to be some positive trends indicating an increase in student academic achievement. The Visiting Committee corroborated the school’s findings. There appears to be a positive academic trend that was identified by an analysis of data that included 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 seen improving individually and as a school in reading assessment. Reading is such a foundational skill and integral to success in all other subject disciplines, the school appears to have prepared its students well due to its reading instruction/support programs. This improvement has come after the school has increased its focus on 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 included a steady improvement in some test results of the Class of 2012 over

the course of three years. These seniors have shown significant and annual improvement in all three areas on the PSAT test, and in two of three areas on the ITED. The Class of 2012 has essentially grade level or higher skills, when compared to their peers nationwide.

While the scores of the ITED indicated in Tables A and B above reflect student progress, the school needs to review its practices, curriculum, instruction, intervention strategies and remediation efforts to ensure that its students are better prepared to take the standardized tests and thus improve their academic achievement. Attention especially should be given to the second language learners in the areas of reading and writing. Also, the school needs to review its mathematics program to ensure that all students hone test taking skills and the school's mathematics instruction.

ITED results indicate significant percentages of its 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 scale or the result of the school's limitations, is that the faculty and administration would ensure increased student learning if they reviewed and discussed the results of this summative testing, at least three times during the school year, and used those results to modify their instruction as appropriate. As previously mentioned, the very small sample size at each grade level makes it difficult to draw firm conclusions. However, the Visiting Committee observed and learned that PLHS uses the results from the ITED as one means to gauge the success of its academic program.

### ***Survey Data***

The school reported that due to its small size, it uses a variety of techniques to conduct its surveys. The school conducts monthly parent meetings through its Parent Teacher Association (PTA). Approximately twenty-five percent of the school's families attend these meetings. The families' attendance provide at the PTA meetings provide a regular forum for discussion an opinion about these issues. The principal prepares a meeting agenda for each meeting that allows for significant parent feedback. Examples of agenda items that result in parent feedback include a mentoring after-school program for underachieving students and the seniors should take less than seven classes.

Data for student surveys gave the Visiting Committee a limited view of the school. However, according to the school, all students participated in multiple student surveys and evaluations of school practices. Further, staff survey results were inconsistent and the Visiting Committee reviewed a group of disparate survey results. In a discussion with the school's parents, the Visiting Committee posed the question of what parents thought was the greatest need for the school. The parents responded that they felt it was the acquisition of a larger school facility.

## **Chapter II: Progress Report**

***Briefly comment on the school's major changes and follow-up process since the last self-study.***

The school enthusiastically undertook its first Focus on Learning process. The school's recommendations from the previous Initial Visiting Committee were integrated into the school's annual plan. The school report lists actions that it sees as leading to the accomplishments of the critical areas left by the Spring 2007 Initial Visiting Committee.

In spring 2007, the school framed its first-ever Expected Schoolwide Learning Results (ESLRs) prior to the school's initial accreditation application and initial committee visit. 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/Inventories.

The school performed much of the ESLR work and review during the 2008-2009 school year in anticipation of the school's anticipated Spring 2010 WASC visit. *The school's interim accreditation was extended for an additional year* due to a large turnover in staff and ESLR study and analysis continued at a reduced level due to the work, which had been previously accomplished on the ESLRs. The school reports that all stakeholders have had, and still have, an avenue to discuss, analyze, and propose changes in emphasis for Pacific Lutheran High School.

### ***Discussion of the progress made on the critical areas for follow-up, including the impact on student learning***

The school addressed all of the recommendations effectively after the initial WASC visit. The action plan addressed the five recommendations and work continues on each of them. Impediments to full implementation of each of the five Initial Visiting Committee recommendations are dependent on the available resources. However, the school has given attention and thought to the accomplishment of each recommendation.

However, one recommendation, dealing with the plans for a new school site and facility is underway. The school is presently reviewing the feasibility of moving to a new campus that would accommodate the educational and financial needs of the school. The school's thrift store, Luther's Attic, opened in December 2010 and has enabled Pacific Lutheran High School to move forward with a new campus. This new ministry will help grow school's reserve account, increase student scholarships, and could produce up to \$100,000 in income the first year.

The five recommendations dealt with: 1) finalizing and implementing plans for a new school site and facility; 2) implementing a system of accountability to measure the alignment of curriculum, instruction, and the California content standards; 3) developing written curriculum; 4) clarifying the roles of the Board and the site administration, and, 5) providing additional academic challenges for their accelerated students.

*Recommendation #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.* During summer 2007, the previous principal left PLHS along with the office manager and three teachers left the school. This event posed a greater challenge for the school having a new principal and hiring three teachers and an office manager. Additionally, the new principal addressed a large unpaid tax bill, collected unpaid tuition from the previous school year, and dealt with a school budget operating significantly in the red. However, the school began to plan and spend carefully and today has a sound school budget and was in the black during the 2009-2010 fiscal year and in the black for the present school year.

The school has taken steps to prepare for a future school site and facility. Currently, the school's reserve account contains \$30,000 with \$20,000 additionally invested in its thrift store venture. Luther's Attic Thrift Store opened in December 2010 and enabled the school to begin planning for a new campus. This venture will help grow the school's reserve account, increase student scholarships, and could produce up to \$100,000 in income the first year. Also, First Lutheran Church (Manhattan Beach) accepted an invitation to join PLHS school Board. This invitation could possibly increase enrollment by about twenty to twenty-five more students. However, economic uncertainties and a lower student population make an immediate new school site improbable.

PHLS is currently in exclusive negotiations for a school site approximately three miles from its present campus. This site would triple the available space for the school and be a significant improvement to academic and co-curricular offerings the school is able to offer its students.

*Recommendation #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.* During the 2008-2009 school year, the school took several significant steps forward in its educational mission and ministry. It had its entire academic curriculum reviewed by the University of California System for approval. Every teacher scrutinized their course, materials, and course integration of state standards, curriculum, teaching methods, and sequence of material. The school received official approval for this effort from the UC system.

During the 2009-2010 school year, the principal achieved California administrative certification and attendance and participation in the School Leader's Licensure Exam Program helped the principal to bring many improvements and additions to student learning to PLHS through the principal's interaction with dozens of other schools and consideration of their "Best Practices".

Likewise, the school began using student grades as a multiple measure and compared student grades from the 2008-2009 school year to track student progress. Results showed that student grades rose significantly from 2008-2009 school year in part due to a new program instituted at school (mandatory homework policy). PLHS established a recognition system ("Green Slip" System) as positive reinforcement for superior academic work. A schoolwide focus on Problem-Solving / Critical Thinking Scores was stressed curriculum wide.

Another positive change implemented during the present school year is the school's adoption of a "Whiteboard Formula" for all classes. This effort 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.

The school principal began focusing the faculty on data analysis with the maxim that, "Good teaching is merely an opinion without data." This saying has been incorporated into the school's mindset. School faculty and PLHS students are keenly aware of this emphasis. For the first time, the school has multiple years of summative data with which to work to more effectively gauge student learning, and focus/refocus energies where necessary. The academic points of focus for 2010-2011 are writing and computation. 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.

*Recommendation #3 - The school administration and staff need to develop written curriculum.* After the initial WASC visit in 2007, the school began its curriculum review. During summer 2007, teacher syllabi changes were made and the syllabus template use began in 2008. These syllabi indicated scope and sequence for their courses. Further, new curriculum was acquired for U.S. History, Anatomy, Nutrition, and Pre-Calculus.

In 2008, all but two of the school's curriculum was approved by the University of California's a-g approval process. This process consisted of a review of the course summary, assessment, course materials, scope and sequence of study, a variety of teacher techniques, and writing requirements. The school also acquired new curriculum for English 9.

