



INSPIRING LIFE-LONG LEARNING

**THE SCHOOLS OF  
BETHANY  
LUTHERAN**

CULTIVATING CHRISTIAN CHARACTER

# **BETHANY LUTHERAN SCHOOL SELF-STUDY REPORT**

5100 Arbor Rd.

Long Beach, CA 90808

**Pacific Southwest District-Lutheran Church Missouri Synod**

March 9-11, 2015

**WASC/NLSA Focus on Learning Accreditation Manual**

**2013 Edition**

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## WASC/NLSA Committees

### Leadership Team

Mary Fink-Principal

Jill Moorman-Student Success Coordinator

### Focus Groups

Organization for Student Learning

\*Mary Fink-Principal

Stefanie Hinrichs-Teacher, new as of 2015

Pat Gagan-Teacher

Jenny Veliz-Board Member, Former School Parent

Kevin Kritzer-Senior Pastor

Curriculum, Instruction and Assessment

\*Chris Boerrigter-Teacher

Jeanette Dahlin-Teacher

Kim Imes-Teacher

Natasha Schuldheisz-Teacher

Lori Lange-Teacher, School Parent

Kent Ryskamp-Board Member, School Parent

Karl Fink-Director of Christian Education, Athletic Director

Support for Student Personal and Academic Growth

\*Phyllis Choate-Teacher

Bonnie Neally-Teacher, Former School Parent

Kathy Tucker-Admissions Director

Greg Goebel-Board Member, School Parent

Resource Management and Development

\*Diana Orr-Teacher, Former School Parent

Cheryl Stejskal-Teacher

Karen Werner-Former teacher

Lynne Charette-Administrative Assistant

James Hutson-Board Member, Former School Parent

Seth Moorman-Pastor of Family Life

*\*-Chair*

### Home Groups

Departments (K-2, 3-5, 6-8)

Senior Staff

Student Council

## Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., any modifications from the model self-study process.

Bethany Lutheran School began the accreditation process in early 2014 by reviewing the school’s mission statement and student learning outcomes with major stakeholder groups: faculty, Senior Staff, Board of Schools, Student Council and parent leadership. Due to the small size of the Bethany faculty, the accreditation leadership team decided to form focus groups made up of faculty members, a Senior Staff member, a Board member and a parent. The team also decided to designate department teams (K-2, 3-5 and 6-8) as “home groups.”

Work on this accreditation document proceeded as follows:

<u>Date</u>	<u>Action</u>	<u>Group/Persons</u>
1/29/2014	Review SLOs and Mission Statement	Home Groups
2/4/2014	Review SLOs and Mission Statement	Board of Schools/Administrator
3/4/2014	Solicit committee members	Board of Schools/Administrator
3/5/2014	Review and edit Chapters 1 and 2	Home Groups/Administrator
3/11/2014	Form Focus groups, choose chairpersons	Administrator
3/12/2014	Develop parent surveys	Home Groups
3/18/2014	Accreditation training	Accreditation leadership team
3/19/2014	Draft Common Core Statement for WASC document	Faculty/Administrator
3/26/2014	Work on Chapter 3	Focus Groups
4/2/2014	Work on Chapter 3	Focus Groups
4/10/2014	Conduct Parent Surveys	Faculty/Administrator
4/16/2014	Work on Chapter 3	Focus Groups
4/30/2014	Work on Chapter 3	Focus Groups
5/7/2014	Work on Chapter 3	Focus Groups
5/12/2014	Submit Progress Report to PSWD	Administrator
5/28/2014	Work on Chapter 3	Focus Groups
6/3/2014	Solicit Board input for Chapter 3	Administrator
6/4/2014	Work on Chapter 3	Focus Groups
6/4/2014	Conduct Student Surveys	Faculty/Administrator
	Work on Chapter 3	Focus Groups
10/10/2014	Work on Chapter 3	Home Groups
10/10/2014	Identify critical learner needs	Faculty/Administrator
10/15/2014	Summarize student surveys	Home Groups
10/29/2014	Work on Chapter 3	Focus Groups
11/3/2014	Solicit Board input for Chapter 3	Board of Schools/Administrator
12/3/2014	Identify areas of strength and growth for each section	Focus Groups
	Analyze profile, progress and surveys, noting critical learner	
1/7/14	needs and questions raised by data.	Administrator/Faculty
1/14/15	Prioritize needs and draft action plan.	Administrator/Faculty
1/15-1/28	Edit final document.	Leadership Team
2/2/15	Approve action plan.	BOS

## Chapter I: Student/Community Profile and Supporting Data

Prepare a student/community profile. Include data and findings for the following:

- Demographic data, including the refined schoolwide learner outcomes
- Disaggregated and interpreted student outcome data
- Perception data summaries, if any.

Bethany Lutheran School in Long Beach, California serves 172 students in Grades Kindergarten to 8<sup>th</sup> Grade. The school is located in the Lakewood Village area of Long Beach. Lakewood Village is a stable, middle-class community of modest-sized, two and three-bedroom homes on tree-lined streets. It is a short 30-45 minute commute to the urban core of Los Angeles.

The school, now in its 68<sup>th</sup> year of operation, is a ministry of Bethany Lutheran Church and part of the Lutheran Church Missouri Synod school system. Approximately 40% of the students are also members of Bethany Lutheran Church.

Bethany Lutheran School employs one Principal, one Extended Daycare (EDC) Director, one full-time administrative assistant, one full-time technology coordinator, eight full-time teachers, ten part-time teachers, two part-time teaching assistants, two part-time dyslexia specialists, one part-time school counselor, one part-time librarian, one part-time Scrip coordinator and one part-time admissions director. Of the homeroom/classroom teachers, nine teachers are female and one is male. All are Caucasian. Years of service at Bethany Lutheran School range from 1 to 26 years.

The school is a two-story facility with classrooms that face a center courtyard. There is a large, paved playground area that doubles as a parking lot after school, as well as play equipment, a student garden and a large grass field. Bethany Lutheran School sits adjacent to Pan American Park, which is also used occasionally for outdoor activities. In addition to classrooms, the school has a gymnasium with a stage, a large music room, an extended daycare room, a computer lab, a library and a central office area.

The school building was built to accommodate two classrooms per grade level, Grades K-8. Currently, the school has one class at each grade level. Extra classrooms are utilized for extra-curricular activities, specialty classes such as Spanish and Student Success, offices and storage.

Bethany Lutheran School is funded primarily by tuition and fees. The congregation of Bethany Lutheran Church provides the buildings and utilities at no cost to the school and funds tuition assistance for families in need. This assistance helps keep tuition at a competitive level.

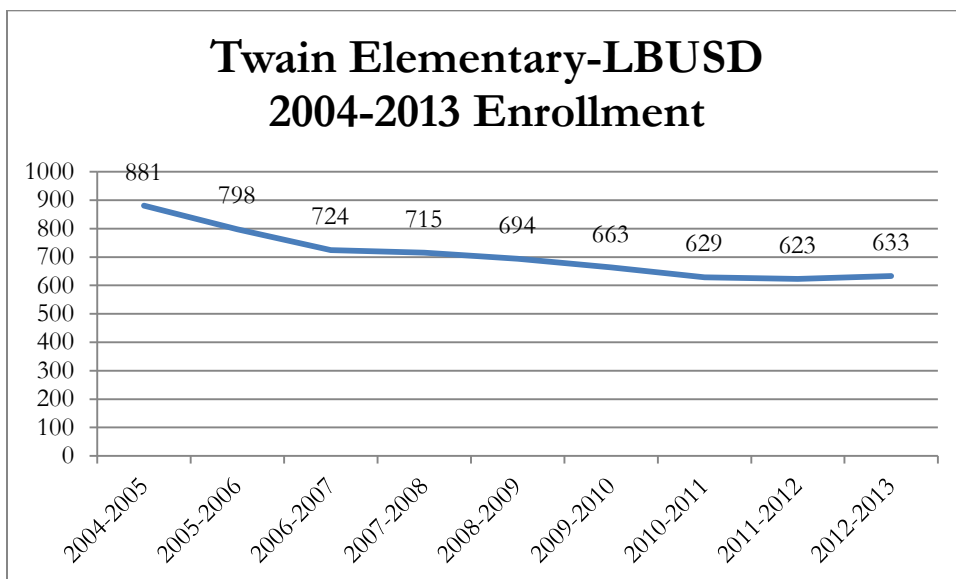
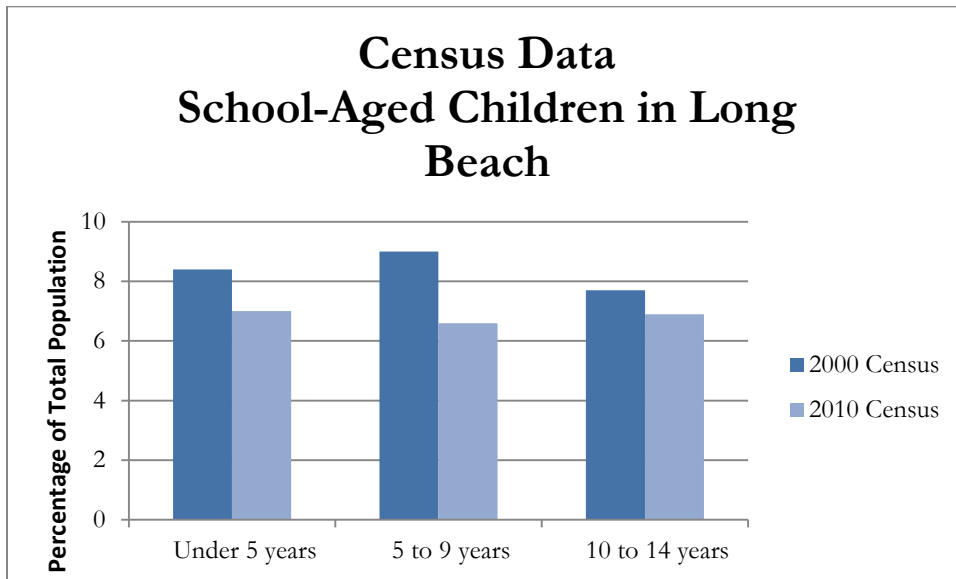
Bethany Lutheran School is in compliance with the state and federal mandates that apply to parochial schools. The school participates in the Federal Milk program, however Bethany students do not receive free milk. Bethany Lutheran School also participates in the Title IIA and Title III federal programs. The title programs provide funds for some curriculum purchases and professional development opportunities for teachers.

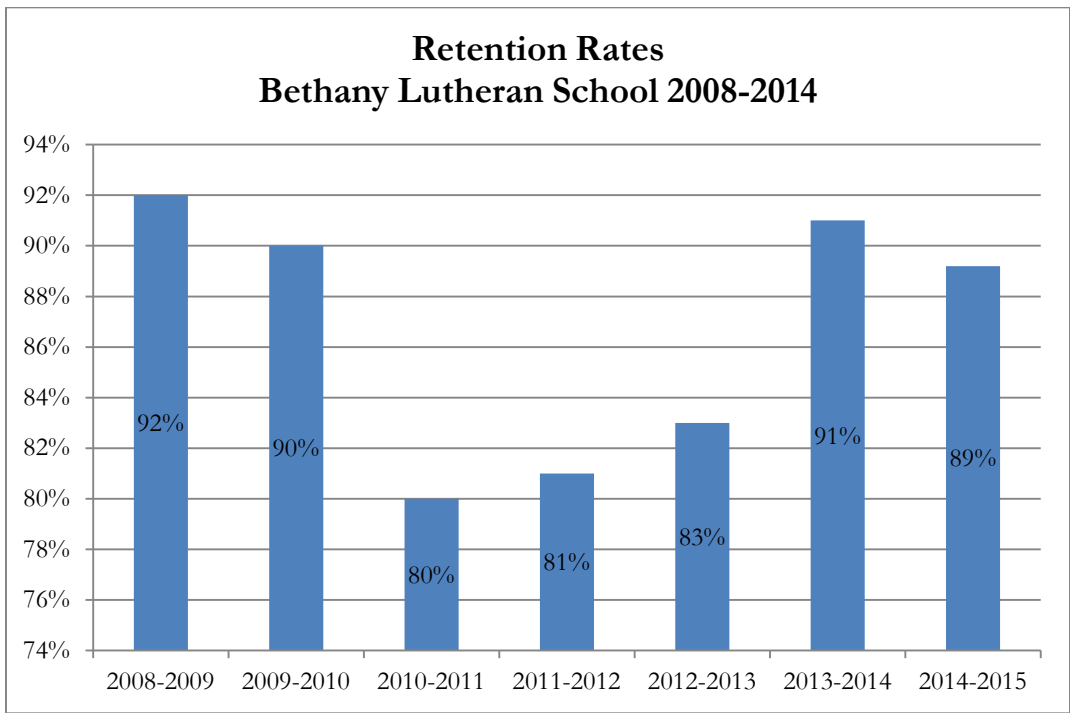
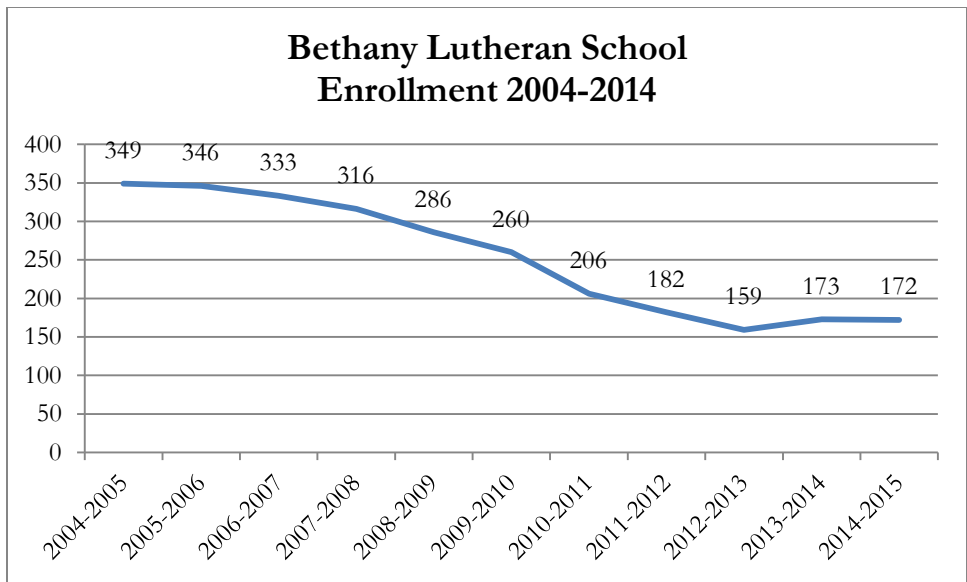
The mission statement of Bethany Lutheran School is: “Inspiring life-long learners....cultivating Christian character.” Student Learning Outcomes (SLOs) are Communication, Responsibility, Organization, Service and Sharing.