During the last two school years, PLHS added new Chemistry curriculum, new U.S. History Honors curriculum (College-level textbook), and new curriculum for Biblical Greek (online subscription and Greek primer.) and new curriculum for English 10. These additional courses were approved for the UC a-g Program.

Moreover, the school purchased new Calculus textbooks, new Spanish textbooks, an online grammar subscription for ESL (English/Grammar website), and a subscription to Scholastic Magazine for English 9. The school submitted the U.S. History Honors and Comprehensive Music courses for a-g approval. The school offered a World History Honors course for the first time to 10<sup>th</sup> grade students. Finally, PLHS the Curriculum and Planning Guide is complete and is available online and in hard copy.

*Recommendation #4 - The Board needs to clarify the roles of the Board and the site administration.* The school's Board of Directors and principal began earnestly to ensure that this recommendation was met. They formalized their governance team (Board of Directors and school principal) by meeting monthly to discuss school progress. Also, the Board of

Directors approved its Constitution and the Board assigned the principal his “Areas of Responsibilities” for the 2007-2008 school year.

Dialogue occurred more frequently between the principal and Board through e-mails, school visits, and telephone conversations. The principal and Board president developed a close working relationship. The school’s principal requested and began to receive annual performance reviews by the PLHS Board of Directors. The governance team continues to meet and discuss regularly. Currently, the principal continues to meet bi-weekly with the Board President and ongoing communication with all directors takes place frequently.

*Recommendation #5 - The school administration and staff needs to provide additional academic challenges for their accelerated students.* The school has undertaken steps to ensure that this recommendation was met. Beginning in 2007, the school lengthened the school day by thirty-five minutes to provide more educational time for both high and low-achieving students. Also, the school began offering two new elective courses, Anatomy and Nutrition to expand science offerings for higher-achieving students. In 2008, the school added two new electives, Critical Thinking and Chemistry.

In 2009, PLHS was approved as a chapter of the National Honor Society. Also, the administration and faculty added extra classes to its offerings. These new classes included Biblical Greek, Psychology, and U.S. History Honors. Further, the first PLHS students took AP exams in both U.S. History Honors and AP Calculus. The school received approval 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. Finally, the school began offering college-counseling services to all PLHS students.

In 2010, the school opened a new computer lab so that students could integrate technology more easily into their course work. The school offered more electives such as Comprehensive Music, World History Honors and Technology. Lastly, the school conducted a laptop competition for students in an essay competition.

### **Chapter III: Self-Study Process**

The school used the self-study process to foster schoolwide collaboration and to refocus energy and resources on a common purpose: “What students are doing and what students are learning?” PLHS accomplished each key outcome in the *Focus on Learning* self-study report because of its deft planning and preparation for the arrival of the Visiting Committee. The Visiting Committee believes that the school’s self-study was conducted with the intention of presenting an accurate reflection of the school’s program for students.

***Development of ESLRs - A copy of the School Wide Learning Outcomes is found at Attachment A.***

The school developed its Expected Schoolwide Learning Results (ESLRs) prior to the arrival of the Initial Visiting Committee in spring 2007. Subsequent to the initial WASC visit, PLHS administration, teachers, parents, and students engaged in a continual review, analysis, and study of schoolwide learner outcomes to confirm their relevance and applicability to present-day school families. This process 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/Inventories.

The school performed much of the work and review on the ESLRs during the 2008-2009 school year in anticipation of the school’s anticipated Spring 2010 visit. The school received an extension of its interim accreditation for an additional year; and, consequently, the study and analysis of the ESLRs continued at a reduced level. However, all stakeholders have had, and continue to have, an avenue to discuss, analyze, and propose changes in the development and revision of the school’s ESLRs. The ESLRs are found at Attachment A.

***The involvement and collaboration of school community members in the self-study***

There was involvement and collaboration of all stakeholders in the self-study process. There was inclusion of all school community members involved with learning activities. The leadership team and teachers provided direction and guidance to the self-study process. The school’s leadership team, faculty, staff, parents, and students did much of the organizational work; while other school community members were primarily involved in review and feedback. The program for students as reported in the self-study appears to create a challenging environment that encourages students to excel academically and nurture beliefs that help them relate to self and others. Nevertheless, the number of English Language Learners poses some continued planning and delivery challenges for the school.

***The clarification of the school's purpose and the ESLRs***

In completing the self-study process, the school stakeholders better comprehended the impact of its programs and services on students. Development of the school’s ESLRs was specifically undertaken in conjunction with the *Focus on Learning* process. The process used by the school ensured that stakeholder groups including administration, faculty, and other school community members had the opportunity to participate in developing these expectations. Further, the school’s efforts to meet the criteria in looking at the relationship between these guiding ESLRs and the specific expectations of instruction in each discipline and the services provided by each of the school’s programs appears to have been fully explored. Likewise, the leadership has communicated the importance of developing ESLRs that are measurable in relation to the *Focus on Learning* Process; the school’s expected learning results have become integral to the school’s improvement efforts.

The school holds regular discussions about its ESLRs and includes all stakeholders in these discussions. As a result, there is an ongoing annual review and a refinement, when necessary, of its ESLRs. In this way, this review ensures that the ESLRs continue to represent the view of the school’s stakeholders.

***The assessment of the actual student program and its impact on student learning with respect to the criteria and the ESLRs***

The school’s action plan covers a two-year period from 2011 to 2013. The assessment of the school program and its impact on student learning has assisted PLHS in developing an action plan that will address needed areas of change. Student learning is a major segment of the action plan. The school provides a strong educational foundation, aligning curriculum based on its academic content standards, ESLRs, and WASC criteria. The school’s proposed action plan is based on and encompasses the five WASC criteria and contains three major areas of emphasis. The major areas of emphasis are:

1. Review the development of a coherent and relevant curriculum-mapping program to be implemented and used in analysis and assessment of benchmarks and scope and sequence of course content in order to drive the instructional program.
2. Analyze and review the Mathematics Program.
3. Formalize a school-wide staff development plan.

The school administration, faculty and other stakeholders developed sections for the schoolwide action plan as they considered the growth areas and identified themes. All of the school community groups identified specific actions that will be taken within the school to ensure accomplishment of the schoolwide action plan sections. The accountability system for monitoring the accomplishment of the action plan appears to be adequate. The leadership team will provide the administrative oversight to ensure that the sections of the action plan are completed based on the time frames contained within the action plan.

## **Chapter IV: Quality of the School's Program**

### **CATEGORY A. ORGANIZATION FOR STUDENT LEARNING**

#### **A1. School Purpose Criterion**

The Visiting Committee found that the school has infused into its culture a clear statement of purpose that reflects the beliefs and philosophy of the institution. This purpose is further strengthened by schoolwide learning results (ESLRs) that form the basis of the educational program for every student.

The school's stated mission statement reflects the belief and philosophy of the school, and is the umbrella that encompasses all activities. The overarching purpose of the school is to lead young people to grow spiritually, mentally, physically, and socially in favor with God and mankind. This purpose is found 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.

The Visiting Committee observed that PLHS provides a good education that begins with offering the best Christian educators and support staff available, offering a Christian curriculum that is 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 students to a productive life. Examples include a strict policy concerning drugs, alcohol, violence and sexual harassment is presently in effect and a behavior outside of school policy helps create a safe, educational atmosphere.

The school welcomes those students and families who seek the benefits of a Christian education. PLHS expects students to participate in its religious functions while enrolled at the school. As such, 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.

The school states that its community (parents, students, local cities, churches, etc.) profile data has impacted the development of the school purpose and school-wide learning results by putting God first, learning academics, honing life skills, and serving church, school, and community.