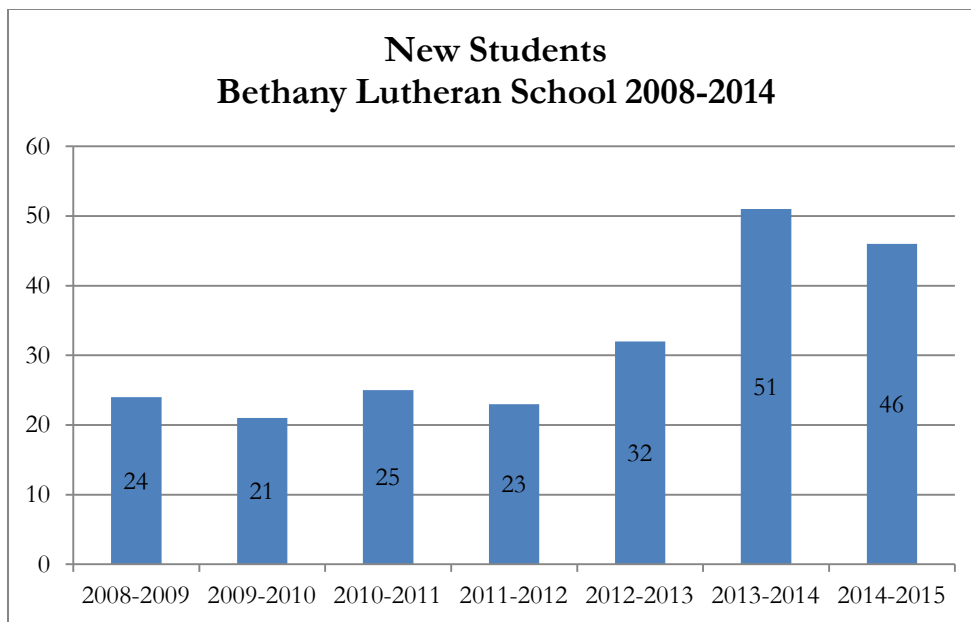
**Enrollment**

Due to demographic trends in the last ten years, there are fewer school-aged children in Long Beach than previous years. The nation is also recovering from an economic crisis, thus Bethany Lutheran School enrollment has declined from a high of 443 students in the year 2000 to the current population of 172. Evidence of this same demographic shift can be seen at the neighboring public elementary (K-5) school, Mark Twain. Bethany Lutheran School’s enrollment dipped to 159 students in 2012-2013, but enrollment appears to be on an upward trend.

Bethany Lutheran School had a 89.2% retention rate from June 2013-September 2014. With the current classroom and staffing configurations, there are 48 empty seats, putting the school at 77% of capacity.







### New Students by Grade Level

	2012-2013	2013-2014	2014-2015
Kindergarten	15	21	22
First	2	6	5
Second	0	5	1
Third	0	3	4
Fourth	4	3	3
Fifth	5	3	1
Sixth	3	5	2
Seventh	1	1	4
Eighth	2	4	2
<b>Totals:</b>	<b>32</b>	<b>51</b>	<b>46</b>

### Attendance Rates:

	Average Daily Attendance	Percentage of Total Enrollment
2009-2010	202	74%
2010-2011	182	86%
2011-2012	144	78%
2012-2013	129	79%
2013-2014	135	75%



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Current Enrollment

Grade Levels:

	K	1	2	3	4	5	6	7	8
2014-2015	22	25	15	18	13	22	24	17	16

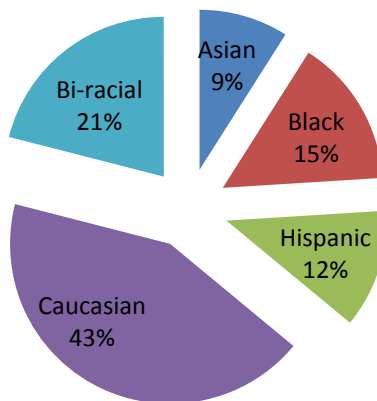
Gender:

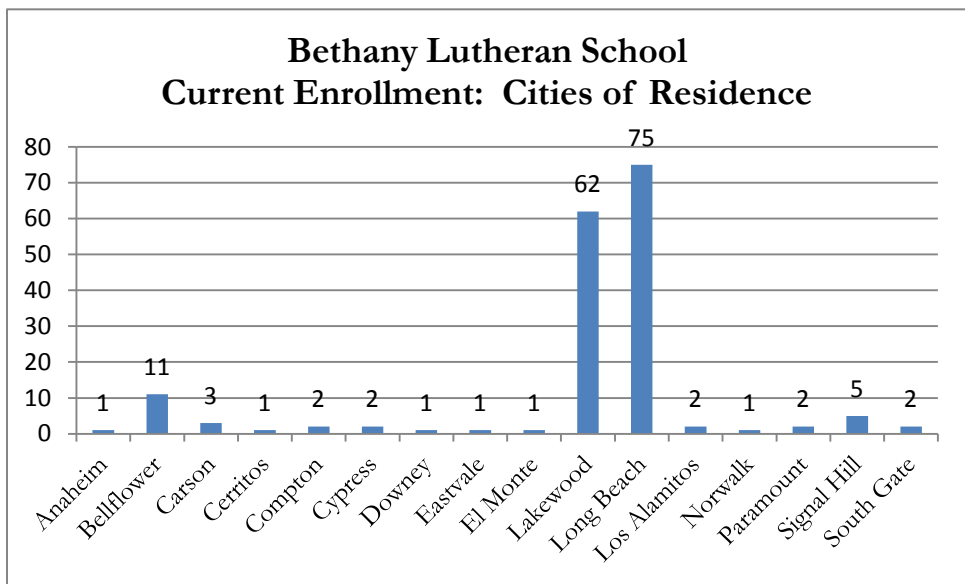
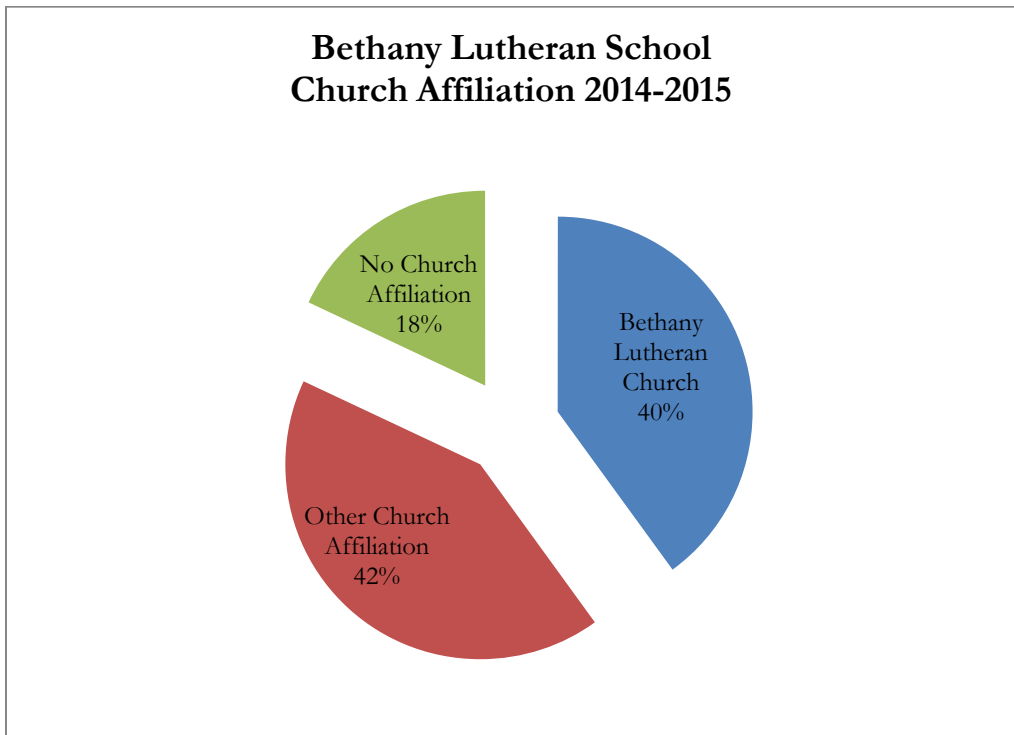
	Male	Female
2013-2014	89	83

Gender by Grade Level:

Grade Level	Female	Male
K	10	11
1	9	9
2	4	11
3	5	10
4	18	4
5	13	10
6	6	9
7	7	10
8	8	19
<b>Total</b>	<b>78</b>	<b>95</b>

Bethany Lutheran School  
Ethnicity 2014-2015





**Student Success Program**

Bethany Lutheran School’s Student Success Program (SSP) serves students with specific learning needs, working with parents, teachers, speech therapists, private educational psychologists and the local school district (LBUSD) as needed. Some SSP students only require monitoring of their accommodation plans, while others require additional academic intervention such as Barton Reading and Spelling instruction, speech therapy or BrainTrain, a cognitive training program designed to increase visual and auditory memory capacity. The SSP team also works directly with the first grade during reading instruction. Currently, the SSP team serves 25% of the total school population.

<i>Student Success Students</i>				
<u>Grade</u>	<u>Student</u>	<u>Services</u>	<u>Accommodation Plan?</u>	<u>Diagnosis or IEP?</u>
<b>1st</b>				
	1	Barton (*7), speech, BrainTrain	yes	Private Diagnosis
	2	BrainTrain	no	
	3	BrainTrain	no	
	4	Accommodation Plan, handwriting	yes	Teacher recommendation
	5	Barton (3), BrainTrain	yes	Teacher recommendation, parent request
	6	Accommodation Plan	yes	Teacher recommendation
	7	BrainTrain, Accommodation Plan	yes	Teacher recommendation
	8	Barton (8), handwriting	yes	Private Diagnosis, speech
<b>2nd</b>				
	9	Accommodation Plan	yes	Private Diagnosis
	10	Accommodation Plan	yes	Teacher recommendation
	11	Accommodation Plan	yes	Private Diagnosis
	12	Barton (8), BrainTrain	need to develop	Private Diagnosis
<b>3rd</b>				
	13	Barton (8) in place of classroom reading instruction, BrainTrain	yes	Private Diagnosis
	14	Barton (8) in place of classroom reading instruction	yes	Poor working memory, family history of dyslexia
	15	Accommodation Plan	yes	IEP-LBUSD-Speech
	16	Brain Train	needs to develop	Private Diagnosis-ADHD Medicated

**Bethany Lutheran School WASC/NLSA Self-Study Report**

	17	Barton (8) in place of classroom reading instruction, BrainTrain	yes	Lapsed IEP-LBUSD Speech, Private Diagnosis
	18	Accommodation Plan	yes	Private Diagnosis
	19	Barton (8) in place of classroom reading instruction	yes	Private Diagnosis
	20	Accommodation Plan	yes	Private Diagnosis
<b>4th</b>				
	21	Accommodation Plan	yes	Case history
	22	Barton (3)	yes	Private Diagnosis
	23	Barton (2), speech	yes	Private Diagnosis
<b>5th</b>				
	24	computer access for math (4), Accommodation Plan	yes	Private Diagnosis
	25	Accommodation Plan	yes	Private Diagnosis
	26	Barton (8) in place of classroom reading instruction, BrainTrain	yes	pursuing Private Diagnosis
	27	Math (3)	yes	Private Diagnoses
	28	Accommodation Plan	yes	Private Diagnosis
	29	Barton(3)	yes	IEP-LBUSD-Speech
<b>6th</b>				
	30	Accommodation Plan	yes	Private Diagnoses
	31	Accommodation Plan	yes	Private Diagnosis
	32	Barton (3)	yes	IEP-LBUSD
	33	Accommodation Plan	yes	Case history
	34	Accommodation Plan	yes	Private Diagnosis
<b>7th</b>				
	35	Accommodation Plan	yes	Private Diagnosis
	36	Accommodation Plan	yes	Private Diagnosis
	37	Barton (2)	yes	Private Diagnoses
	38	Accommodation Plan	yes	Private Diagnosis
	39	Framing Your Thoughts instruction (3)	yes	IEP-LBUSD
<b>8th</b>				
	40	Accommodation Plan	yes	IEP-Tustin Unified
	41	Accommodation Plan	yes	Private Diagnosis
	42	Accommodation Plan	yes	IEP-LBUSD
	43	Accommodation Plan	yes	Case history

*\*indicates the number of 30-minute training sessions per week.*

## Schoolwide Learner Outcomes

### Communication

The learner will:

- Possess high quality skills that lead to a lifelong love for reading and writing.
- Speak and articulate with confidence, clarity, and understanding.
- Be an effective writer.
- Apply mathematical, scientific, and technological skills to life situations.
- Have the opportunity to learn the Spanish language.
- Experience, appreciate and express oneself through the arts.
- Be an active listener who makes insightful responses and poses thoughtful questions.

### Responsibility

The learner will:

- Make responsible choices in all aspects of life, including self, other individuals and God's creation.
- Practice responsible use of technology, including social media.
- Perceive education as a lifelong endeavor with a commitment to excellence.
- Have respect, tolerance, and understanding for cultural and individual diversities.
- Choose a healthy lifestyle.
- Understand and practice the Scriptural (Matthew 18) process for problem solving and conflict management.
- Understand the duties of American citizenship.

### Organization

The learner will:

- Demonstrate critical *and logical* thinking, problem solving skills, and information literacy.
- Develop study skills, including digital skills, that facilitate time management, prioritizing, and goal setting.
- Be able to apply researched and acquired information in both individual and cooperative settings.

### Service

The learner will:

- Be aware of God-given gifts and demonstrate a spirit of gratitude by generously sharing time, talent, and treasure with school and community.
- Have the opportunity to participate in school-sponsored extra-curricular activities, including clubs, music, art, sports, or student government.

### Sharing the Faith

The learner will:

- Possess a basic knowledge of the Bible and a desire for continued personal study.
- Demonstrate a personal relationship with Jesus Christ by applying Biblical truth to life.
- Apply and model Christian values while navigating the digital world.
- Know that sharing the love of Jesus is the most important mission in life.
- Be active in worship and prayer.

**Test Data**

Bethany Lutheran School administers the Iowa Test of Basic Skills to Grades 2-8 and the Cognitive Abilities Test to Grades 3, 5 and 7 in the Fall of each school year. In Fall 2013 the Pacific Southwest District and Bethany Lutheran School adopted the new form of the tests, Form E. Because this is an entirely different test than used in previous years, reporting comparative or longitudinal data is impossible. 2013 test results will serve as a baseline for future reporting.

2013 ITBS National Percentile Ranks-includes all tested students

	English Language Arts	Mathematics	Core Composite
2 <sup>nd</sup>	41	39	41
3 <sup>rd</sup>	78	74	76
4 <sup>th</sup>	71	40	56
5 <sup>th</sup>	70	45	57
6 <sup>th</sup>	51	35	42
7 <sup>th</sup>	69	41	54
8 <sup>th</sup>	74	58	64

This score answers the question:

*“How does the average Bethany student compare with other students in the same grade across the nation who took the same test?”*

2013 ITBS Grade Equivalency Scores-includes all tested students

	English Language Arts	Mathematics	Core Composite
2 <sup>nd</sup>	2	2	2
3 <sup>rd</sup>	4.2	3.8	3.9
4 <sup>th</sup>	5	3.8	4.3
5 <sup>th</sup>	6.2	4.9	5.5
6 <sup>th</sup>	6.2	5.4	5.8
7 <sup>th</sup>	8.6	6.6	7.4
8 <sup>th</sup>	10.6	8.8	9.6

This score completes the statement: *“The average Bethany student achieved a score like the typical student in grade\_\_\_\_\_who took the same test.”*

**Bethany Lutheran School WASC/NLSA Self-Study Report**

Disaggregated ITBS Data

2013 ITBS National Percentile Ranks-SSP Students with individual accommodation plans

	English Language Arts	Mathematics	Core Composite
2 <sup>nd</sup>	15	13	13
3 <sup>rd</sup>	N/A	N/A	N/A
4 <sup>th</sup>	57	19	36
5 <sup>th</sup>	52	59	53
6 <sup>th</sup>	55	28	41
7 <sup>th</sup>	33	34	32
8 <sup>th</sup>	62	34	47

2013 ITBS National Percentile Ranks-excluding students with individual accommodation plans

	English Language Arts	Mathematics	Core Composite
2 <sup>nd</sup>	45	43	46
3 <sup>rd</sup>	78	74	76
4 <sup>th</sup>	78	50	64
5 <sup>th</sup>	73	46	59
6 <sup>th</sup>	53	37	45
7 <sup>th</sup>	76	41	58
8 <sup>th</sup>	74	60	65

2014 Dibels Test Data

District: Bethany Lutheran School  
 Year: 2014-2015



DIBELS Next

Status Report

**Beginning of Year  
 DIBELS Composite Score**



Status	Score Level	Likely Need For Support
At or Above Benchmark	At or Above Benchmark	Likely to Need Core Support
Below Benchmark	Below Benchmark	Likely to Need Strategic Support
Well Below Benchmark	Well Below Benchmark	Likely to Need Intensive Support



### High School Choice Application Process

Bethany Lutheran School is located within the boundaries of Long Beach Unified School District (LBUSD.) Many Bethany graduates choose to attend Long Beach Unified high schools. As part of the LBUSD enrollment process, students may apply for “secondary specialized programs.” These programs have a competitive entrance process: students must meet minimum GPA and test score requirements and, in some cases, submit an essay. Bethany’s high acceptance rate for LBUSD secondary specialized programs is an indication of academic success for its students.

	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014
	37 students	25 students	26 students	26 students	27 students
CAMS					1
Lakewood-Merit	9	5	2	3	
Lakewood-ATM	2	1		1	
Lakewood-Knights					1
McBride				3	3
Millikan-Peace	1	2	2	1	
Millikan-Quest			3	1	1
Millikan-Compass	2				
Poly-Pace		1	4		1
Poly-CIC			1	1	1
Poly-PacRim					
Wilson-Distinguished				1	1
<b>*Total</b>	<b>14</b>	<b>9</b>	<b>12</b>	<b>11</b>	<b>9</b>

*\*Not all students choose to attend LBUSD schools, and some students do not choose to apply for LBUSD secondary specialized programs.*

## Bethany Lutheran School WASC/NLSA Self-Study Report

### Parent Surveys

Bethany Lutheran School surveyed all families in the Spring of 2014. Families had the opportunity to answer the survey on paper or electronically using SurveyMonkey. 58 of 140 families completed the survey, a 41% return rate. Results of the survey:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Our school addresses student mastery of basic skills.	66%	33%		2%	
Students are challenged academically and developmentally.	59%	40%		2%	
Assignments are relevant and supportive of the learning process.	56%	39%	5%		
Students are provided with a variety of ways to demonstrate their learning.	64%	31%	5%		
Students are taught to appreciate and respect differences among people.	68%	30%	2%		
The special subject classes (tech., music, art, etc.) are an important aspect of the curriculum.	63%	35%		2%	
The Spanish program is an important aspect of the middle school curriculum.	40%	23%		2%	35%
The Physical Education Program teaches physical fitness and sportsmanship.	61%	32%	5%		2%
My child is benefitting from the school's 1:1 iPad program.	60%	31%	7%	2%	
It is important that our school's programs meet the requirements of students with learning disabilities.	54%	35%			11%
It is important that our school's programs meet the needs of gifted/talented students.	71%	24%			5%
The discipline practices are appropriate and consistent.	52%	38%	7%		4%
Our school is a safe and secure place for children to learn.	74%	26%			
The Bethany Lutheran School campus is clean and well-maintained.	69%	28%	3%		
Field trips are relevant to the overall educational program.	67%	33%			
The weekly newsletter provides adequate information about school activities and programs.	67%	33%			%
The school website is helpful and useful.	55%	43%	2%		%
The SchoolReach system (texts and voicemails) is helpful.	67%	31%			2%
The teachers keep me well-informed about my child's academic, behavioral and developmental progress.	65%	32%	4%		%
The report card and progress report provide relevant information about my child.	66%	34%			%
JupiterGrades provides helpful information about my child's progress.	51%	16%			33%
The teachers are knowledgeable in their subject fields.	72%	26%	2%		
The teachers use effective instructional methods.	60%	35%	5%		
Teachers are caring and supportive of students.	72%	28%			
Teachers give students personal encouragement in their work.	62%	33%	5%		
The teachers are supportive of my child's special needs.	52%	25%	7%		16%

## Bethany Lutheran School WASC/NLSA Self-Study Report

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
The Principal provides effective leadership.	65%	35%			
The Principal is caring and supportive of the children.	71%	29%			
The Principal communicates effectively with parents.	62%	33%	4%		2%
The Principal is helpful when I have questions and/or concerns.	64%	33%			4%
Bethany's school board provides effective leadership.	48%	35%	4%		13%
Students learn that Jesus loves them.	80%	20%			
Students learn the Word of God and its application to life.	78%	22%			
Students demonstrate Christian character.	62%	34%	4%		
Students have opportunities to serve and share with others.	65%	33%	2%		
Chapel is an enjoyable and meaningful experience.	67%	31%	2%		
The school office staff makes me feel welcome.	65%	33%	2%		
I am satisfied with the lunch program offered at the school.	43%	41%	6%	4%	7%
The Bethany Parent Teacher League (PTL) is an important part of the school experience.	50%	43%	2%		6%
I feel welcome to participate in PTL events.	44%	44%	6%		6%
The Extended Day Care program is well-designed, managed and staffed.	35%	37%			28%
The Extended Day Care meets my needs as a parent.	33%	35%	4%	2%	27%
The Extended Day Care staff is caring and supportive of the children.	38%	35%	2%	2%	24%
The Summer Day Camp is well-designed, managed and staffed.	9%	30%	6%		56%
The Summer Day Camp meets my needs as a parent.	6%	26%	6%		62%
The Afterschool Study Hall program is well-designed, managed and staffed.	11%	28%	2%		59%
The Afterschool Study Hall program meets my needs as a parent.	17%	24%	4%		56%
The Student Success Program is effective in meeting my child's educational needs.	28%	25%	2%		45%
The school counseling program (Outreach Concern) is helpful to my child.	24%	24%			52%
I am satisfied with the help students receive from school personnel in solving personal problems.	41%	30%	6%		24%
The student drop-off process in the morning is quick, safe and effective.	44%	44%	7%		5%
The student pick-up process in the afternoon is quick, safe and effective.	44%	44%	9%		4%
The school dress policy is appropriate for a Christian School and is enforced.	48%	41%	9%	2%	
Bethany Lutheran School should have school uniforms instead of a dress code policy.	31%	11%	30%	26%	2%
The Parent Handbook is complete and covers all issues.	46%	48%	2%		4%
I am satisfied with the school awards programs (monthly awards, honor roll, etc.)	49%	40%	7%	2%	2%
I am informed about Bethany Lutheran Church's programs and events.	55%	41%	4%		

## Bethany Lutheran School WASC/NLSA Self-Study Report

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
I feel welcome at Bethany Lutheran Church programs and events.	61%	39%			
Art Class with Miss Toni is enriching for my child.	17%	13%	2%		69%
Science Club with Mrs. Rimoldi is enriching for my child.	18%	7%	2%		73%
Webby Dance is enriching for my child and well-staffed.	6%	11%			83%
Lego Robotics/Engineering class is enriching for my child and well-staffed.	13%	4%			84%
After-School Hoops is enriching for my child and well-staffed.	11%	9%	2%		77%
The after-school sports program (Grades 5-8) is enriching for my child and well-staffed.	20%	13%	4%		64%
Bethany's Music Academy is enriching for my child and well-staffed.	21%	16%			63%
The Primary Music Program is enriching for my child.	15%	7%	4%		75%

The parent survey results indicate that overall, Bethany parents are satisfied or more than satisfied with the program offered at the school. The survey also indicates that some parents are unsure about the leadership of the Board of Schools, and it also indicates that the concept of school uniforms (currently not used at the school) is a divisive topic among parents.

### Student Surveys

The Bethany Lutheran faculty surveyed all Bethany students in June 2014 and summarized the surveys by department as follows:

#### *Grades K-2*

One third of the Kindergarten class marked a sad face for “Children are nice to me at school”. Typically, children in the latter half of Kindergarten become aware of and sensitive to how they are treated by their peers. This social awareness can be difficult for children to interpret. There is often much concern about having a best friend and the friend should not be a friend to anyone else. The class had many discussions regarding this issue. These discussions will need to continue as children develop and grow in social awareness.

Several children marked a sad face for “My teacher explained things well”. The teacher stated that she often used the phrase, “I may have confused or mixed you up” when teaching new concepts. This may have had some impact on their responses. In the future she will use the phrase, “Let me explain that a different way”.

The category for “I like reading more than I used to” also had several sad faces marked in Kindergarten. This may be due to the progressively increased expectations and intensity of the reading curriculum. This year the Kindergarten has begun using the Superkids reading program. It will be interesting to see how students feel at the end of this year.

In the first grade, two students responded with a sad face for “I feel comfortable in my classroom”. This may be a result of an active classroom with an active teacher. Some students may have been uncomfortable in that situation.

Five students in the second grade felt that bullying was a problem. This age group seems concerned with winning and being right. The teacher addressed these concerns with students, parents, and the principal. The Friendship Fixer program is being used with the Kindergarten, first, and second

grades during the first 6-7 weeks of school. The program teaches conflict resolution techniques and provides a common language for this.

*Grades 3-5*

The student surveys of grades 3-5 have provided the faculty with several insights. First, the varied curriculum at Bethany Lutheran School has provided a diverse learning experience for Bethany students. This is reflected in individual student responses which indicate a wide variety of personal choice in favorite subjects and activities. In addition, students are developing into well-rounded, confident learners, who continue to grow each academic year. This is apparent in comments made about their own personal growth. Finally, the students' learning experience is enhanced whenever project-based learning is implemented, as students mention these projects as their favorites during an academic school year.

*Grades 6-8*

The overwhelming number of middle school students (98%) believe their teachers want them to succeed and have their best interests at heart. An impressive 69% of them believe they can go to any middle school teacher for help or advice when they have a problem.

Even though there was a variety of classroom activities mentioned as student favorites, science was at the top with 18% of students listing it as their favorite. One student wrote, "Before I came here, I thought science was boring. Here it's exciting." Art came in a close second with 15%.

Students mentioned math as being the most challenging subject (33%) while project-based learning activities (research papers, science and history projects, etc.) came in at 27%.

When asked what they wish they could have done "more of" this past year, 35% of students indicated that they would like to go on more field trips. (Teachers indicate that a lack of parent drivers/chaperones limited the number of trips that could be arranged.)

## Bethany Lutheran School WASC/NLSA Self-Study Report

### 2014-2014 Staff

To be considered for employment as a full-time classroom teacher, an applicant must have a teaching credential (not necessarily from California), and be a Christian (preferably Lutheran, although not necessarily a member of Bethany.) It is also preferable that the applicant have a Lutheran Teacher Certificate or be willing to pursue one upon employment.

Staff	Gender	Position	Serving since	Degree	Lutheran Credential?	State Credential	Ethnicity
<u>Full-Time</u>							
Jeanette Dahlin	F	Kindergarten	1987	B.S.	Yes		Caucasian
Lori Lange	F	1st	1991	BS.	Yes		Caucasian
Stefanie Hinrichs	F	2nd	2014	B.S.	Yes	CA	Caucasian
Chris Boerrigter	F	3rd	2001	B.S.	Yes	NE	Caucasian
Kim Imes	F	4th	1993	M.A. (2)	Yes		Caucasian
Diana Orr	F	2nd	2001	B.S.	Yes	CA	Caucasian
Phyllis Choate	F	6th	2000	B.S.	No	CA	Caucasian
Pat Gagan	M	7th/MS Math	2006	B.S.	Yes	CA	Caucasian
Cheryl Stejskal	F	Technology	2004	M.A.	Yes		Caucasian
Mary Fink	F	Principal	1997	EdD	Yes	NE	Caucasian
<u>Part-Time</u>							
Tasha Schuldheisz	F	8th/MS English	2008	M.A.	No	CA	Caucasian
Sarah O'Conner	F	8th/MS English	2000	M.A.	Yes	NY	Caucasian
Bonnie Neally	F	MS Science	2009	B.S.	No	CA	Caucasian
*Serge Bueso	M	MS Spanish	2014		No		Hispanic
Jeannette Barker	F	K-5 PE	2013	M.A.	No	CA	Hispanic
Jill Moorman	F	Student Success	1999	M.A.	Yes	UT, NE	Caucasian
Connie Kritzer	F	Student Success	2006	B.A.	Yes		Caucasian
Emily Duescher	F	Choir Director	2014	B.A.	No		Caucasian
Ellen Pratt	F	Music Teacher	1987	M.A.	Yes	CA	Caucasian
Carol McDaniel	F	Minister of Music	1990	D.W.S.	Yes	MO	Caucasian

*\*Sr. Bueso is an employee of Conversa Spanish, a contracted company.*

## Bethany Lutheran School WASC/NLSA Self-Study Report

<b>Support Staff</b>	<b>Gender</b>	<b>Position</b>	<b>Serving since</b>	<b>Hrs/Wk</b>	<b>Ethnicity</b>
Carlota Brown	F	Daycare Director	1993	40	Hispanic
Lynne Charette	F	School Secretary	1987	40	Caucasian
Kathy Tucker	F	Admissions Director	2009	20	Caucasian
Frank White	M	Custodian	1999	40	Caucasian
Carol Grudt	F	SCRIP Coordinator	1994	40	Caucasian
Georgia Price	F	Librarian	2007	10	Caucasian
*Sarah Spillard	F	School Counselor	2014	16	Caucasian
Jennifer DeJongh	F	Kindergarten Aide	2013	17.5	Caucasian
Angie DeJesus	F	Kindergarten Aide	2014	17.5	Hispanic

*\*Miss Spillman is an employee of Outreach Concern, a contracted company.*

## Chapter II: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas* of follow-up from the last full self-study and all intervening visits.

Bethany Lutheran School's last full self-study was completed in 2008. The action plan from this study included four tasks. Progress on these tasks through 2012 is summarized below:

### **Task 1-2008: Develop a scope and sequence for each curricular area.**

The faculty continued the process of refining grade-level scope and sequence for each curricular area, and benchmarking performance in primary reading and math fluency. This benchmarking has made it easier to flag students who need extra assistance from the Student Success program, particularly in the area of reading.

The faculty spent considerable time and energy identifying power standards in mathematics. This process helped to identify strengths and weaknesses in math instruction, sharpen the focus at each grade level, and align objectives vertically.

The faculty established a writing portfolio system based on the Language Arts writing standards identifying the writing samples to be collected at each grade level.

The Bethany faculty, under the guidance of the technology coordinator, updated the school's technology standards to reflect the continuous changes in technology, as well as the changes in how students use technology.

The music instructors also outlined the music standards for each grade level. The music teacher has remarked how this has helped to improve her instruction and focus on the most important content at each grade level.