#### *Putting God First*

The school states that approximately 80% of students come from a Christian background; while 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. Also, PLHS faculty and staff serve as active Christian role models. Several teachers are church leaders serving as elders and active church members. Teachers also have a behavior outside of school code.

Some students attend PLHS because they struggled in the public school system and 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 act 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 education or 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. 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 four percent of the school's students. Weak academic areas are targeted for improvement through teacher meetings, discussions with parents/students, and after-school programs. The school began a Reading/Writing Proficiency class in fall 2010. Last year the school applied for and was rewarded with a National Honor Society chapter.

### *Honing Life Skills*

The school has some students diagnosed with special needs such as ADD or ADHD. Some of the students have 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 determines whether or not a student's educational needs are compatible with the school's educational programs and whether a student can benefit from the school's course offerings. The student admission process consists of a school interview, an analysis of transcripts, two recommendation forms and other documentation.

The school currently enrolls twenty percent of its students as English Language Learners based on language screenings (international students) and student assessments. This reflects the large immigrant population in the surrounding community and the school's International Student Program. The school has a faculty member with expertise and appropriate credentials to supervise 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.

The Visiting Committee found that the school 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*

The school emphasizes the fundamental Christian value of 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 twenty 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. PLHS 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 *Focus on Learning* requirements and its associated processes are regular agenda items at monthly staff meetings and during staff development activities where ongoing evaluation and discussions are held. 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 schoolwide 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 *Focus on Learning* 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 Stakeholder's Meeting that focused on the development/refinement of the school's purpose and expected school-wide results. Beginning with the current school year, the school has undertaken efforts to ensure that its schoolwide learning results, ESLRs, and examples of meeting each goal are published in the weekly newsletter that is sent electronically to parents and community partners. Students and teachers submit ESLR data sheets, which demonstrate integration of standards, curriculum and assessment. Highlights from these items are placed in the school newsletter, which is delivered weekly to school community members.

The Visiting Committee observed that 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 throughout the school 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 schoolwide ownership of this collective vision. School handbooks stress putting Christ first, are predicated on the notion that students can succeed academically and have as goal that students can take their skills and serve their fellow man with them.

The school has means to publicize the purpose and its ESLRs 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. 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. Examples include school trips, community service days, classroom assignments, and Spring Week that provide an opportunity for students to engage in the ESLRs.

Data gathering, review and revision is an ongoing activity that takes place in many forums at the 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.

## **A2. Governance Criterion**

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 occupy an executive board of directors that is the governing authority for the day-to-day operations 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.

The board is composed of seven members: 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 identifies board membership guidelines, job duties and special skills that may be needed. Two PHLS school board members attended School Board trainings offered by the Pacific Southwest District of the LCMS in 2009.

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 *Focus on Learning* documents. New members receive individual coaching by current board members in addition to on the job training.

The Pacific Southwest District of the LCMS provides more formal trainings 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.

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 secondary education programs. Board policies are consistent with the school's operating philosophy and ESLRs. All policies are reviewed on an ongoing basis and changed or updated as necessary. 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. The principal 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 countywide teaching conferences, state workshops, educational classes, and other relevant training. The board also supports membership in local and national educational organizations for the principal.

The principal has day-to-day operational responsibility for the school. 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 fundraisers, 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.

The PLHS Board limits its actions to policymaking, strategic planning, fundraising, and support. It delegates academic policy, personnel activities, school budgets, and associated daily operation needs to the principal. All staff, academic or administrative, reports to the principal. The principal is responsible for recruitment, discipline, and all other decisions necessary for the smooth operation of the school.

The PLHS Board is responsible for the evaluation of the principal. Formal and informal information regarding administrator performance is sought from teachers, parents, and students, and the principal completes a self-evaluation. The principal is provided with a verbal and written review and has the right to respond to the board.

The PLHS Board of Directors has not yet conducted a formal self-evaluation. 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 grid will be given to board members for confidential responses. Faculty, staff, and parents will also be invited to give input regarding 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**

The school reviews and updates Board, faculty, and student handbooks on an ongoing basis. These handbooks contain policies and charts that define significant processes, and define responsibilities across the school community. Communication to all school community members is accomplished quickly in a variety of ways such as morning announcements, regular staff meetings, school assemblies, an open door policy, principal walkthroughs, and the weekly newsletter.

The school's governance team 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. School handbooks delineate processes for resolving any differences among staff members, students or school constituents. The normal process is to seek resolution through a meeting of all parties concerned. If this meeting format fails to resolve the issue, there are processes that exist to resolve conflict with the board of directors, the final arbiter/authority.

PLHS has a commitment to ongoing improvement of teaching and learning that supports strong student achievement. Faculty actively participates in reviewing, planning, and implementing practices that forward that philosophy. This philosophy 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. Internal communication and planning occurs through daily announcements, newsletters, e-mail, face-to-face conversations and an open door policy.

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. PLHS Professional Development Plan details professional development scheduled to occur for the remainder of the 2010-2011 school year.

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. 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.

### **A4. Staff Criterion**

For being a small school, PLHS has a qualified faculty and administration both in certification, on-going training and in experience. The Principal has 12 years of experience at PLHS and has served four of those years as principal. He has a California Clear Teaching Credential and has passed the SLLA exam, as he is working toward his lifetime administrative credential.

All faculty members have at minimum, a Bachelor's Degree. Of the eleven teachers, six have graduate degrees, one is finishing a Master's program, and four have Bachelor's degrees. Two of the remaining ten teachers have California State teaching credentials, another of them has an out-of-state credential and the remaining seven teachers do not have teaching credentials. The teachers are supported as they pursue California credentials and further education. They also have access to Title II funds to help them achieve the principal's goal of obtaining a California Teaching Credential. PLHS has also implemented a requirement that all teachers pass the CBEST no later than Fall 2011. In addition to encouraging the faculty to work in pursuit of further education, PLHS provides many opportunities for faculty to attend professional development courses and conferences.

The faculty & staff at PLHS are valued as the best Christian educators available. PLHS may even modify a teacher's schedule in order to allow for childcare, and other personal commitments. Faculty members are provided with computers and were even blessed with a Christmas bonus this last December. Teachers at PLHS have also been trained by the principal in modifying the curriculum for a student who may be in need of modifications, as PLHS has a few students with learning disabilities. This is accomplished through scaffolding and differentiation.

The faculty and staff give evidence of a high commitment to PLHS and to their ministry in Christian education. While their salary levels may not be as high as what would be earned in the public sector, they willingly serve for what the institution is able to pay. They make themselves available to students before, after and during school and have developed a close personal bond with them. They attend events each year with the students that tighten the teacher/student bond and opens doors of improved communication that later impacts learning in the classroom. One of their events is a Senior Class Cruise to Ensenada, Mexico, where students, faculty and families enjoy the fun of a relaxing weekend away together.

All faculty members are committed Christians who seek to live out their faith as role models to the students. They are active in local churches and model a unity and consistency in core beliefs. They assist in developing clubs on campus and leading students in mission trips and spiritual life activities. An important commitment by the faculty has been made to pray for students on a regular basis and support them in every possible way.

The school administration should commence a formal teacher evaluation process in order to monitor teacher performance on annual basis. Also, the Governance Team should consider the establishment of a teacher salary schedule and provide equitable faculty salaries based on length of service and college units completed.

## **A5. School Environment**

The multiethnic and culturally diverse environment at PLHS makes it imperative to establish and monitor a code of conduct that respects differences and has a zero-tolerance policy for behavior outside that of the code. PLHS handbooks clearly define the policies and procedures of the school in order to protect the physical, mental and spiritual health of all the stakeholders.

PLHS recognizes and rewards high academic achievement and commendable personal behavior. Merit and Honor rolls have been established as a reward system and they also have a chapter of the National Honor Society.