### **Task 2-2008: Establish a long-term strategic plan that includes both public relations and recruitment.**

The school undertook a strategic planning process in 2008 with the assistance of the Pacific Southwest District's representative, Paul Brandt. This plan emphasized the need for public relations/marketing the school to increase enrollment. In 2009 the Board of Schools hired an Admissions Director whose dual focus is internal marketing (retention) and external marketing (recruitment).

The strategic planning process led to other initiatives including raising tuition to the median of competitor schools, moving from a junior high to a middle school model that includes Grade 6 and adding Spanish instruction to the school day in the middle school.

### **Task 3-2008: Develop intentional plan for gifted students and those in need of counseling.**

Budgetary concerns have constrained the school from pursuing a plan for gifted students, although the staff is actively and consciously seeking enrichment activities for gifted students via technology, specifically the iPad.

The school has made progress on plans for those in need of counseling. The Student Success Coordinator and the Principal developed a file of free or low-cost counseling resources for families. More importantly, however, Bethany Lutheran School negotiated a contract with Outreach Concern to provide a part-time, on-site school counselor and other counseling services. This has proven to be an invaluable resource to both faculty and families.



**Task 4-2008: Develop and implement a plan to improve outreach to the community.**

The Principal and the Pastor of Family Life have defined “outreach” and “community” to mean invitations/opportunities that invite families (including school families) who are not communicant members of Bethany Lutheran Church to join in activities of Bethany Lutheran Church, worship or otherwise. The purposes of these invitations/opportunities are to communicate the saving Gospel of Jesus Christ, as well as to connect families to the ministry of Bethany Lutheran Church. These invitations/opportunities are made by the ministry staff, the teaching staff and by Bethany Lutheran School students.

Adding an Admissions Director has given Bethany Lutheran additional opportunities for reaching out to the community. As part of her job description, the director regularly contacts the local newspaper, local chambers of commerce and city officials with news about and invitations to Bethany events.

Finally, students have multiple opportunities to reach out to the community and the world beyond with the saving love of Jesus through chapel projects such as Kids Against Hunger and Hearts for Jesus, as well as Bethany’s International Student program which brings Chinese students to the campus throughout the year.

**Next Steps:**

Bethany Lutheran School developed its next action plan as a result of a WASC three year re-visit in 2012. Progress on the 2012 action plan is summarized below:

**Task 1-2012: Develop benchmark assessments for each grade level for Math, Reading, and Writing.**

Reading: The Bethany faculty adopted Dibels NEXT (Dynamic Indicators of Basic Early Literacy Skills) for benchmark screening and progress monitoring in Grades K-2. Students’ Dibels scores are tracked year-to-year and families receive a Dibels report after each screening. The literacy skills measured by Dibels include:

K: First sound fluency, Letter-naming fluency, and Phoneme-segmentation fluency

1<sup>st</sup>: Letter-naming fluency, Phoneme-segmentation fluency and Nonsense word fluency

2<sup>nd</sup>: Nonsense word fluency and Oral reading fluency

The faculty also added the use of Dibels NEXT for screening and progress monitoring in Grades 3-6. Teachers in Grades 3-6 completed the Dibels training in Fall 2012 and the first phase of data-gathering began in Spring 2013. Dibels NEXT measures oral reading fluency and reading comprehension skills.

Writing: The faculty developed writing benchmarks and assessments for each grade level, based on the Common Core standards for English Language Arts.

Math: The Bethany faculty began the transition to the Common Core math standards by comparing the current math standards to Common Core, noting any standards that were omitted and/or moved to other grade levels. For 2013-2014, the teachers in Grades 3-5 transitioned to the Common

Core pacing guide in their current math textbooks and implemented the recommended transitional lessons. The K-2 teaching staff adopted a new math curriculum that is Common Core-aligned. The middle school math department adopted a new Common Core-aligned Algebra text and will examine new 6<sup>th</sup> and 7<sup>th</sup> Grade materials for adoption in 2015-2016. The next step for the Bethany faculty will be to adopt and implement a math benchmarking system that is also Common Core-aligned.

**Task 2-2012: Assess the current one-to-one 4<sup>th</sup> grade technology program and expand usage to other grade levels as funding permits.**

Bethany Lutheran School became a 1:1 iPad school as of Fall 2013. Teachers received iPads in Spring 2012 and also received professional training in the use of iPads in the classroom. In Spring 2013, the school added a \$250 annual technology fee and in Fall 2013 each classroom was equipped with one iPad per student. Each iPad is loaded with grade-level appropriate apps requested by the classroom teacher and/or department and has WiFi access to Internet resources.

**Task 3-2012: Provide differentiated instruction.**

Bethany Lutheran School has a strong and well-respected program for students with learning disabilities. Student accommodation plans, developed with input from the Student Success team, teacher, parents and student, are used to assist with and define differentiated instruction for these students. In addition, the 1:1 iPad program makes it possible to differentiate for gifted students. The faculty continues to seek iPad apps that make differentiation possible and meaningful.

**Task 4-2012: Develop and implement a plan to improve student evangelical outreach to the community.**

The faculty identified the following evangelical outreach opportunities for Bethany Lutheran School students:

- Lutheran Schools Service Day/class service projects-Bethany students reach out to the community at large by participating in hands-on projects such as singing at a local nursing home, making blankets for veterans and gathering hygiene kits for under-privileged camp students.
- International student program-Each January and July, Bethany Lutheran School hosts students from China. Bethany students are encouraged to freely share the Good News of Jesus with these students. Chinese students leave Bethany's campus with a Mandarin/English New Testament.
- Chapel Offerings-The Bethany Student Council identifies nine charities to support through monthly chapel offerings. Faculty members help to engage students in the giving process by educating students about each month's charity. In 2013-2014 the Bethany students supported a global missionary, Heifer International, Pathway Home (serving soldiers with PTSD), Lutheran Social Services, Food for the Poor, Mission India, VetDogs, Lutheran Malaria Initiative, and a missionary pilot family serving in Central Asia.
- Off-Campus Trips-Bethany students are reminded to "shine their Gospel light" in their words and actions when they participate in off-campus field trips, overnight trips and community events such as the Lakewood Fun Run and the Solar Grand Prix.

*Other Significant School Improvements/Changes-*

**Parent Communication and Services**

- Purchased and launched SchoolReach messaging system for parent communication. This service has been very well-received by Bethany's school parents.
- Improved phone access to school office so calls are answered more quickly and efficiently during school office hours.
- Purchased and launched JupiterGrades, an online grading and student management system. Grades 5-8 students and parents have instant online access to grades, assignments and e-mails from teachers.
- Partnered with FACTS to collect tuition and fees. This service has streamlined office operations and helped Bethany to be more customer-friendly when handling family tuition issues.
- Developed new standards-based Kindergarten, first and second grade report cards.
- Set up Remind101 accounts for each teacher, giving teachers the option to text parent cellphones with reminders.

**Resources**

- Began a school annual fund drive in 2009, securing additional funds from Bethany alumni and supporters to support the school program.

**Social Media**

- As part of establishing a Facebook presence, the Board of Schools adopted a social media policy for the school and the faculty.

**Student Success Program**

- Shifted more focus to early intervention, placing Student Success personnel in our First Grade classrooms for four 45 minute sessions per week during reading instruction.
- Established a cognitive training center (in conjunction with several other Lutheran schools in the district and under the direction of Dr. Dudley Wiest) utilizing the software "BrainTrain."

**Professional Development**

- Worked through "*Classroom Instruction that Works*," learning and practicing the teaching strategies recommended by the author, Dr. Robert Marzano, "*Generation iY*" by Tim Elmore and "*Love and Logic in the Classroom*" by Charles Fay.
- Established regular department meeting times on Wednesdays after school. In addition to department business, each department chooses its own professional book to read together during these meetings. For example, Grades K-2: "*Multisensory Teaching*" "*The Daily Five*" and "*Morning Meeting*"; Grades 3-5: "*Getting to Got It*" "*Active and Engaging: Habits of Mind*"; Grades 6-8: "*Readicide*" and "*Why Do They Act That Way?*"
- Attending TEC21 technology training, two teachers per year. TEC21 equips Lutheran teachers to use technology to engage, motivate and educate children for life. This workshop

brings educators together to examine, question, evaluate and understand technology, and develop practical applications for the classroom through a collaborative, online peer coaching community.

### **Curriculum**

- Adopted the Envision Math series for Grades K-5 and accompanying materials to align curriculum to the Common Core. Envision Math emphasizes moving from concrete to abstract concepts using both multi-media and math games.
- After many years of a novel-based literature program in Grades 4-8, the school adopted a reading anthology for these grade levels, to be used in addition to novels. These anthologies have helped the faculty more thoroughly address reading standards for other types of literature such as short stories, speeches, and poetry.
- Adopted the Wordly Wise 3000 vocabulary curriculum for Grades K-8 to address the standard of systematic vocabulary development. Currently, Grades K-2 use the print version of the program and Grades 3-8 use the iPad version.
- Implemented two anti-bullying/conflict resolution curriculums: Friendship Fixers (Grades K-2) and Steps to Respect (Grades 3-5).
- Adopted the “One in Christ” religion curriculum for Grades 1-8.
- Adopted the SuperKids reading program for Grades K-2, a core language arts program designed specifically for the primary grades.
- Adopted a iPad-based algebra text for Grade 8.
- Developed a series of middle school elective classes called Cross Academy, tied to student learning outcomes. These electives are offered on a rotating basis during the school year.

### **Facilities**

- Improved the playground by replacing the wood chip ground cover with rubber nuggets. This was an Eagle project for a Bethany alum, so the labor was free.
- Remodeled the upstairs bathrooms with new tile floors, dividers, paint and fixtures.
- Added a speed bump to the Clark Road parking lot and a safer Arbor Road entrance gate to the school.
- Replaced the sagging chain link fence, built a fence around a new garden space (see next bullet) and raised the Extended Daycare fence to prevent playground balls from going in the drainage ditch.
- Started the Bethany “Garden of Eatin’” with the help of one of Bethany’s Boy Scouts, who built garden boxes as his Eagle project. Each grade level has its own box for planting, tending and harvesting.
- Replaced Bethany’s gym floor by purchasing (inexpensively) a two-year old floor from a local public school slated for demolition.
- Modified the middle school cabinets so that each Grade 7-8 student has a locker-type space, a more efficient use of the closets.
- Purchased new desks and chairs more suited for 1:1 iPad program for Grades 7-8 classrooms.
- Remodeled the adult restrooms, the restrooms used by guests on campus.
- Replaced stage floor in gymnasium.
- Renewed Hensley Square.
- Added a Gaga pit to playground.

**New Programs**

- Hired an international student coordinator to develop programs for both visiting and I-20 students. Thus far, Bethany has hosted four different groups of students from China. The coordinator and principal are in the process of finishing the paperwork and training required for I-20 status.
- Added ChoiceLunch as Bethany's vendor for hot lunch and expanded the hot lunch program to five days per week instead of three.

### Chapter III: Student /Community Profile — Overall Summary from Analysis of Profile Data and Progress

Provide an overall summary from the analysis of the profile data

- Based on past progress and current data, explain the implications of the data with respect to student performance
- Select two to three critical learner needs based on the data, noting the correlated schoolwide learner outcomes
- List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.

#### Currently:

Enrollment numbers are higher since Bethany Lutheran School's last self-study (up from 159 to 172), but still down significantly from a high of 443 students in 2000. On a positive note, the Kindergarten and First Grade classes are both full and the school's retention rate is high (89%). Approximately 25% of Bethany Lutheran School students access the school's Student Success Program and have classroom accommodation plans. More than half of the students are not members of Bethany Lutheran Church, although approximately 40% claim membership in another congregation.

ITBS test results indicate that the English-Language Arts are an area of relative strength for the school overall with classroom averages above the 50<sup>th</sup> percentile and most averages above the 70<sup>th</sup> percentile. ITBS Math test scores are not as strong, and many class averages are below the 50<sup>th</sup> percentile. Because this is the first set of test data from this particular achievement test, reporting comparative or longitudinal data is impossible. The 2013 test results will serve as a baseline for future reporting, however initial test results do indicate the need to strengthen math instruction across grade levels.

The school has a safety net in place for students with specific learning needs in English Language Arts, but there is not a similar program in place for students with specific learning needs in Math. There are benchmark assessments in place for reading using the Dibels NEXT assessments, and the school has established math fluency benchmarks, but there are no additional math benchmarking assessments in place.

Due to budget constraints, the school has not made progress thus far on establishing a program for gifted students or developing a formal evangelism plan for students with no church home.

#### Critical Learner Needs:

- Establish further benchmark assessments in math and develop a safety net program for students with specific learning needs in math. (Student Learning Outcome: *Apply mathematical, scientific, and technological skills to life situations.*)
- Develop a program for gifted students. (Student Learning Outcome: *Be aware of God-given gifts...*)
- In conjunction with Bethany's Board of Evangelism, establish a formal evangelism plan for students with no church home. (Student Learning Outcome: *Be active in worship and prayer.*)

**Questions raised by the data:**

- Is study hall necessary or does it need to be revisited/revised?
- How do we provide more field trips when it is difficult to secure parent drivers? Should we increase the expected annual family contribution for field trips?
- Do we need an orientation/academic “boot camp” for students new to Bethany in the upper grades?
- What specific math skills are low?
- How do we ensure all math content is being taught?
- Based on parent surveys, do we need to discuss/consider school uniforms?
- How do parents wish to see school drop-off/pick-up improved?
- Do we need to hire some teachers who look like our students (ethnicity)?

## Chapter IV: Self-Study Findings

### Category A: Organization for Student Learning

#### A1. School Purpose Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

*To what extent does the school a) have a clear statement of purpose that reflects the beliefs and philosophy of the institution and b) define the purpose further by adopted school-wide learner outcomes that form the basis of the educational program for every student?*

#### CRITERION A1 INDICATORS WITH PROMPTS

##### Beliefs and Philosophy

**Indicator:** The school is operated by one or more congregations of The Lutheran Church — Missouri Synod or maintains an active RSO status with Synod.

**Prompt:** *Comment on whether or not the school is operated by at least one congregation of the Lutheran Church — Missouri Synod.*

Findings	Supporting Evidence
Bethany Lutheran School is operated by Bethany Lutheran Church, a Lutheran Church-Missouri Synod congregation.	<p><b>Church charter</b></p> <p><b>School website</b></p> <p><b>School handbook</b></p>

**Indicator:** The school’s mission is aligned with its core values and those of its various stakeholders including The Lutheran Church — Missouri Synod.

**Prompt:** *Comment on the written mission statement in relationship to the beliefs and philosophy of the school and its constituency served.*

Findings	Supporting Evidence
The mission of Bethany Lutheran School is, “Inspiring lifelong learning...cultivating Christian character.” This aligns with the core values of Bethany Lutheran Church as stated in the Bethany Blueprint: Worshipping faithfully, forming spiritually, serving passionately, giving proportionately and sharing intentionally. Bethany Lutheran School’s mission statement also aligns with one of the core values of the Lutheran Church-Missouri Synod: Enhance early childhood, elementary and secondary education, and youth ministry	<p><b>School Mission Statement</b></p> <p><b>Bethany Blueprint</b></p> <p><b>LCMS core values</b></p>

**Indicator:** The written, approved mission statement is rooted in Holy Scripture and is in agreement with the Lutheran Confessions.