The small school size creates a personal family relationship environment that encourages student learning. Behavior expectations are based on Christian standards of conduct and provide for a campus with minimal discipline problems. The school dress code provides for consistency and removes the competitive and inappropriate dress issues that face some schools. With the faculty so engaged with the students, there is a sense of collaboration and mutual shared responsibility in the learning process.

PLHS also has a small international student population, with students attending from China, Viet Nam, England and Korea. While PLHS is a culturally diverse school, its enrollment is open to applicants of all races and faiths. PLHS has grown to its current size through advertising within the community and through other communication channels that include visits to feeder schools, participation in local high school nights for eighth grade families, the school's thrift shop,

Luther's Attic, congregational visits, print advertising and sports camps.

Another noteworthy characteristic of PLHS are the small class sizes. With class sizes ranging from 8 to 15 students, there is a great deal of interaction and counseling support available to each student. PLHS is currently in the process of trying to obtain a permanent facility in which to relocate their campus to. Reaching the goal of a permanent site will only enhance the stability and special school environment that is found at PLHS.

## **A6. Reporting Student Progress**

PLHS has established and continues to provide an effective program for assessing student progress, and informing the school community of their findings. Progress Reports are sent home every regularly, as well as report cards at the end of each semester. Administration regularly reviews student progress and reports prior to sending report cards to parents so that student needs can be assessed and strategies developed to help students who may be struggling or who may need further academic challenges to keep their interest.

The school evaluates the success of students to achieve school-wide ESLRs and is a collaborative effort with the faculty and administration. Faculty members and the administration have frequent discussions to assess student growth. Staff meetings, emails, conferences, data sheets, standardized test results and informal discussions all contribute to the analysis of student achievement. As a result of analysis, other results such as individual student action plans, at-home intervention plans, modifications in curricula, and supplemental materials are implemented.

Standardized test scores are also used as one means to measure progress in student learning. PLHS students take the PSAT and the Iowa Test of Educational Development (ITED), as well as AP and SAT test scores. Test results show that PLHS students are achieving at or marginally above the national average of 501 in Critical Reading and in the area of Math and Writing Scores they were below the national averages. It is important to note that because the school has a small number of students, the grades are impacted greatly with any variation in scores. For example: AP Calculus shows a pass rate of 50%, yet there are only two students that took the test, thus one out of the two who took the test, passed. In the area of AP US History, seven students took the test and one passed, indicating a pass rate of 14%. It is also important to note that PLHS makes it very clear that there are some students who purposefully do poorly on tests for unknown reasons. They are in the process of addressing that problem.

PLHS uses the UC a-g approval system for their classes. They have worked hard to have their classes UC approved so that they can follow an appropriate alignment within their curricula of the California State Standards.

Student progress is reported to the Board by the school Principal. The principal provides both written and oral reports to the board on a monthly basis. Progress Reports, Report Cards, and parent conferences are used to give academic and personal growth information to parents. Newsletters are also used to communicate with all stakeholders.

The community receives information about PLHS successes through publicity in the media. PLHS is making a serious effort to keep all stakeholders informed about student progress and maintains an open door policy for questions or concerns from its constituency.

## **A7. School Improvement Process**

PLHS is a small, young and growing school. There is a great energy and focus by the administration and faculty to improve and become a valued and respected educational institution in the community. School leadership has sought to pursue the WASC accreditation program and has studied WASC expectations in order to implement them into PLHS. The Principal has served on accreditation visits to other schools to gain insight into bringing growth and improvement to PLHS.

School leadership has developed an Action Plan to guide future school improvement. It has identified five critical areas for focus and growth:

1. There is a need to expand the expertise of the PLHS Board of Directors in specific areas such as legal, financial and personnel.
2. Formal evaluation process needs to be established for the Board of Directors.
3. There is a need to develop relationships with PLHS Association congregations and pastors and increase the number associated with PLHS.

The school has strong, supportive principal and has an active and contributing community of stakeholders. The school leadership is committed to the pursuit of excellence in learning and in the Christian life. School leaders have effectively united all stakeholders in sharing goals and working as a team to see growth and improvement at PLHS.

There is a strong collaborative spirit on campus as the faculty and administration work together to promote high levels of learning. The school is blessed to have such a dynamic and motivated Principal who has sacrificed personally to see PLHS grow and improve year by year. He is an experienced educator who is driven to see PLHS reach a high level of effectiveness in student learning as they prepare for college entrance.

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

1. PLHS has a clear sense of purpose.
2. PLHS is a committed Christian staff and Christian role models.
3. PLHS has a strong relationship with parents, supporting congregations, and a volunteer board.
4. PLHS has an autonomous nature as a small Christian school with an ability to adapt to new things quickly.
5. PLHS's limited resources help to create innovation.
6. PLHS has high academic standards.
7. PLHS is a school community that is collegial and cohesive.
8. PLHS has well qualified teaching staff that continues to work to improve teaching skills.
9. PLHS board members are Christians with experience in leadership with knowledge of educational theories or previous work as teachers or in community outreach.
10. PLHS provides the opportunity for continued education to their teaching staff with Title II funds and by encouraging their attendance at conferences and professional growth sessions.
11. PLHS is a multiethnic and culturally diverse campus.
12. PLHS recognizes and rewards high academic achievement and has established a chapter of the National Honor Society.
13. PLHS has a clear Christian-based code of conduct and mandates mutual respect.
14. PLHS assesses student achievement via several media and works to improve those areas where change is indicated as necessary.
15. PLHS engages all of its stakeholders in achieving the expected school-wide learning results.
16. PLHS has developed an Action Plan for future school improvement.

### **Key Issues for Organization for Student Learning**

1. Expand the expertise of the PLHS Board of Directors in specific areas such as legal, financial, and personnel.
2. Establish a formal evaluation process for the board of directors.
3. There is a need to expand the number of Pacific Lutheran High School Association congregations and to develop relationships with these congregations and their pastors.
4. A process needs to be established to measure teachers' professional development and its impact on student performance
5. A clear plan for teachers to take and pass the CBEST by Fall 2011 as established by PLHS.
6. Year to year growth in student achievement needs to be seen via evidence in test scores.
7. A clear well-developed plan needs to be established for each faculty member for continued education tailored to continued development in pedagogy.
8. A clear well-development plan for continued relationship building and growth with area congregations and feeder schools needs to be established

### **Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

School Publications  
School Self-Study Parent-  
Student Handbook  
ITED Test results  
SAT & PSAT scores  
AP Test scores  
Report Cards and Progress Reports

Classroom observations  
Student and Parent interviews  
Faculty and Administration interviews  
UC approval of a-g classes  
PLHS supervision policy  
Student evaluation forms  
Instructional strategies checklist  
Sample Newsletters

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

## **CATEGORY B. CURRICULUM, INSTRUCTION, AND ASSESSMENT**

### **B1. What Students Learn Criterion**

The school strives to provide a 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 through writing, planning, and providing curriculum that meets school and state standards. The school's documented curriculum takes the form of written target competencies for each subject area and grade level evident in daily teaching schedules, the school's "Whiteboard Formula", Curriculum Planning Guide, lesson plans articulating correlated curricula, course syllabi, UC a-g approved courses and AP course offerings. Each UC a-g course has been submitted and has received UC a-g approval or is pending approval. These courses have been shown to be effective and have shown the required rigor and assessment mechanisms to achieve effective student learning. The textbooks adopted within and across grade levels are aligned with California State Standards. The school has implemented and continues to refine and define performance indicators correlating curricular goals and the Expected Schoolwide Learning Results to student learning.

The school has clearly made a strong effort to provide opportunities for administrators, parents, and students to monitor student grades on a regular basis through Grade Link. Individual teachers apply an informal review process of their lesson plans, classroom activities, student work, and assessment results to determine whether or not their assessment measures, curricular objectives, course competencies, and instructional approaches correlated with Expected Schoolwide Learning Results. A more formalized review and collaboration across grade levels of curriculum and curriculum development, as well as further development of the Curriculum and Planning Guide, to include appropriate educational practices and provide a means to assess student attainment of curricular standards, will further inform the instructional program.

The school strives to ensure Expected Schoolwide Learning Results form the basis for curricular goals, teaching processes, instructional competencies, and assessment and evaluation of learning. All syllabi are required to contain the

school's White Board Policy to clearly define learning goals. Formative assessments occur on a regular basis and are used by faculty to be used to determine the need for re-teaching or remedial intervention. The external exam scores tend to align well with subject grades for most students. Summer school classes for credit and enrichment are offered. Community resources are used for service projects, guest speakers and field trips. The school utilizes resources in the community to educate students on personal and spiritual issues.

## **B2. How Students Learn Criterion**

Teachers stay abreast of current research and educational thinking through attendance at workshops and conferences and enrollment in education courses through Pacific Southwest District's School Ministries Office. Ongoing professional development has included staff training in California Streaming Video offered by the Los Angeles County Office of Education, training in the school's online 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.

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 level of learning.

These methods are sound, universally understood as being effective and appropriate. 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. The school makes full use of its new computer-based classroom; used by teachers leading the school's efforts to create a 21st century classroom. 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.

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, homework, class work, tests, individual and group projects, lab reports, labs, and participation as part of daily classroom routine. Faculty use Bloom's Taxonomy to probe for deeper student understanding.

The 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 faculty and administration.

## **B3. How Assessment Is Used Criterion**

The school assesses individual student learning through ongoing assessment of course work, overall grade point average, and successful completion of the course(s), graduation rates, college acceptance indicators, and the regular examination of student work during faculty staff meetings. Additionally, administration and faculty examine/analyze standardized test scores (ITED and PSAT). Year to year growth is determined and intervention/remediation recommended when appropriate. 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.

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 student course evaluation. 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.

All students have access to the school’s entire program. Information, encouragement, and support are provided to all students so they can meet their personal and academic goals. The school offers a wide variety of programs to meet the needs of all students. Through a Christ-centered college-preparatory curriculum, students are encouraged to accumulate both knowledge and the ability to strive for excellence.

**Areas of Strength for Curriculum, Instruction, and Assessment Category**

1. 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.
2. A large number of courses ranging from remedial to one AP class are offered to ensure a high quality of learning for all students.
3. The use of aggregated data (ITED, PSAT) has helped inform teachers and administration on where academic growth needs to occur.
4. 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 short notice.
5. Administration and faculty are committed to using data as a method to strengthen the curriculum and improve instruction.
6. The school offers many staff development opportunities.
7. The school’s “Whiteboard Formula” ensures interconnectedness among educational objective(s), lesson activity and means of assessment.
8. Faculty is well qualified and utilizes appropriate state and/or national standards in their courses.
9. 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.

**Key Issues for Curriculum, Instruction, and Assessment**

1. Review the development of a coherent and relevant curriculum-mapping program to be implemented and used in analysis and assessment of benchmarks and scope and sequence of course content in order to drive the instructional program.
2. Analyze and review the Mathematics Program.
3. Formalize a school-wide staff development program.
4. Honors/AP courses need to be developed for English courses.
5. The school should study whether a mandatory reading program each summer would be of benefit to students.
6. PLHS needs to prepare students more for the PSAT and SAT through the creation/addition of a testing preparation program.
7. The school needs to ensure that students really apply themselves on the PSAT and ITED so the data are as valid and actionable as possible.
8. Additional academic department meetings should regularly occur. A formal curriculum review process should be performed within academic departments.

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

	23	Meet the Teacher Night	
		Six Points of Effective Writing	
		Analysis of testing data	
		LACOE trainings	
Curriculum and Planning Guide		Science lab experiments	Class Syllabi
P.S.D professional development		Analysis of student coursework	ESLRs
Virtual Educators’ Mentor			ESLR data sheets

## **C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

### **C1. Student Connectedness Criterion**

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. 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 weeklong 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. The Visiting Committee learned that the school promotes access of all students to its co-curricular activities and covers all student participation fees.

***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 that PLHS students contribute to and support.

The school incorporates several strategies that it uses to promote student growth and development. These programs include the "Green Slip" Program, the Zeros Aren't Permitted (ZAP) Program, and the school's chapter of the National Honor Society, team building activities, and Spring Week.

The school developed the "Green Slip" program during the 2009-2010 school year. This program 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.

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PLHS educators introduced the "ZAP – Zeros Aren't Permitted" Program at the beginning of the 2009-2010 school 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).

The school emphasizes academic success and it recognizes students by inducting eligible students 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 PLHS takes students body 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. Teachers ask students to write an evaluation of their experience. Results indicate the trip is almost universally well received and much appreciated by students.

At the conclusion of the school year, the school participates in Spring Week. Students are 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.

The school added an academic advisor position this year. The advisor spends three periods serving students in this capacity. Items generally performed by the academic advisor include academic counseling, parent communication, and progress monitoring. In fall 2010, the academic advisor met individually with all PLHS students to discuss ITED and PSAT performance.

For the 2010-2011 school year, PLHS administration introduced the Academic Intervention Program (AIP). In this program, student progress is monitored and when the need arises for an intervention, the site administrator, academic advisor and teachers employ strategies to help students become successful. 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 is 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 the school's association churches have helped students and families who need spiritual counseling.

The school principal and teachers examined the results of its standardized testing at the start of the current school year. From that examination, they determined that a Reading Improvement Class for students who scored below grade level in reading comprehension was necessary. The school ensures that its co-curricular activities are linked to the ESLRs. They accomplished this by **Putting God First**. A Praise Team emerged from the school's new Comprehensive Music course. The team provides music for the chapel service. Also, the Team conducted a chapel service for a Lutheran elementary school. Further, teachers have held Bible study and prayer groups when students have shown interest.

PLHS links its **Learning Academics** to its ESLRs through the institution of the National Honor Society. Also, the school conducts academic field trips throughout the school year. Its students practice **Honing Life Skills** through service on the Student Council and participation in student-activities and events such as a game club and a Korean club that meets weekly. Students show that **Serving the Church, School and Community** is an important aspect of their high school experience. Classes have adopted "World Vision" children under the supervision of two teachers. Also, students tithe to support these children and chapel offering has been designated for their support. The school requires students to participate in community service efforts each year. They are given two community service days in the school year to help with this requirement.

Students receive information about community service organizations and events opportunities. Small groups of faculty and students have done walks for charities. Chapel offerings and class competitions have raised money for charities. The Fall Retreat also has a service component where the students make repairs on trails and clean the camp. The school initiated an "undercover angel" program this school year. The angels send encouraging messages and pray for the other students.

PLHS provides students with services that include English language support, special needs, academic assistance, and college counseling. The Visiting Committee believes the school can better offer career and personal counseling services and needs qualified faculty to fulfill these areas.

The school has employed referral services to support students and families with learning challenges and for psychological and spiritual support. Also, Pacific Lutheran has a certified English language support 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.

Many PLHS students participate in co-curricular/extra-curricular activities. The school has informally evaluated the level of student involvement in these activities as well as the use of its support services. However, the school has not currently conducted formal evaluations of its students' participation in co-curricular/extra-curricular activities and use of support services. An informal evaluation conducted during this school year indicated the following levels of student participation.