**Prompt:** *Comment on the approval process for the mission statement and describe how the written, approved mission statement is rooted in Holy Scripture and is in agreement with the Lutheran Confessions.*

Findings	Supporting Evidence
Bethany’s mission statement, “Inspiring life-long learning...cultivating Christian character”, was developed,	<b>Holy Scripture</b>



approved, and re-affirmed by Bethany’s faculty, parents, and Board of Schools, and written in accordance with the rules of governance of the congregation. The mission statement is based on Proverbs 22:6 – *Train up a child in the way he should go; even when he is old, he will not depart from it* – and is in agreement with the Lutheran Confessions.

**Faculty minutes**  
**BOS minutes**  
**PTL minutes**  
**Lutheran Confessions**

**Indicator:** The school enacts and aligns its vision and purpose to ensure that its unique Lutheran cultural identity is fulfilled.

**Prompt:** *Comment on how the school demonstrates its unique Lutheran identity through an alignment of vision, purpose, and action.*

**Findings**

Bethany Lutheran School recognizes that its purpose is to prepare well-educated Christian servants and support families as they raise their children in the Lord. To that end, the school’s mission statement is “Inspiring life-learning. . .cultivating Christian character.” This purpose and mission aligns with the purpose of Lutheran schools as defined by the Lutheran Church-Missouri Synod: “The LCMS believes that education should address the whole person-body, mind and spirit—beginning in early childhood and through higher education.” Scripture also reminds parents of their duty to “. . .bring them up in the discipline and instruction of the Lord.” (Ephesians 6:4) Bethany Lutheran School demonstrates its unique Lutheran identity by emphasizing the healthy relationship between the church and school, participating in Pacific Southwest District activities and by its preference for hiring teachers who are Lutheran and have received theological training through the Lutheran higher education system.

**Supporting Evidence**

**Parent handbook**  
[LCMS website](#)  
**Lutheran Educators’ Conference**  
**Regional in-service training events**  
**Choral and hand bell festivals at CUI**  
**Majority of teaching staff has LTD/called**  
**All but 2 have colloquy**  
**Faculty and staff serve on PSD committees**  
**Teacher position description**

**Purpose, School-wide Learner Outcomes, and Profile Data**

**Indicator:** The student/community profile data has impacted the development of the school purpose and school-wide learner outcomes.

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

**Findings**

The school’s mission, vision and learner outcomes are designed to shape students into well-educated Christian servants. Over time, the definition of “well-educated” has continued to change, especially with the advent of technology and its impact on education. Bethany Lutheran School has implemented several programs to address the current needs of its students. For example, its 1:1 iPad program provides students the opportunity to demonstrate 21<sup>st</sup> Century learning skills, collaborate globally

**Supporting Evidence**

**Mission Statement**  
**Recently modified school-wide learner outcomes**  
**1:1 iPad program**  
**Student Success program**  
**Department and summer reads for faculty members.**

and have access to state-of-the art technology.

The school has also strengthened its Student Success program in recognition of the fact that one in five students is likely to have dyslexia.

In recognition of the local school district’s adoption of the Common Core state standards (CCSS), the Bethany faculty compared the CCSS to the school’s current standards in math and adopted teaching materials that are Common Core-aligned to ease student transition to area public schools.

Bethany Lutheran School surveys alumni and their parents regularly to assess the adequacy of its program. Teachers differentiate instruction for students with special needs, from remedial to gifted.

Bethany’s faculty monitors current educational research to introduce future improvements to the school’s program.

**Alumni surveys**  
**Accommodation plans**  
**ASCD Institutional Membership**  
**Bethany Lutheran instructional standards**

**Involvement of All**

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

**Prompt:** *Examine the processes 1) to ensure the involvement of representatives from the entire school community in the development/refinement of the vision, mission, and school-wide learner outcomes.*

Findings	Supporting Evidence
As part of the accreditation process, all stakeholder groups were given opportunity to shape the vision, mission and school-wide learner outcomes. These stakeholder groups included the Board of Schools, Parent Teacher League, teaching staff, Student Council, and the student body.	<b>Minutes of meetings</b> <b>Surveys</b> <b>Accreditation timeline</b>

**Consistency of Purpose, School-wide Learner Outcomes, and Program**

**Indicator:** There is a strong degree of consistency between the school purpose, the school-wide learning learner outcomes, and the school program.

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

Findings	Supporting Evidence
Bethany’s mission statement, school-wide learner outcomes and program are aligned. The first part of the mission statement - “Inspiring lifelong learning” - is brought to life in the following outcomes for learners: <ul style="list-style-type: none"> <li>● Possess high quality skills that lead to a lifelong love for reading and writing.</li> <li>● Perceive education as a lifelong endeavor with a</li> </ul>	<b>Literature program</b> <b>Step-Up-to-Writing</b> <b>Library time</b> <b>Book Whisperer Book Challenges</b> <b>Author Day</b> <b>Faculty degree recognition</b>

commitment to excellence.

- Be able to apply researched and acquired information in both individual and cooperative settings.
- Possess a basic knowledge of the Bible and a desire for continued personal study.

The second part of Bethany’s mission statement – “Cultivating Christian character” - is brought to life in the following outcomes for learners:

- Be an active listener who makes insightful responses and poses thoughtful questions. Make responsible choices in all aspects of life. Have respect, tolerance and understanding of cultural and individual diversities.
- Be aware of God-given gifts and demonstrate a spirit of gratitude by generously sharing time, talent, and treasure with school and community.
- Demonstrate a personal relationship with Jesus Christ by applying Biblical truth to life.

**Class reports**  
**Presentations,**  
**Science fair**  
**Class blogs**  
**Class Twitter accounts**

**Memory work**  
**Apologetics electives**  
**Bible lessons**  
**Class discussions**  
**School handbook**  
**School discipline program**  
**Camp programs**  
**Anti-bullying programs**  
**Character awards and assemblies**  
**Chapel offering programs**  
**District service day**  
**Class service projects**  
**Choir programs**  
**Chapel programs**  
**Daily interactions with teaching staff and other students**  
**Classroom devotions**  
**Regular prayer**

**Indicator:** School policies, programs, and life within the school emanate from the example and teachings of Jesus Christ and demonstrate a proper understanding of Law and Gospel.

**Prompt:** *Provide a range of examples that show that the example and teachings of Jesus Christ are at the forefront of the school’s policies, programs, and school life. Additionally, comment on and evaluate how the school community teaches the proper distinction between Law and Gospel.*

**Findings**

The example and teachings of Jesus Christ are at the forefront of Bethany Lutheran School’s policies, programs, and campus

**Supporting Evidence**

**Bethany website**  
**handbooks**

life. Both Law and Gospel are evident, as is the proper distinction between them. Students at Bethany find themselves surrounded by teachers and staff persons whose lives reflect Jesus Christ. This is demonstrated in their words and actions. The governing board policy manual, employee handbook, and parent-student handbook are all predicated on foundational statements of faith in Jesus Christ and His teachings. All students and faculty members attend weekly chapel services at which the Word of God is taught in its truth and purity and Jesus is worshipped and glorified. Chapel services emphasize sanctification as well as justification, Scripture-based religion lessons are taught in all classrooms, and daily classes begin with devotions and prayers. Disciplinary issues are addressed by first applying the Law and then the Gospel. Students learn that consequences for misbehavior do not negate the forgiveness they receive through Jesus Christ.

policy manuals  
 chapel orders of service  
 religion curriculum  
 discipline policy  
 Bible

**Communication about Vision, Mission, and School-wide Learner Outcomes**

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

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

Findings	Supporting Evidence
Bethany publicizes its vision, mission statement, and school-wide learner outcomes to students, parents, and the community in print and electronically. These are also shared as part of the interview/enrollment process. The mission statement is also part of Bethany’s logo, which appears on all official Bethany publications. These multiple methods are effective in communicating the school’s vision and mission and student goals.	Bethany letterhead Website Facebook page Student and parent handbooks Weekly newsletter Student planners promotional materials School yearbook School-wide theme t-shirts

**Regular Review/Revision**

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

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

Findings	Supporting Evidence
The accreditation process provides the school with regular opportunity to review and revise the school’s purpose, vision	Bethany Lutheran School 2012

and learner goals. The most recent review led to a refinement of school-wide learner goals to include a greater emphasis on 21<sup>st</sup> century learning and digital citizenship. **mid-term review**

**A1. Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>The governing body, faculty, and staff of Bethany Lutheran School ensure that the school’s purpose is rigorously addressed. These entities spend significant time discussing, refining, and adopting school-wide learner outcomes that shape the educational program for all Bethany students.</p>	<p><b>Board minutes</b> <b>Faculty minutes</b> <b>School-wide learner outcomes</b></p>

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Bethany Lutheran School’s statement of purpose is central to the school’s ability to address all critical learner needs. Board members, faculty, and staff are united in the belief that children are gifts from God, and that their education at Bethany Lutheran School is guided by this purpose.</p>	<p><b>Board minutes</b> <b>Bethany mission statement</b></p>

## A2. Governance Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

*To what extent does the governing authority a) adopt policies which are consistent with the school mission and vision (purpose) and support the achievement of the school-wide learner outcomes, b) delegate implementation of these policies to the professional staff, and c) monitor results?*

### CRITERION A2 INDICATORS WITH PROMPTS

#### Clear Policies and Procedures

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

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

Findings	Supporting Evidence
<p>The governing board for Bethany Lutheran School is called the Board of Schools (BOS). The primary tasks of the BOS are to set policy, maintain financial stability and preserve the purpose and philosophy of Bethany Lutheran School, Preschool, Extended Daycare (EDC) and Summer Camp. These four ministries are referred to as the “agencies” of Bethany’s education ministry.</p> <p>The BOS is comprised of six volunteers who are members in good standing of Bethany Lutheran Church. They are elected by the Voters’ Assembly of Bethany Lutheran Church and are not necessarily parents of children currently enrolled in the school. BOS members serve a three-year term with two members elected each year.</p> <p>The BOS meets formally once per month and informally as needed to carry out its responsibilities and discuss current issues, programs and policies. It receives reports from the Dayschool, Preschool and EDC/Summer Camp administrators, the Admissions Director, the Parent-Teacher League (PTL) representative and BOS committees. The BOS has authority over the following areas of school governance:</p> <ul style="list-style-type: none"> <li>• Approval of financial commitments, fees/tuitions and annual budget</li> <li>• Approval of hiring and termination of staff members</li> <li>• Ratification of all agencies’ policies and programs</li> <li>• Preservation of the agencies’ purpose statements and philosophies</li> </ul> <p>The policies adopted by the BOS are recorded in the minutes of each monthly meeting and published in the appropriate location.</p>	<p><b>Church constitution</b></p> <p><b>Board of Schools minutes</b></p> <p><b>Parent handbook</b></p> <p><b>Faculty handbook</b></p>

Modifications to policies or new policies are disseminated to staff, parents and students through the Principal via a staff meeting, the school newsletter or other appropriate means. These policies are consistent with the school’s purpose and mission statement.

The BOS recognizes its responsibility to set policies that preserve the learning environment necessary for students to achieve school-wide learner outcomes.

**Pre-training of Potential Board Members**

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

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

Findings	Supporting Evidence
<p>The BOS conducts its own board training when new members join the BOS, which may or may not be annually depending on BOS member terms. In addition, the BOS occasionally participates in board training workshops offered each year by the Pacific Southwest District.</p>	<p><b>BOS minutes</b>  <b>PSWD website</b>  <b>School Ministries e-Connect newsletter</b>  <b>“Doing Good Better” video series</b></p>

**Relationship of Policies**

**Indicator:** The governing authority’s policies are directly connected to the school’s vision, mission, and school-wide learner outcomes.

**Prompt:** *Evaluate the adequacy of the policies to support the school’s vision, mission, and school-wide learner outcomes through its programs and operations.*

Findings	Supporting Evidence
<p>The Board of School’s policies are directly connected to and adequately support Bethany Lutheran School’s vision, mission, and school-wide learner outcomes. Policies defining and supporting Bethany’s vision, mission, and school-wide learner outcomes are clearly stated in appropriate handbooks.</p>	<p><b>Parent handbook</b>  <b>Faculty handbook</b></p>

**Involvement of Governing Authority**

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

**Prompt:** *Evaluate the processes for the involvement of the governing board in the regular review and refinement of the school’s vision, mission and school-wide learner outcomes.*

Findings	Supporting Evidence
The BOS reviews the school’s mission and school-wide learner outcomes as part of the accreditation process, including yearly reviews as part of the National Lutheran School Accreditation process.	<b>BOS minutes</b> <b>NLSA reports</b>

**School Community Understanding**

**Indicator:** The school community understands the governing authority’s role.

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

Findings	Supporting Evidence
Parents who are new to Bethany Lutheran School are introduced to the Board of Schools members and the role of the BOS at the annual New Parent Orientation meeting in September. Parents are invited to attend BOS meetings, but rarely choose to do so unless an issue arises that directly affects their children. The BOS communicates new policies via the school newsletter and handbook. BOS members are listed on the school website and in the parent handbook.	<b>Survey</b> <b>Parent handbook</b> <b>School website</b> <b>BOS minutes</b> <b>School newsletter</b> <b>New Parent Orientation agenda</b>

**Relationship to Professional Staff**

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

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

Findings	Supporting Evidence
There is clear understanding about the relationship between Bethany Lutheran’s Board of Schools and the responsibilities of the professional staff. Members of the Board of Schools are given training in philosophical and practical matters pertaining to their responsibilities as board members and recognize the administrator’s role in the day-to-day operation of the school.	<b>BOS minutes</b> <b>Administrator interview</b> <b>“Doing Good Better” video series</b>

**Board’s Evaluation/Monitoring Procedures**

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



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

Findings	Supporting Evidence
The school administrator submits a monthly report to the BOS which includes budget, school programs and student performance data as well as information about student recruitment and future plans. The admissions director, EDC/Summer Camp director and preschool director submit similar reports to the BOS monthly.	<b>BOS minutes and reports ITBS scores</b>

### Complaint and Conflict Resolution Procedures

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

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

Findings	Supporting Evidence
The BOS uses Matthew 18 as a guiding principle when it comes to conflict resolution: parties should communicate with each other and try to resolve conflicts before elevating such conflicts to the administrator and the BOS. This applies to both school parents and teachers.	<b>Faculty and BOS discussions</b>

### Evaluation Procedures

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

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

Findings	Supporting Evidence
The BOS delegates the evaluation of teachers and other staff members to the administrators of each program (day school, preschool and EDC). The BOS evaluates the principal and the preschool director.	<b>BOS reports BOS minutes, administrator evaluations</b>

### Evaluation of Governing Authority

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

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

Findings	Supporting Evidence
At this time, there is no process for evaluating Bethany Lutheran's Board of Schools. However, the Board of Schools as well as professional staff and congregational leaders recognize the value of such a process and desire to develop and implement such a process in the future.	<b>N/A</b>

**A2. Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
The BOS adopts policies which are consistent with the school mission and vision, support achievement of the school-wide learner outcomes, delegate the implementation of those policies to the professional staff, and regularly monitor results.	<b>BOS reports and minutes</b> <b>Handbooks</b>

**Prompt:** *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The supportive and positive relationship and the open and frequent communication between the BOS and the faculty/administration is a critical factor in designing and implementing programs that will meet the needs of gifted students and those with specific learning needs in math.	<b>BOS Reports and minutes</b> <b>BOS Training</b>

### A3. School Leadership Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

*To what extent does the school leadership a) make decisions to facilitate actions that focus the energies of the school on student achievement of the school-wide learner outcomes, b) empower the staff, and c) encourage commitment, participation and shared accountability for student learning?*

#### CRITERION A3 INDICATORS WITH PROMPTS

##### Defined Responsibilities, Practices, etc.

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

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

Findings	Supporting Evidence
The administrator and faculty policies and handbooks are clear and understood by the administration and faculty.	<b>Faculty handbook</b> <b>Personnel policy manual</b> <b>Parent handbook</b>

**Indicator:** The school administrator is on the LCMS roster, and maintains synodical roster status, or is actively working toward a colloquy.

**Prompt:** *Evaluate to what degree the school administrator is connected to the LCMS, and is aware of Lutheran doctrine and practices within.*

Findings	Supporting Evidence
The administrator is a commissioned minister of the Lutheran Church-Missouri Synod and on the roster. She is knowledgeable about Lutheran doctrine and synodical practices.	<b>Personnel files</b>

**Indicator:** The administrator demonstrates a personal Christian faith, a commitment to Lutheran education, and a dedication to the teaching ministry while providing spiritual leadership for the school community and in the congregation(s).

**Prompt:** *Evaluate to what degree the school administrator demonstrates a personal Christian faith and a commitment to the teaching ministry and Lutheran education.*

Findings	Supporting Evidence
The administrator demonstrates a strong personal Christian faith as well as a strong commitment to the teaching ministry in general and to Lutheran education in particular. The administrator is the spiritual leader of the school, leading prayers and devotions at meetings and other gatherings and encouraging the same of other leaders. She is active in the life of the congregation, regular in worship and receiving communion, teaches confirmation, sings in the adult choir, and serves in the adult hand bell ensemble. She leads one of the school's hand	<b>Faculty minutes</b> <b>Church bulletins</b> <b>Personnel file</b>

bell ensembles and advises the student council. She stays on the cutting edge of educational advancement and innovation by reading pertinent professional books, attending professional seminars and gatherings on a regular basis, and by encouraging the same of professional staff.

**Existing Structures**

**Indicator:** The school has existing structures for internal communication, planning, and resolving differences in a Christian manner.

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

Findings	Supporting Evidence
The faculty and administration communicate regularly in a variety of ways: corporate and individual meetings, e-mail, instant messenger, Dropbox and Remind101. The school calendar is posted online via Google calendar and all faculty members have access. The faculty and administration hold regular planning meetings, including an all-day planning meeting in August. The faculty handbook clearly outlines procedures for resolving conflicts.	<p><b>Meeting minutes</b></p> <p><b>Faculty handbook</b></p> <p><b>Faculty and department meetings</b></p> <p><b>JupiterGrades</b></p> <p><b>Google accounts</b></p> <p><b>Remind101 account</b></p> <p><b>AIM accounts</b></p>

**Involvement of Staff**

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

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

Findings	Supporting Evidence
Faculty members and the school administrator have shared responsibility for major decisions such as curriculum standards, teaching materials and methods, and school programs. Collaboration between departments and grade levels is expected via bi-weekly department meetings. Regular teacher observations and evaluations focus on teaching and learning strategies that lead to increased student engagement and learning.	<p><b>Faculty and department meeting minutes</b></p> <p><b>Personnel files</b></p>

**Evaluation of Existing Processes**

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

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

Findings	Supporting Evidence
The school leadership reviews existing processes each June as	<b>June and August faculty</b>

part of the year-in-review meeting, in August as part of the planning process with faculty and regularly as part of the accreditation cycle.

**minutes**  
**Accreditation reports**

**A3. Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Bethany’s school leadership makes decisions that focus the energies of the school on student achievement of the school-wide learner outcomes through staff empowerment, commitment, participation and shared accountability for student learning.	<b>Faculty meeting minutes</b> <b>BOS reports</b> <b>Faculty Code of Ethics</b>

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The school leadership is a significant factor in the school’s ability to address the identified critical learner needs. The administrator keeps abreast of current research and practice in education and actively seeks to implement, maintain, and strengthen learning strategies that are both effective and feasible. The administrator and Board of Schools also show enthusiasm and dedication for classroom teacher efforts. The administrator monitors and is supportive of classroom teachers and their efforts to stay current and effective in their teaching practices.	<b>Faculty meeting minutes</b> <b>BOS meeting minutes</b> <b>ASCD Institutional Membership</b> <b>LEC conference registration</b>

#### A4. Staff Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

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

#### CRITERION A4 INDICATORS WITH PROMPTS

##### Employment Policies/Practices

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

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

Findings	Supporting Evidence
Bethany Lutheran School has employment policies and practices related to hiring staff members. However, the personnel policy manual states only that the BOS prefers to hire synodically-trained personnel for teaching positions. It does not list minimum requirements such as a bachelor's degree, even though the position description indicates that a teaching degree is required.	<b>Personnel Policy Manual Position description</b>

**Indicator:** The hiring practices of the school reflect a preference for faculty members who are on, or are eligible to be on, the roster of the Synod.

**Prompt:** *List the number of faculty members who are on, or are eligible to be on, the roster of the synod.*

Findings	Supporting Evidence
Bethany's personnel policy manual states a preference for faculty members who are on or are eligible to be on the roster of the Synod. All but one full-time and two part-time faculty members are rostered. All faculty members are Lutheran.	<b>Personnel Policy Manual Personnel files</b>

**Indicator:** Faculty members ensure the implementation of the school's unique Lutheran identity.

**Prompt:** *Describe the Lutheran qualifications of the teachers and how they are actively involved in the life of the sponsoring congregation(s).*

Findings	Supporting Evidence
All faculty members are members of Lutheran Church-Missouri Synod congregations. All but two faculty members belong to Bethany Lutheran Church. (One faculty member is married to an LCMS pastor and one is married to an LCMS organist. Both are members of their husband's churches.) Most faculty members serve their home congregations in some capacity.	<b>Faculty biographical data</b>

Name	Current Congregational Service
Jeanette Dahlin	Paraments and communion, worship Bible reader, short term occassional committees
Lori Lange	Confirmation table leader assistant
Stefanie Hinrichs	Church nursery
Chris Boerrigter	
Kim Imes	Lead a Bible Study. Lector.
Diana Orr	Volunteer with Sunday School; Call Committee member for Youth Minister position
Phyllis Choate	
Pat Gagan	Substitute organist, accompanist, soloist, worship ensemble member
Natasha Schuldheisz	Paraments and communion, VBS teacher, substitute Sunday school teacher
Sarah O'Conner	Board of Evangelism member, small group leader assistant
Cheryl Stejskal	Choir; Sound tech
Bonnie Neally	
Jill Moorman	VBS Volunteer
Mary Fink	Teach confirmation, sing in choir and ring handbells, VBS Volunteer

**Qualifications of Staff**

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

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

Findings	Supporting Evidence
All faculty members submit transcripts to verify their qualifications to teach and submit updates as they continue their education. Initial employment procedures include fingerprinting and contact with references where appropriate.	<b>Personnel files</b>

**Maximum Use of Staff Expertise**

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

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

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Findings	Supporting Evidence
<p>The BOS seeks teacher candidates to fill particular positions based on candidate qualifications. As part of the call process, candidates indicate areas of expertise and/or interest in addition to classroom teaching. The administrator assigns such additional duties upon mutual agreement with the candidate. The administrator leads new faculty members through an orientation process and arranges training for all faculty members when necessary and especially when implementing a new program/curriculum.</p>	<p><b>BOS minutes</b>  <b>Administrator interview</b>  <b>Faculty minutes</b></p>
<p><b>Indicator:</b> Each teacher and staff member demonstrates a personal Christian faith, a commitment to Lutheran education, and a dedication to the teaching ministry while providing spiritual nurturing for the school community and students.</p> <p><b>Prompt:</b> <i>Evaluate to what degree each teacher and staff member demonstrates their personal Christian faith and commitment to the teaching ministry and Lutheran education.</i></p>	
Findings	Supporting Evidence
<p>All teachers and staff members demonstrate a personal Christian faith and commitment to the teacher ministry and Lutheran education. Teachers and staff members are faithful in worship and prayer, in support for each other and their students, and are dedicated to their professions.</p>	<p><b>Faculty devotions</b>  <b>Faculty minutes</b>  <b>Faculty attendance records</b>  <b>Faculty code of ethics</b></p>
<p><b>Indicator:</b> Each teacher and staff member seeks to be an instrument of the Holy Spirit in helping students develop and grow in their relationship with Jesus Christ.</p> <p><b>Prompt:</b> <i>Evaluate the degree to which each staff member helps students to develop and grow in their relationship with Jesus Christ.</i></p>	
Findings	Supporting Evidence
<p>Bethany Lutheran teachers recognize their role as Lutheran Christian educators and the importance of being a living model of the faith to their students and families as well as to each other.</p>	<p><b>Faculty code of ethics</b></p>
<p><b>Indicator:</b> The school assigns staff members to maximize the use of their expertise in accomplishing quality student learning.</p> <p><b>Prompt:</b> <i>How effective is the process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning?</i></p>	
Findings	Supporting Evidence
<p>The administration encourages faculty members who demonstrate expertise in particular subjects or program areas to share their expertise with the rest of the faculty and/or lead a program of instruction with students. The administration also considers areas of need when hiring new faculty members and seeks candidates with the correct qualifications to meet those</p>	<p><b>Faculty inservice notes</b>  <b>BOS minutes and reports</b></p>



needs.

**Staff Actions/Accountability to Support Learning**

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

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

Findings	Supporting Evidence
<p>Currently, Bethany Lutheran School does not have a formal program for shadowing, coaching, or observation by fellow faculty members. The administrator conducts annual observations of each teacher followed by feedback on performance. Faculty members meet in departments every other week for planning, learning and mutual encouragement. Faculty members also meet annually and on an as-needed basis with the Student Success team to write and/or revise individual student accommodation plans for students with special learning needs.</p> <p>Faculty members who attend outside training present information to the rest of the faculty during faculty meetings or in-service training times. These presentations may or may not be group presentations.</p>	<p><b>Personnel files</b>  <b>SSP files</b>  <b>Faculty agenda</b></p>

**Support of Professional Development**

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

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

Findings	Supporting Evidence		
<p>Bethany Lutheran School had to cut much of its professional development budget in the recent years due to low enrollment. Despite cutbacks, the school is committed to professional development as funds allow. Bethany was able to provide sufficient training for implementing the 1:1 iPad program and further technology training through the TEC21 program and attendance at the CUE Conference.</p>	<p><b>Annual budget</b>  <b>Faculty minutes</b>  <b>TEC21 enrollment forms</b>  <b>Professional memberships</b>  <b>Professional development</b></p>		
	<p><b>2012-2013</b></p> <p>Jeanette Dahlin                      LEC, CUE, Marcv Cook</p>	<p><b>2013-2014</b></p> <p>LEC, Envision Math training</p>	<p><b>2014-2015</b></p> <p>LEC, TEC21, Enhancing</p>

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	Math Seminar		Learning and Teaching in the K Classroom, SuperKids training
Lori Lange	LEC, CUE, TEC21	LEC	LEC, SuperKids training
Stefanie Hinrichs	<i>n/a</i>	<i>n/a</i>	LEC, SuperKids training, BTSA classes
Chris Boerrigter	LEC, CUE, 5 Easy Steps to Balanced Math Program	LEC, TEC21, Opportunity Schools Summer Teacher Institute	LEC
Kim Imes	LEC, CUE, ISTE, 5 Easy Steps to Balanced Math Program	LEC, Opportunity Schools Summer Teacher Institute	LEC, CUE
Diana Orr	LEC, CUE, TEC21	LEC, Opportunity Schools Summer Teacher Institute, Envision Math training	LEC
Phyllis Choate	LEC, CUE,	LEC	LEC
Pat Gagan	LEC, CUE,	LEC, TEC21	LEC
Natasha Schuldheisz	LEC, CUE,	LEC	LEC
Sarah O'Conner	<i>n/a</i>	<i>n/a</i>	IDA
Bonnie Neally	LEC, CUE,	LEC	LEC, National Science Foundation convention
Cheryl Stejskal	LEC, CUE, ISTE	LEC, CUE, iPad Apps for Grades K-8	LEC, CUE
Jill Moorman	IDA, LEC	IDA, LEC	IDA, LEC, SuperKids training
Mary Fink	LEC, CUE, ISTE, PSWD Admin Conference, Van Lunen Fellowship	LEC, PSWD Admin Conference, Van Lunen Fellowship, POLS Conference	LEC, PSWD Admin Conference

The school provides an institutional membership to ASCD, giving teachers access to the Educational Leadership journal and other publications by ASCD. Many staff members have other professional memberships:

	Professional Memberships
Jeanette Dahlin	ASCD, NAEYC
Lori Lange	ASCD
Stefanie Hinrichs	ASCD
Chris Boerrigter	ASCD, CUE, ISTE
Kim Imes	ASCD, CUE, ISTE
Diana Orr	ASCD
Phyllis Choate	ASCD
Pat Gagan	ASCD, LEA
Natasha Schuldheisz	ASCD
Sarah O'Conner	ASCD
Bonnie Neally	ASCD
Cheryl Stejskal	ASCD, CUE, ISTE
Jill Moorman	ASCD, IDA, SSSR
Mary Fink	ASCD, CUE, ISTE, LEA

*ASCD-Association for Supervision and Curriculum Development*

*CUE-Computer Using Educators*

*ISTE-International Society of Technology Education*

*LEA-Lutheran Education Association*

*IDA-International Dyslexia Association*

*SSSR-Society for the Scientific Study of Reading*

**Indicator:** As appropriate, the school staff participates in LCMS district and regional conferences.

**Prompt:** *Comment on the degree to which the school staff participates in LCMS district and regional conferences. Evaluate the degree to which the participation has improved student learning and enhanced ministry opportunities.*

Findings	Supporting Evidence
<p>Bethany Lutheran School participates in the district's Lutheran Educators Conference each year. Conference workshops lead to increased student learning as teachers implement learned strategies.</p> <p>In recent years, the PSDW Lutheran Educator's Conference has been divided into strands: Best Practices, Technology/STEM, Foundational Learning and Spiritual Nurture. The Bethany Lutheran staff shared the following insights regarding the</p>	<p><b>LEC registration</b></p> <p><b>LEC Conference-staff notes</b></p>

impact on student learning from the most recent LEC conference:

*Grade 8-In the strand "Higher Order Thinking to Develop 21<sup>st</sup> Century Learners," we looked at different levels of thinking from basic to higher-order. One suggestion was to use sentence stem starters that promote creative and critical thinking. I have used these in our literature class as we have analyzed our novel. I also learned about giving students "brain breaks" and letting them move in the classroom.*

*Grade 7-I attended the Spiritual Nurture strand at the conference. The sessions were entitled "The ABCs of Defending the Faith, What is a Worldview? and Big Questions, Biblical Answers." I have used three of the questions the presenter suggested be asked of non-believers to challenge my students to work toward becoming more confident and competent at defending their personal faith. I have also been able to share ideas that link the Bible and science-how the Bible is confirmed by science. It's only anecdotally evident, but the impact on my students has been positive and led to positive class discussions.*

Several teachers attended the technology strand of sessions at LEC:

*6<sup>th</sup> Grade: I learned about the Padlet app and used it recently to help my students brainstorm ideas for their Curiosity Fair projects.*

*8<sup>th</sup> Grade: I learned about the Today's Meet back channel app. I used it to provide a forum for students to comment during a video presentation. Students who are shy about speaking in class were able to engage and share their views.*