Student Council: 12	M Basketball: 5
Korean Club: 10	W Basketball: 8
Game Club: 7	M Volleyball: 2
Praise Team: 7	M Soccer: 5
Yearbook Staff: 6	M Baseball: 2
NHS: 10	Golf: 2
Men's Football: 6	

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 the school could not offer a particular sport.

The school conducted interviews and dialogued with students to ascertain their perceptions of how well the school provides academic and personalized student support. Pacific Lutheran completed a series of Focus Group Interviews led by a PLHS alumna and parent. This parent interviewed PLHS students to gauge perception and feedback and included this information in a written report. The Student Focus Group gave its perceptions and these include:

1. Students were very pleased with the school overall.
2. 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.
3. 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.
5. Students surfaced the dress code. The group, though not opposed to a dress code, seemed frustrated at the definition of a "collared shirt."
6. Several students wanted the dress code to be more uniform while others wanted a weekly free dress day.

## **C2. Parent/Community Involvement Criterion**

The school believes that parents and community members are the key component to students' success, and therefore use a wide variety of avenues to communicate with all stakeholders via telephone, written materials, Internet, and meeting opportunities at the site. Of particular significance is the school's web-based grading system allowing parents instant

access to student progress, teacher contact information, uploaded course documents, and teacher comments. The grade program is capable to send e-mail alerts as requested by parents.

A parent newsletter is e-mailed weekly to parents and other members of the school community. Parents can access information via the school website. The site contains useful information about the school from academics to current events. Additionally, important information and event schedules are posted on the school Facebook page. Faculty and staff communicate with parents by phone and e-mails in order to secure parents help in monitoring student's progress. Two workshops are offered each year for college planning and financial aid.

Parents have the opportunity to attend monthly parent meetings. They are informed and provide feedback and ideas for continued school improvement. 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. Parents are encouraged to volunteer at parent workdays, Thanksgiving and Christmas feasts, the Auction Dinner, fall retreat and the year-end trip. To build a strong community parents and community members are encouraged to be actively involved in the school.

Pacific Lutheran uses the resources available through the Torrance Unified School District when necessary. Students are able to use the local junior colleges and adult schools to address transcript deficiencies and to enrich their educational experience.

The school uses community resources for field trips as well as opportunities to enhance student learning through partnering with the local community. Examples of these include:

*The Torrance American Legion Post invited a student to participate in Boy's State last year and invited another student this year.*

*Two students attended Pepperdine Youth Leadership Seminar last summer and two will attend this summer.*

*The Economic class took a field trip to First California Bank and to the Federal Reserve Bank.*

*The Government class visits one of the Presidential Libraries*

*The Journalism class toured the LA Times.*

*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.

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. Students are required to give a minimum of twenty hours of service each year. Two service days are placed in the school calendar for this purpose. The school provides information to students and parents of opportunities in the community in which to serve. Examples of student service include volunteering at the school's thrift store (Luther's Attic), local soup kitchens, and Vacation Bible School.

Examples of student outreach projects include World Vision (supported through chapel offerings), St. Jude's Children's Hospital, Teen Pregnancy Center, and walks for other charitable organizations. Students clean and maintain the school campus before school, during lunch, and after school. Students experience the American political process firsthand through their participation as poll-workers on city, state and national election days. Peer tutoring in math and English (American students tutor international students with to improve speaking), and foreign language acquisition. 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 one another.

Pacific Lutheran High School has opened its thrift store, Luther's Attic. This store opened after the generous donations of time, items, expertise and prayers of many school and church families. This thrift store will provide a funding vehicle for student scholarships and will support Pacific Lutheran High School's academic and co-curricular programming.

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

1. Small size of the PLHS student body allows for personal attention to students.
2. Teacher and student interactions and relationships provide an opportunity for early intervention as problems are recognized.
3. The Board and Administration has provided for extra support with the Reading and Intervention programs.
4. The results of the standardized tests are shared with parents at a parent meeting. Teachers are trained in the interpretation of the standardized test.
5. The ESL teacher and college counselor are state-certified.
6. Grade Link, the online grading system allows parents access to their children's progress.
7. The school's policy to return all parent communication within 24 hours keeps parents informed.
8. Afterschool study hall allows students to work on homework.
9. Teachers have taken this time to offer one on one tutoring.
10. Students are recognized when they receive notice from the colleges
11. An organized discipline system is clearly defined.
12. Excellent communication exists among the school, students, parents, and the community.
13. The administration, staff, and parents coordinate efforts to establish the school thrift store, Luther's Attic, in order to provide additional funding for student scholarships in order to support the school's academic and co-curricular programs while strengthening community involvement.
14. Administration employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students by encouraging parents and community to be actively involved in the school and school programs.
15. The school has a certified academic counselor and ESL teacher on site in order to support students and help meet the needs of all students.

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

1. 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.
2. Introduce a Chapel schedule once a month to allow for assemblies.
3. Mission Week and Mission Trips could be organized.
4. Efforts should be made to increase school spirit.
5. Increase interaction and connectedness of ESL students to their American schoolmates.
6. Introduce ESLR awards at honor roll time and graduation.

### **Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

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Student to teacher ratio  
Daily announcements  
Graduation requirements  
Academic Intervention Program  
Academic Advisor meetings  
Student handbook

National Honor Society  
Summer school course schedule  
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  
 Schoolwork 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**

Pacific Lutheran High School demonstrates a relationship between the decisions about resource allocations, the school's purpose and assessment of students accomplishing the expected school-wide 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 eighty percent of the school's resources are expended in payroll-related expenses (salary, insurance, and taxes). The classroom teacher is the biggest factor impacting student learning and academic achievement. The school makes a significant investment in student learning through its teacher-related expenses.

An additional ten percent 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. The school's annual budget is proposed by the Principal and approved by the Board of Directors each year. The school's 2009-2010 School Budget is \$603,000. The allocation of funds is reflected 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 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 the school's financial picture. 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 records have balanced for the month. This report additionally identifies any unusual/unexpected expenses.

There are internal mechanisms in place to prevent the misuse of school funds. These mechanisms 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. However, the school should review the need to conduct annual financial audits by an outside consultant.

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 eleven percent 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. The school is presently reviewing the feasibility of moving to a new campus that would accommodate the educational and financial needs of the school. Because of the severe economic climate and lack of adequate capital, the school has been careful about any move it makes to a larger school site and facility.

Teachers are encouraged to evaluate yearly all materials used in classroom instruction. There is a process in place for replacing/upgrading instructional materials and equipment. The commitment of the school’s acquisition of materials, necessary to ensure that a high level of learning occurs for all students, is vital. Teachers are encouraged to reflect on their curriculum, and stay abreast of developments within their subject area that may benefit their students. Teachers receive all electronic communications and curricular materials, which benefit their students.

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

<b>Year</b>	<b>Textbooks</b>	<b>Other Printed Materials</b>	<b>Audio-Visual</b>	<b>Support Technology</b>	<b>Misc.</b>
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				

Approximately 80% (\$480,000) of the school’s budget is allocated towards employment and nurturing of well-qualified faculty and staff. The school’s Professional Development Survey summarizes the significant investment of resources (time, training, money, planning) that the school has accomplished over the last three years in its teachers/staff. After the initial WASC visit in 2007, the school began its curriculum review. Immediately during summer 2007, all PLHS teachers were required to have a class syllabus indicating scope and sequence for their courses. Further, new curriculum was acquired for U.S. History, Anatomy, Nutrition, and Pre-Calculus.

In 2008, the entire school curriculum was reviewed and approved by the University of California's a-g approval process. This process consisted of a review of the course summary, assessment, course materials, scope and sequence of study, a variety of teacher techniques, and writing requirements. The school also acquired new curriculum for English 9.

During the last two school years, PLHS added to the Chemistry curriculum, new U.S. History Honors curriculum (College-level textbook), and new curriculum for Biblical Greek (online subscription and Greek primer.) and new curriculum for English 10. These additional courses were approved for the U.C. a-g Program.

Moreover, the school purchased new Calculus textbooks, new Spanish textbooks, an online grammar subscription for ESL (English/Grammar website), and a subscription to Scholastic Magazine for English 9. The school submitted the U.S. History Honors and Comprehensive Music courses for a-g approval. The school offered a World History Honors course for the first time to 10<sup>th</sup> grade students.

School administration should develop a formal records system for recording emergency drills and also broaden the scope of emergency training and drills to better ensure that all contingencies can be handled adequately.

## **D2. Resource Planning Criterion**

PLHS continues to examine how its limited resources are allocated and great effort is made to make sure that these decisions support the school's purpose and the expected school-wide learning results. The school is committed to small classroom sizes and hiring only the best qualified Christian teachers available.

PLHS presently has a twofold master resource plan (1) Continue to stabilize the school's financial situation in a touch 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, Luther's Attic which contributes an important third source of funding to support the educational ministry of PLHS. The Visiting Committee learned that the school has never undergone a formal financial audit.

PLHS has a relatively large percentage of new students each year (incoming freshmen, new international students and transfers) making it necessary to adjust the resource plan every year.

The stakeholders of PLHS are actively involved in resource planning and participate through many avenues available, including the L.A. County Donation Program and matching funds programs offered by local employers. Continued marketing efforts in the local community continue to be a priority for PLHS.

The Board of Directions and the staff and faculty at PLHS actively continues to make efforts to inform the parents and supporting community about PLHS' needs via daily announcements, weekly newsletter, local churches and businesses, alumni and other communications.

PLHS engages in excellent extensive marketing and promotions of its school. Examples of its strategies currently in place include:

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- a. Developing and maintaining a professional-looking website which promotes all of the positive attributes of PLHS.
- b. Participating in local feeder schools' nights.
- c. Placing lawn signs in cities surrounding PLHS.
- d. Advertising locally of PLHS' sports teams achievements.
- e. Actively participating in Lomita Chamber of Commerce "Golden Apple Award" and the Torrance Chamber of Commerce.

Resources directed for curriculum development appear to be minimally adequate at this time. Growth and development in this area need to be established to make PLHS a school with capacious funding to grow the school to its full potential. As with most Christian schools, efforts to increase salaries for teachers are always on the agenda.

**Areas of Strength for Resource Management and Development**

1. The principal and Board of Directors are fully committed to the resource development of PLHS.
2. Students are provided all the educational resources and materials that they need.
3. PLHS operates on a fiscally sound budget.
4. PLHS has created additional ways to generate income for PLHS.
5. A committed Board of Directors, Principal, Staff and Faculty spend money wisely and use finite PLHS resources carefully.
6. 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.
7. The L.A. County Donation Program has brought in significant funding and educational resources to PLHS families and the greater school community.

**Key Issues to Address for Resource Management and Development**

1. Maintain and increase the income levels needed to successfully fund the Ministry of Pacific Lutheran High School and focus reversing the deficit ratio of incoming ninth graders to outgoing 12<sup>th</sup> graders.
2. The Board of Directors needs to continue the search for a new campus.
3. Review the need to incorporate the inclusion of an annual financial audit in the school budget.
4. It would be beneficial to PLHS if a quarterly summary of activities; needs, etc. were sent to all supporting individuals and congregations.
5. Develop a long-range financial plan to maintain and increase income levels needed to successfully fund its educational ministry.
6. Develop meaningful relationships with area schools that could potentially feed students to PLHS.

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

School Self-Study	PLHS school layout	
Parent-Student Handbook	Treasurer’s Report	Faculty
Faculty interviews	Computer classroom	
Administration interviews	Thrift store incorporation documents	Sample
Media articles about PLHS	Church donations	School Budget
Salary structure	Weekly newsletter	
Tuition structure	Principal’s reports to faculty	

**Part B: Synthesize the strengths and key issues from all categories into schoolwide strengths and schoolwide critical areas for follow-up.**

The school is commended for the enthusiastic participation and dedication of the staff and administration in the self-study process. The process has resulted in a comprehensive and honest appraisal of the school’s program. As a result of this self-study, the staff members believe that they have a stronger focus on instruction, learning, and assessment.

The important evidence that supports both the schoolwide areas of strength and the critical areas for follow-up include: the school’s self-study; conferences with members of classroom teachers, parents, administration; observation of

classrooms and support areas (computer lab, chapel, lunch area); examination of student work samples; interviews with students and parents; and extended discussions with the Leadership Team.

### **Schoolwide Areas of Strength**

1. PLHS has a clear sense of purpose.
2. PLHS is a committed Christian staff and Christian role models.
3. Almost all students graduating from PLHS have completed the a-g requirements for U.C. admission and have received a college-preparatory education.
4. PLHS has a strong relationship with parents, supporting congregations, and a volunteer board.
5. The principal and Board of Directors are fully committed to the resource development of PLHS.
6. Students are provided all the educational resources and materials that they need.
7. PLHS operates on a fiscally sound budget.
8. The small size of the PLHS student body allows for personal attention to students.
9. Teacher and student interactions and relationships provide an opportunity for early intervention as problems are recognized.
10. The Board and Administration has provided for extra support with the Reading and Intervention programs.
11. The results of the standardized tests are shared with parents at a parent meeting.
12. Teachers are trained in the interpretation of the standardized test.
13. The ESL teacher and college counselor are state-certified.

### **Schoolwide Critical Areas for Follow-Up**

1. Review the development of a coherent and relevant curriculum-mapping program to be implemented and used in analysis and assessment of benchmarks and scope and sequence of course content in order to drive the instructional program.
2. Analyze and Review the Mathematics Program.
3. Formalize a school-wide staff development plan.

## **Chapter V: Ongoing School Improvement**

### **• Include a brief summary of the schoolwide action plan – found at Attachment B**

The leadership team offered suggestions to ensure that Pacific Lutheran High School's action plan is implemented and monitored. The school community members agree that the action plan is a natural next step for what the school is attempting to accomplish based on school board and school goals, the adopted Expected Schoolwide Learning Results, the academic content standards, and the school-adopted assessment instruments. For that reason, implementation of the action plan will be a smooth process. The activities suggested were designed to keep the momentum constantly focused.

Beginning with the conclusion of the WASC visiting committee's report and observations, the school will implement its three objectives as contained in the schoolwide action plan. These objectives include: 1) Review the development of a coherent and relevant curriculum-mapping program to be implemented and used in analysis and assessment of benchmarks and scope and sequence of course content in order to drive the instructional program; 2) Analyze and review the Mathematics Program; 3) Formalize a school-wide staff development program.

The leadership team and school staff will review the action plan on an ongoing basis and make decisions regarding the focus of the plan, necessary modifications, or required revisions. The school will continue its emphasis on using assessment more effectively to determine the allocation of resources for the critical issues. Consideration will be given to budgeting and development for improvements in all areas, and budget requirements for current action plans and in-depth studies will be reviewed and revised as necessary.

While the scores of the ITED reflect student progress, the school needs to review its practices, curriculum, instruction, intervention strategies and remediation efforts to ensure that its students are continuing to be better prepared to take the standardized tests and thus improve their academic achievement. Attention especially should be given to the second language learners in the areas of reading and writing. Also, the school needs to review its mathematics program to ensure that all students hone test taking skills and the school's mathematics instruction.

PLHS does not own its campus. The five classrooms plus offices are rented from the South Bay Faith Community Church in Torrance, CA. The school is presently reviewing the feasibility of moving to a new campus that would accommodate the educational and financial needs of the school. Because of the severe economic climate and lack of adequate capital, the school has been careful about any move it makes to a larger school site and facility. The school is currently in active discussions to acquire a new and larger school plant.