*4<sup>th</sup> Grade: My students used Explain Everything to explain the algorithms in a math process. Students were engaged and it allowed me to see their thinking and comprehension of the process.*

*3<sup>rd</sup> Grade: I learned about ways to use the Haiku Deck app. We used it in our classroom to illustrate and write sentences that went with five of our vocabulary words. Students needed to think critically to find the photo that best accompanied the word.*

*2<sup>nd</sup> Grade: I learned about using virtual manipulatives in math. This technology caters to the visual learners and is engaging for my students."*

### Supervision and Evaluation

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

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

Findings	Supporting Evidence
The principal utilizes the Purposeful Classroom Walkthrough approach to teacher supervision. This approach emphasizes the use of research-based strategies that lead to increased student achievement. The administrator encourages staff members to choose an area for professional growth each year, then assists teachers in determining how to achieve that growth, including attendance at workshops, etc., as funds allow.	<p><b>Personnel files</b></p> <p><b>Principal files</b></p>

**Measurable Effect of Professional Development**

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

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

Findings	Supporting Evidence
There are no processes currently in place to measure the effectiveness of professional development, coaching or mentoring on student performance.	<b>N/A</b>

**A4. Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Bethany Lutheran School’s leadership and staff are highly qualified for their responsibilities and committed to the school’s purposes. They are also committed to ongoing professional development that supports student learning as available and funds allow.	<p><b>Personnel files and records</b></p> <p><b>BOS minutes</b></p>

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The commitment and professional qualifications of Bethany Lutheran School’s staff and administration have a positive impact on the school’s ability to address identified critical learner needs.	<p><b>Staff Roster</b></p> <p><b>Staff Qualifications</b></p> <p><b>Professional Development</b></p> <p><b>Professional Associations</b></p>

## A5. School Environment Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

*To what extent a) does the school have a safe, healthy, nurturing Christian environment that reflects the school's purpose and b) is the school environment characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?*

### CRITERION A5 INDICATORS WITH PROMPTS

#### Caring, Concern, High Expectations

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

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

Findings	Supporting Evidence
Bethany Lutheran School demonstrates a superior level of caring, concern, and high expectations for students. Students are honored for their individual differences in an environment that is highly conducive to learning. Students who have learning and/or emotional needs receive support through the Student Success and/or Outreach Concern programs.	<b>Outreach Concern,</b> <b>SSP parent communication regarding student progress</b> <b>Honor Roll/Principal's List</b> <b>1:1 iPads</b> <b>Facility maintenance</b>

#### Student Self-Esteem

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

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

Findings	Supporting Evidence
The school fosters self-esteem by giving students opportunity to demonstrate skills and abilities in many different areas via many different means. Students are regularly invited to share their musical talents in chapel services, for example. Bethany Lutheran School recognizes academic achievement in Grades 5-8 with the quarterly Honor Roll and Principal's List. The school also recognizes students with outstanding character qualities through its monthly award program.	<b>Chapel programs</b> <b>Honor Roll</b> <b>Monthly character awards</b>

#### Mutual Respect and Communication

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

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

Findings	Supporting Evidence
Bethany Lutheran School believes in effective home-school communication and uses several different methods for communicating regularly with families. Teachers work to establish a positive relationship with families from the very beginning by holding Family Classroom Visits before the school year even begins. New families are integrated into the Bethany community via a New Parent Orientation night where the principal shares the idea of the school/parent/student relationship as a three-legged stool. Parents are regularly encouraged to keep the line of communication open between parent and teacher, and the principal maintains an open-door policy. Staff members communicate regularly by e-mail, Instant Messenger, and regular staff meeting times.	<p>Newsletters</p> <p>SchoolReach</p> <p>Remind101</p> <p>Family Classroom Visit invites</p> <p>New Parent Orientation slides</p> <p>Faculty minutes</p> <p>JupiterGrades</p> <p>Teacher/parent e-mails</p> <p>Class Dojo</p>

**Indicator:** A loving, Christian climate is displayed throughout the school as evidenced by a mutual love and respect for each other: pastor, administrator, staff, and children, as fellow members of the body of Christ.

**Prompt:** *Describe the ways the faculty, staff, and students effectively demonstrate mutual love and respect for one another, for the body of Christ, and for the community.*

Findings	Supporting Evidence
Bethany Lutheran School is characterized by a high level of mutual respect and love for students, staff and families. The school encourages students to be respectful and caring to each other, and to resolve conflicts in a Christ-like manner. Students learn conflict-resolution procedures in Kindergarten-Grade 2 with the Friendship Fixer curriculum, followed by the Steps to Respect program in Grades 3-5. Students are also encouraged to reach out to the community through acts of service and stewardship. Staff members (including church staff) hold the entire community in prayer on a regular basis, meet together regularly for fellowship and celebrations and support each other in crisis. Staff members also support school families who are experiencing crises by bringing meals, providing monetary support and/or holding the family up in prayer.	<p>Newsletters,</p> <p>Birthday lunch schedule,</p> <p>Staff retreat schedule,</p> <p>Prayer chain requests,</p> <p>Meal Train site,</p> <p>Friendship Fixer curriculum,</p> <p>Steps to Respect curriculum</p> <p>Parent and student testimonies</p>

**Teacher Support and Encouragement**

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

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

Findings	Supporting Evidence
Bethany Lutheran School encourages teachers to use innovative approaches that enhance student learning, especially in the area of technology in the schools 1:1 iPad program. Bethany teachers	<p>iPad Apps list</p> <p>TEC21 notes</p>

actively seek new curriculum materials and activities on a regular basis. They support one another by gladly sharing their discoveries and expertise with one another.

**TPT notes in faculty agendas**  
**CUE attendance**  
**Teacher testimonies**

**Safe, Clean, and Orderly Environment**

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

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

Findings	Supporting Evidence
<p>The Bethany Lutheran School campus is clean, safe and attractive. The faculty communicates regularly with the Bethany Board of Trustees about needed repairs on the campus and repairs are completed quickly. The Trustees also focus on the outside areas of the school, working to make them comfortable and attractive for schools and families. The custodial crew keeps the campus and classrooms clean and sanitary.</p> <p>Bethany Lutheran School has safety systems in place for fire, earthquake and lockdown situations, including earthquake supplies sufficient to sustain the school population for 72 hours. The school’s lockdown procedures were recently updated following a training session for active-shooter-on-campus scenarios with a Long Beach police officer. The school phone system was updated so that all phones can access an outside line for emergency calls. The campus is safely secured during the school day with typically only one access gate to the campus, located near the school office.</p> <p>Students’ online access is restricted by an Internet filter. All access to social media such as Facebook and Twitter is blocked, and student e-mail accounts may send e-mail but not receive it. Students and parents sign a technology acceptable use policy as part of the parent handbook. This policy outlines further safety procedures for technology use on campus.</p>	<p><b>Trustee report</b>  <b>Grubbies Day</b>  <b>Fire drill reports</b>  <b>Earthquake/lockdown procedures</b>  <b>Acceptable use policy</b>  <b>Parent handbook</b>  <b>Phone system</b></p>

**Indicator:** The school facilities reflect Jesus Christ as their Lord and Savior.

**Prompt:** *What evidences of the Christ-centered nature of the school can be found? (i.e., signage, pictures, symbols, etc.)*

Findings	Supporting Evidence
<p>Bethany Lutheran School’s logo is in the shape of a Jerusalem cross, the symbol that is also used extensively inside and outside the Bethany Lutheran Church facilities. The school’s logo is on display at the entrance to the school and in the school courtyard. There is also a large cross hanging above the school courtyard and the Christian flag flies from the school flagpole. The school</p>	<p><b>Logo</b>  <b>Sculpture</b>  <b>Facilities</b></p>



office has a metal sculpture depicting Jesus with schoolchildren. All classrooms have Christian flags as well as posters and bulletin boards that proclaim the Good News. All classroom doors are labeled with the teacher’s name and a cross.

**A5. Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Bethany Lutheran School is a safe, healthy, nurturing Christian environment that reflects the school’s mission to inspire life-long learning and cultivate Christian character. The school environment is respectful, trusting, caring, and supportive. Teachers are professional and have high expectations for students.	<b>Staff and school family comments</b> <b>Bethany facilities</b> <b>Personnel files</b>

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Bethany Lutheran School’s environment provides the safety, emotional security, and spiritual wholesomeness necessary so that critical learner needs may be addressed without interference.	<b>Staff and school family comments</b> <b>Bethany facilities</b>

## A6. Reporting Student Progress Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

*To what extent does the school leadership regularly a) assess student progress toward accomplishing the school's school-wide learner outcomes and b) report students' progress to the rest of the school community?*

### CRITERION A6 INDICATORS WITH PROMPTS

#### Reporting Student Progress

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

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

Findings	Supporting Evidence
The administrator of Bethany Lutheran School informs parents and board members of student progress on an annual basis by reporting student achievement test scores as well as survey data from recent graduates. In addition, parents receive quarterly progress reports, quarterly report cards, and Dibels reports and have two parent/teacher conferences each year. Parents of students in Grades 5-8 have access to student grades through the JupiterGrades platform. Students enrolled in the Student Success Program receive regular feedback from Student Success teachers.	<b>ITBS scores</b> <b>Progress reports</b> <b>Report cards</b> <b>Conference information</b> <b>Student Success reports</b>

#### Monitoring of Student Growth

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

**Prompt:** *Evaluate and comment on the system used to monitor the progress of all students toward meeting the academic standards and school-wide learner outcomes.*

Findings	Supporting Evidence
Bethany Lutheran School utilizes the annual ITBS scores, math fluency scores, Dibels scores and classroom assessments to monitor progress toward meeting academic standards and school-wide learner outcomes. There is a need to institute a method to more closely monitor student progress in mathematics standards.	<b>ITBS Score reports</b> <b>progress reports</b> <b>report cards</b> <b>Dibels reports</b> <b>BOS reports</b>

#### Modifications Based on Assessment Results

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

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

Findings	Supporting Evidence
<p>The school utilizes assessment results to modify the curriculum as needed. For example, Bethany Lutheran School modified its math curriculum and instructional delivery in response to student ITBS scores, placing additional emphases on math fact recall and continual review of previously-learned concepts. The school also adopted a research-based language arts program for Grades K-2 in response to a common pattern of miscues/mistakes in reading and spelling assessments.</p>	<p><b>Math review process</b>  <b>Math fluency tests/scores</b>  <b>SuperKids language arts program</b>  <b>Dibels scores</b></p>

**A6. Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Bethany Lutheran School is effective in keeping the board and parents informed about student progress toward achieving the academic standards and the school-wide learner outcomes and using assessment data to drive decision-making.</p>	<p><b>Progress Reports</b>  <b>Report Cards</b>  <b>Parent Conferences</b>  <b>BOS Reports</b>  <b>Bethany website</b>  <b>Student Success reports</b>  <b>Dibels Reports</b></p>

**Prompt:** *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>The school's success with assessing students' reading/spelling abilities and the program in place to remediate problem areas implies that the school will be successful in implementing a similar program for students who struggle with mathematics.</p>	<p><b>Student Success Program</b></p>

## A7. School Improvement Process Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

*To what extent does the school leadership a) facilitate school improvement which is driven by plans of action that will enhance quality learning for all students, b) have school community support and involvement, c) effectively guide the work of the school, and d) provide for accountability through monitoring of the school-wide action plan?*

### CRITERION A7 INDICATORS WITH PROMPTS

#### Broad-Based and Collaborative

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

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

Findings	Supporting Evidence
The leadership of the school considers parental, student and staff input as well as academic progress indicators to plan programs and plans of action that will enhance quality learning for all students. This process is effective and has the commitment of staff, students and parents.	<b>Parent surveys</b> <b>Student surveys</b> <b>Faculty minutes</b> <b>BOS minutes</b> <b>ITBS score reports</b>

#### School Plan Correlated to Student Learning

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

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

Findings	Supporting Evidence
The school’s action plan is developed as part of the accreditation process where critical learner needs, school-wide learner outcomes and academic standards are addressed. The Board of Schools and administration monitor progress of the action plan on a monthly basis as part of the administrator’s reporting process.	<b>Accreditation document</b> <b>Action plan</b> <b>BOS reports and minutes</b>

#### Systems Alignment

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

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

Findings	Supporting Evidence
Bethany Lutheran School's iPad program is an example of systems-alignment for ongoing school improvement. The Board of Schools, as part of a strategic planning process, identified the need to implement 1:1 technology at all grade levels. Teachers were equipped with iPads a full year before students and were provided with training that is still ongoing. Teachers learned the SAMR model and utilized it to self-evaluate their technology lessons and set professional goals.	<b>iPad Program</b> <b>SAMR Model workshop</b> <b>SAMR Model Google Doc</b> <b>Teacher iPads updated to latest model</b>

**Correlation between All Resources, School-wide Learner Outcomes, and Plan**

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

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

Findings	Supporting Evidence
Within fiscal constraints, the time, personnel and material resources are available to implement the action plan.	<b>BOS meeting minutes</b> <b>School Budget</b>

**A7. Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
The school leadership is effective in facilitating school improvement that has the support of the school community. Accountability is ensured through the monitoring of the school-wide action plan by the administration, Board of Schools and faculty.	<b>Parent and staff surveys</b> <b>Board of Schools reports</b>

**Prompt:** *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The school's commitment to school improvement that enhances learning for all students is a positive factor in the school's ability to address critical learner needs. The accreditation process itself leads to action plans that are closely monitored and implemented by the BOS and administration.	<b>Accreditation progress reports</b>

## WASC Category A. Organization for Student Learning: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and growth areas for the overall category.

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

- Bethany Lutheran School has a strong sense of identity and purpose as a Lutheran school and communicates these effectively to students and families.
- The Bethany Board of Schools understands its role and supports the school and staff.
- Bethany Lutheran School enjoys strong leadership.
- The environment and culture of the school are positive and healthy.
- The school facility is attractive and well-maintained.

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

- Make the school mission statement visible in each classroom.
- Develop a system for annual evaluation of the Board of Schools.
- Educate parents about the role of the Board of Schools.
- Engage the Board in strategic planning.
- Update the personnel policy manual.
- Develop a system for shadowing/mentoring/peer-to-peer observation.
- Increase the school budget for professional development.
- Develop a system for measuring the impact of professional development on student learning.

**Category B: Curriculum, Instruction, and Assessment**

**B1. What Students Learn Criterion**

**Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).**

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

**CRITERION B1 INDICATORS WITH PROMPTS**

**Current Educational Research and Thinking**

**Indicator:** The school provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching. The curriculum is modified as needed to address current educational research and thinking, other relevant international/national/community issues and the needs of all students.

**Prompt:** *Provide examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>The Bethany Lutheran Faculty utilizes a variety of researched-based programs to provide meaningful and effective instruction to students.</p>	<p><b>Edmodo- Bethany</b>  <b>Twitter</b>  <b>TEC 21</b>  <b>iPad Training</b>  <b>CUE</b>  <b>LEC</b>  <b>Personal Learning Networks</b>  <b>Super Kids K-2</b>  <b>Brain Train</b>  <b>Math Review</b>  <b>Math Talks</b>  <b>Front Row</b>  <b>Khan Academy</b></p>
<p>English Language Arts-                      Students in Grades K-2 use a program called Super Kids which builds strong phonics and decoding skills and simultaneously integrates instruction in comprehension, vocabulary, handwriting and fluency. The SuperKids program is backed by research supporting the effectiveness and efficiency of the program for all learners.</p>	
<p>Brain Train-                      First Grade students and other students in the Student Success Program use Brain Train Cognitive Training, a computer-based program to improve working memory. Improved working memory positively affects attention, perception, reasoning, planning, judgment, and general learning.</p>	
<p>Mathematics-                      The Bethany Lutheran Faculty uses the Common Core-aligned Envision Math program in Grades K-5. Envision Math utilizes daily problem-based learning followed by visual learning via lesson-based animations.                      Teachers in Grades 3-8 utilize Math Review, a daily program for</p>	

reviewing grade-level math concepts. The review process allows for individualized review so students are continuing to practice concepts until mastery.