The PLHS Board of Directors has not yet conducted a formal self-evaluation. 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 grid will be given to board members for confidential responses. Faculty, staff, and parents will also be invited to give input regarding 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. Also, the PLHS Board of Directors continues to upgrade its expertise in specific areas such as legal, financial, and personnel.

The school is aware of the need for continued, consistent assessment and evaluation of student performance. The school will need to redefine its multiple measures and ensure consistent employment, review and implementation of those measures. The school will review other assessment areas such as student portfolios, growth in teacher understanding and use of standardized test results, use of alternative assessment methods, and the use of school standardized rubrics in writing and oral presentations.

According to the action plan timeline, planning and implementation will begin immediately and will be an ongoing, dynamic process. Changes to the action plan will be submitted to the Board of Directors for approval.

The school will begin reviewing these action plan steps in order to develop strategies and seek ways to increase student enrollment. Further, the school will focus on the drafting and implementation of a plan to increase its enrollment and matriculate more qualified students. The school staff will meet regularly to evaluate the progress of the implementation of its recommendations and revise those recommendations accordingly.

The leadership team discussed the importance of one person providing administrative oversight for the implementation of the schoolwide action plan. While many steps are listed in the action plan and selected individuals are charged with the successful accomplishment of these steps, it seems that one individual should ensure the overall success of the schoolwide

action plan. The school principal indicated he would assume that responsibility and ensure that all school community members would be informed in a timely manner regarding the school's progress toward meeting the objectives stated in the action plan.

The school intends to report the progress toward meeting the objectives stated in the action plan to all school community members through parent letters, the school website, and information communicated through board of directors meeting presentations.

### **Comments on school improvement issues**

The Visiting Committee finds that the action plan proposed by Pacific Lutheran High School is appropriately directed toward improvement of the school's performance with respect to the concepts contained in the criteria categories. The general themes of the action plan correlate to the growth areas identified by the school's leadership team. The Visiting Committee believes that each section of the school's action plan is specific and detailed enough to enhance student learning.

The action plan indicates that the resources of the school will be used to effect the implementation, monitoring and evaluation of the action plan. These resources are vital to the successful completion of the tasks enumerated in the school's action plan.

Finally, the Visiting Committee's concurrence with the action plan developed by Pacific Lutheran High School represents a validation of the general direction of change being promoted and implemented at the school. The Visiting Committee is confident that pursuing this change is likely to lead to higher assessment of the school's performance in the future. There is a high degree of enthusiasm, support and professional commitment by the leadership team, the staff and other school community members to implement these action steps.

### **Existing factors that support school improvement**

The staff agrees that the task of fully implementing this action plan has just begun, and they understand that the school has a challenge to provide a quality-learning environment for all students. A quality school program is collaboratively built and undergoes improvement on an ongoing basis. The leadership and instructional staff at Pacific Lutheran High School are committed to improving the quality of the school's instructional program and the development of a more systematic schoolwide effort to upgrade student performance. The school realizes that increased student enrollment and relocating to a more suitable facility are paramount. It is the intent of the school leadership and instructional staff continues to seek programs that will better assist its international students and special needs students.

The sections that have been identified as immediate priorities can be met, given the constraints of the available resources, presently allocated to the school. Staff members have already implemented certain areas of the action plan. However, the school will enthusiastically implement all action plan growth areas.

### **Impediments to school improvement**

The action plan incorporates important schoolwide issues and relates them to the concepts of the Focus on Learning criteria. There is enough commitment to begin implementation of the action plan sections. The Visiting Committee observed that two areas might impede the ability of the school to enhance student learning and increase academic achievement for all students. These barriers will need to be addressed for successful completion of the school's plan.

1. The financial wellbeing of the school and student enrollment.
2. The acquisition of a more suitable school facility

### **Soundness of follow-up process to monitor accomplishment of schoolwide action plan**

Overall, the school community members are committed to a follow-up process. One positive outcome of the Focus on Learning process was the coinciding of the major action plan areas with topics already identified by the school community members. This process formalized what needs to be done and strengthened those areas in which work has already been in progress. In summary, the school is celebrating how it can help students to increase their academic achievement with respect to the ESLRs and the improvement of the educational program and services to the school's student population.

**Attachment A**  
**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.
- 7) On campus Bible studies are led by teachers and students.
- 8) Devotions during school trips are made a priority for students and staff.
- 9) 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**

- 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, and 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 workdays 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.

**Attachment B**  
**School Wide Action Plans**  
**Growth Area: #1**

Review the development of a coherent and relevant curriculum-mapping program to be implemented and used in analysis and assessment of benchmarks and scope and sequence of course content in order to drive the instructional program.

Rationale: PLHS has a need to formalize the instruction, assessment and teaching of content standards to all.

ESLRs: All

Review the development of a coherent and relevant curriculum-mapping program to be implemented and

used in analysis and assessment of benchmarks and scope and sequence of course content in order to drive the instructional program:	
Person(s) Responsible:	Administrator, Academic Advisor and Department Heads
Specific Steps:	<ul style="list-style-type: none"> <li>• Evaluate data and need for curriculum mapping.</li> <li>• Research available curriculum mapping programs.</li> <li>• Create budget for program.</li> <li>• Select program</li> <li>• Professional development for staff.</li> <li>• Phase in subject area mapping. Evaluate and modify as necessary</li> <li>• Implement school-wide</li> <li>• Monitor and adjust as necessary.</li> </ul>
Timeline:	<p><u>2011-2012 Academic year</u></p> <ul style="list-style-type: none"> <li>• Evaluate data and need for curriculum mapping.</li> <li>• Research available curriculum mapping programs.</li> <li>• Create budget for program.</li> <li>• Select program</li> </ul> <p><u>2012-2013 Academic year</u></p> <ul style="list-style-type: none"> <li>• Professional development for staff.</li> </ul> <p><u>2013 Spring</u></p> <ul style="list-style-type: none"> <li>• Phase in subject-area mapping</li> <li>• Evaluate and modify as necessary</li> </ul> <p><u>2014-2015 Academic Year</u></p> <ul style="list-style-type: none"> <li>• Implement school-wide</li> <li>• Monitor and adjust as necessary.</li> </ul>
Monitor Progress:	Board receives progress reports from administrator.

**Growth Area: #2**

Review and Analyze 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"> <li>1. Review mathematics assessment results</li> <li>2. Review mathematics curriculum</li> <li>3. Analyze current mathematics instruction and methodology</li> <li>4. Identify students requiring remediation</li> <li>5. Professional development for teachers where needed</li> <li>6. Purchase and implement new curriculum</li> </ol>
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: #3**

There is a need to create a professional development plan for existing staff and site administration.

Rationale: Pacific Lutheran High School understands that continuing professional education is an important component of the teaching profession and in turn positively impacts student learning.

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

Growth Area: There is a need to create a professional development plan for existing staff and site

administration.	
Person(s) Responsible:	School Board and Principal
Specific Steps:	<ul style="list-style-type: none"> <li>● Identify professional development needs through analysis of data, staff surveys and formal/informal conversations.</li> <li>● Develop professional development calendar and appropriate budget</li> <li>● Implement professional development according to calendar.</li> </ul>
Timeline:	<ul style="list-style-type: none"> <li>● Formal and informal conversations begin in spring 2011.</li> <li>● Identify minimum professional development expectations by fall 2011</li> <li>● Gather data and determine individual and group professional development needs by fall 2011.</li> <li>● Establish professional development budget and calendar by fall 2011.</li> <li>● Begin implementation during 2011-2012 academic year.</li> </ul>
Monitor progress:	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.