Teachers in Grades K-5 employ Math Talks, a program that helps students build mental math and computation strategies.

Student Engagement-

The Bethany faculty is currently learning to use Total Participation Techniques, a researched-based program designed to actively and cognitively engage each child .

Technology-

Many of the teachers have attended or are currently attending TEC21 workshops to enhance and expand technology integration and use in the classroom. Several teachers also regularly attend the Computer Using Educators conference, another opportunity to grow in technology integration skill.

Professional Learning Networks-

Through Edmodo, teachers are communicating and collaborating with other Lutheran school teachers in our district.

**Academic Standards for Each Area**

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

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

Findings	Supporting Evidence
The Bethany Scope and Sequence of Instructional Standards defines academic standards for each subject. These standards meet or exceed standards for the state of California.	<b>Scope and Sequence of Instructional Standards</b>

**Curricular Standards**

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

**Prompt:** *To what extent are there defined curricular standards for each subject area, course, and/or program?*

Findings	Supporting Evidence
Bethany Lutheran School has defined comprehensive and sequential curricular standards for each subject area. The faculty reviews the standards regularly as part of the curriculum	<b>Bethany Scope and Sequence of Instructional Standards</b>



materials adoption process. Recently the faculty revised the school’s English Language Arts writing standards to align them with the Common Core standards.

**Indicator:** The Christian faith is intentionally integrated in daily lessons throughout the curriculum.

**Prompt:** *How does the school plan for intentional faith integration in daily lessons throughout the curriculum and do teachers actively integrate their faith when opportunities occur? To what extent is there evidence of this occurring?*

Findings	Supporting Evidence
<p>Bethany Lutheran teachers are intentional about faith integration throughout the curriculum, and faith standards are included as part of each subject area in the Scope and Sequence of Instructional Standards. Teachers are encouraged to include Scripture references in written communication with parents, as well as in student artwork and parent gifts.</p> <p>Students experience application of the faith through “Hearts for Jesus” and other chapel projects they are able to support via their chapel offerings, guest speakers, and chapel presenters. Students of all grade levels participate in service projects such as collecting food and clothing items for church and community organizations such as Project Shepherd. Some classes visit and assist at Lutheran Social Services in downtown Long Beach. Monthly awards are given for Biblical “fruits of the spirit” or attitudes such as cooperation.</p>	<p><b>Classroom Observations</b>  <b>Photos from Projects</b>  <b>Social Media</b>  <b>District Service Project Day</b>  <b>“Including Scripture” document-Faculty Dropbox</b></p>

**Congruence**

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

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

Findings	Supporting Evidence
<p>The Bethany Lutheran Faculty plans instruction and chooses instructional material based on the academic standards defined by the school. The academic standards and curricular experiences are correlated to school wide learner outcomes.</p>	<p><b>Lesson Plans</b>  <b>Bethany Scope and Sequence of Instructional Standards</b>  <b>School wide outcomes</b></p>

**Student Work — Engagement in Learning**

**Indicator:** The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum

and the schoolwide learner outcomes.

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

Findings	Supporting Evidence
<p>Representative samples and snapshots of student work indicate that students are experiencing a standards-based curriculum that addresses schoolwide learner outcomes. Bethany Lutheran teachers provide a variety of opportunities for students to demonstrate understanding through the creation of videos, dioramas, iPad apps, and Power point presentations as well as “standard” student output such as worksheets, tests, oral presentations and essays.</p>	<p><b>Student work</b> <b>Portfolios</b> <b>iPads Apps</b></p>

**Accessibility of All Students to Curriculum**

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

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

Findings	Supporting Evidence
<p>Bethany Lutheran School’s Student Success Program is the school’s key to facilitating access and success for students with specific learning needs. Students’ specific learning needs are identified in one of two ways:</p> <ol style="list-style-type: none"> <li>1. Families new to the school indicate students’ past learning history and diagnoses (if any) and provide appropriate documentation to the Student Success office.</li> <li>2. Students’ specific learning needs become apparent to parent and/or teacher as students progress through grade levels.</li> </ol>	<p><b>Student Success Files</b> <b>Extra Textbooks</b> <b>August SSP Meetings</b> <b>Accommodation Plans</b> <b>Teacher Lesson Plans</b> <b>Oral testing</b></p>
<p>Once a student with specific learning needs is identified, the Student Success coordinator works with parents, teachers, administrator and, in some cases, Long Beach Unified School District to develop a classroom accommodation plan that will facilitate the student accessing the regular curriculum. Classroom accommodation plans are re-visited annually and as needed throughout the school year. The Student Success Coordinator is also available to sit in on parent conferences</p>	

during the school year, provide academic therapy for reading and assist parents in seeking educational testing, if necessary.

As part of accommodation plans, the Bethany Lutheran faculty provides differentiated instruction and assessment as needed for students with specific learning needs. The school's 1:1 iPad program also provides avenues for such instruction.

**Acceptable Student Achievement**

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

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

Findings	Supporting Evidence
Bethany Lutheran School demonstrates acceptable student learning of the academic standards through ITBS scores, Dibels scores, classroom assessments, and math fluency scores.	<b>Bethany Instructional Standards</b> <b>Classroom Assessments</b> <b>Math Fluency Scores</b>

**Integration Among Disciplines**

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

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

Findings	Supporting Evidence
<p>Examples of cross-disciplinary integration include:</p> <ul style="list-style-type: none"> <li>• History, science and writing: Students utilize and practice skills learned in the school's writing programs to write essays, reports and other classroom assignments.</li> <li>• Science and math: Students use math skills to conduct scientific calculations and experimental documentation.</li> <li>• Religion: Integration of the faith is evident in all subjects.</li> <li>• Technology is integrated with other disciplines as part of the school 1:1 iPad program. Computer lab projects are directly tied to classroom curriculums, as well.</li> </ul>	<b>Teacher Lesson Plans</b> <b>Department Meetings</b> <b>Beginning/End of Year Meetings</b> <b>Spanish Lesson Plans</b>
Bethany Lutheran School outsources its Grades 6-8 Spanish	

program as well as its after-school enrichment classes, all of which are tied to schoolwide learner outcomes.

**Curricular Review, Revision, and Evaluation**

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

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

Findings	Supporting Evidence
<p>The faculty reviews English language arts, math, social studies, science, and religion curriculum materials on a 7-year cycle. The process begins with a review of the instructional standards for the subject, then the faculty forms a curriculum materials adoption committee which has members from the K-2, 3-5 and 6-8 departments. Final decisions about curriculum materials are made by the faculty and administration</p>	<p><b>Curriculum Evaluation Form</b> <b>Curriculum Guide</b></p>

**Collaborative Work**

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

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

Findings	Supporting Evidence
<p>Bethany Lutheran Teachers meet in departments and with the Student Success Coordinator, if necessary, to examine curriculum and student work to refine lesson, units, and/or courses. Teachers also collaborate informally as needed due to the small staff size.</p> <p>The K-2 Super Kids reading program provides ongoing support for program implementation. Teacher coaches visit the classrooms during the year to assist teachers with any concerns or difficulties, as well as suggestions for refining the program to fit student needs.</p>	<p><b>Student Success Reports</b> <b>Department Meetings</b> <b>K-2 Super Kids</b></p>

**Accessibility of all Students to Curriculum**

**Indicator:** All students have accessibility to a challenging, relevant, and coherent curriculum.

**Prompt:** *What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings, e.g., master class schedule and class enrollments?*

Findings	Supporting Evidence
<p>All Bethany Lutheran students have access to a challenging, relevant, and coherent curriculum. Because the school has one classroom per grade level, students are not grouped by gender, ability or need, therefore all classes have students with specific learning needs.</p>	<p><b>Online Texts on teacher websites</b>  <b>supplemental resources</b>  <b>Teacher Plan Books</b></p>

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

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

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

Findings	Supporting Evidence
<p>Parents and student give feedback and are surveyed formally and informally throughout the year. Teachers regularly examine grading, homework, and tech policies during Faculty and department meetings. These surveys are used as a basis for discussion and instituting any changes. For example, the middle school students take Spanish as part of their weekly classes due to information gathered from parent surveys.</p>	<p><b>Parent Surveys</b>  <b>Parent Teacher Conferences</b>  <b>Student Surveys</b>  <b>Faculty Meeting Minutes</b></p>

**Articulation and Follow-up Studies**

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

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

Findings	Supporting Evidence
<p>Bethany collects data from alumni on an annual basis via survey. The survey includes questions about the students' preparedness for high school in each subject area as well as their transition to high school social life. The administration shares survey results with the faculty and BOS.</p>	<p><b>Alumni surveys</b>  <b>School Account and Records</b>  <b>School Website</b></p>

**B1. Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Bethany Lutheran School provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.	<b>Student Success Program Curriculum Guide</b>

**Prompt:** *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Bethany Lutheran School's comprehensive and sequential curriculum, as well as its ability to make accommodations for students with specific learning needs has a positive impact on the school's ability to meet learners' needs.	<b>Student Success Program Curriculum Guide</b>

## B2. How Students Learn Criterion

**Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).**

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

### CRITERION B2 INDICATORS WITH PROMPTS

#### Research-based Knowledge

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

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

Findings	Supporting Evidence
Bethany Lutheran teachers use a variety of informal strategies to remain current in research-based professional knowledge. For example, at Faculty and Department meetings and during the summer, the teachers read a common educational book or article. After discussion the staff then decides which strategies and/or techniques will be helpful and useful to Bethany Lutheran School students and implements them. Many staff members also belong to professional organizations and read books and magazines from these organizations.  Staff members attend workshops and classes appropriate to their grade level and professional development needs.  All faculty members attend the annual Lutheran Educators Conference and participate in a variety of learning sessions at	<b>Lesson Plans Classroom Observation Professional development Small class size Educational Leadership Subscription – ACSD TEC21 ASCD Educational Leadership Faculty Meetings Faculty Reads (summer and department)</b>

the conference.

**Faculty Meetings (TPT) Total Participation Technique**  
**In services**  
**LEC Workshops**

**Planning Processes**

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

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

Findings	Supporting Evidence
Where appropriate, formative assessments are used to determine concepts that will be taught in a specific unit as well what student areas of weakness need to be addressed. Then, using lesson plans provided in textbook teachers’ manuals or plans of their own design, teachers review and modify plans based on student performance. Fall ITBS and Dibels results scores can also be used to inform instruction.	<b>Lesson Plans</b> <b>Teacher’s Manuals</b> <b>Dibels Test Scores</b> <b>ITBS Scores</b>

**Professional Collaboration**

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

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

Findings	Supporting Evidence
Teachers collaborate informally and formally (in faculty meetings, department and Student Success meetings) to improve curriculum design and instructional approaches that will facilitate improved student performance.	<b>Staff Meetings</b> <b>Department Meetings</b> <b>Student Success Meeting (beginning/ close of the year)</b> <b>Department Meetings</b>

**Professional Development**

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

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

Findings	Supporting Evidence
<p>Bethany Lutheran teachers independently and collaboratively seek and attend content-based courses, and read professional books and journals.</p> <p>In August, each teacher meets individually with the principal to set one or two professional goals for the school year. The principal will assist the teacher with achieving the goals if requested or needed.</p> <p>The teachers are apprised of seminars that are available through various entities like ACSD, Bureau of Educational Research and Computer Using Educators (CUE). Teachers may choose to attend the seminars that are most helpful to their position and professional goal.</p> <p>The school calendar includes minimum days for professional development. These days are used for inservices and, more recently, accreditation tasks.</p>	<p><b>Lutheran Educator Conference</b>  <b>Individual Goal Setting with the Principal Workshops</b>  <b>Personal Learning Networks</b>  <b>LEC</b>  <b>Staff In services</b></p>

**Challenging and Varied Instructional Strategies**

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

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

Findings	Supporting Evidence
<p>Small class size allows Bethany Lutheran Teachers to interact one-on-one with students regularly. The small class size enables teachers to assess student understanding and plan for re-teaching or give enrichment to those students who need to be challenged. Students participate in group-work, partner-sharing, student demonstrations and small groups. A variety of learning choices enriches the environment and meets the needs of students that have different learning styles. Marzano’s effective strategies of training, observation, the use of a variety of graphic organizers, note taking, etc. engages learners and gives a variety of ways to organize and apply what has been learned. TPT(Total Participation Technique) is another tool for teachers to engage all students in the learning process. Monitoring Minds based on Bloom’s Taxonomy is another tool used to increase critical thinking skills.</p>	<p><b>Teacher Lesson Plans</b>  <b>Principal Observations</b>  <b>Informal Observations</b>  <b>TPT</b>  <b>Monitoring Minds</b></p>



**Technological Integration**

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

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

Findings	Supporting Evidence
<p>Technology is integrated throughout the curriculum in a variety of ways.</p> <p>All students use the computer lab on a scheduled basis and additionally as needed for projects. Students learn keyboarding and information literacy skills and digital citizenship as well as the basics of programs such as Word, Excel, Powerpoint, KidPix and Kidspiration. These programs are used to complete computer lab projects that are tied directly to grade level standards.</p> <p>In addition to the computer lab, all students have access to an iPad for educational use throughout the school day. The iPad provides another avenue for delivering instructional content and skill practice as well as a variety of ways for students to demonstrate what they have learned.</p> <p>All classrooms are equipped with WiFi access, LCD projectors, ceiling-mounted sound systems and document cameras, providing students the opportunity to share their content electronically with classmates and others.</p>	<p><b>Lesson Plans</b>  <b>iPads</b>  <b>Discovery Education</b>  <b>Research Skills</b>  <b>ipad</b>  <b>ELMO</b>  <b>Technology Standards</b></p>

**Evidence of Results based upon Challenging Learning Experiences**

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

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

Findings	Supporting Evidence
<p>Across all grade levels, Bethany Lutheran Teachers provide opportunities for students to demonstrate critical and creative thinking, problem solving, application skills. Examples of work and opportunities are individual class projects, curriculum fairs, “You be the Chemist” competitions, the Solar Grand Prix, Science Olympics, Spelling Bee, and Geography Bee.</p>	<p><b>Spelling Bee</b>  <b>You Be the Chemist</b>  <b>Picturing America</b>  <b>Lesson Plans</b>  <b>Science Fair</b>  <b>Curiosity Fair</b></p>

**Student Understanding of Performance Levels**

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

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

Findings	Supporting Evidence
Bethany Lutheran teachers inform students of standards of expected performance in areas of study. For example, in the case of class projects, students are given project rubrics, which state the level of performance required to meet teacher expectations.	<b>Textbook</b> <b>Student Agenda</b> <b>Curriculum Guide</b> <b>Project (rubrics)</b>

**Student Perceptions**

**Indicator:** The students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Through interviews and dialogue with students that represent the school populations, the school learns about the students’ perceptions of their learning experiences, including all specialized programs such as college/career readiness and online instruction regarding the opportunity for teacher-student interaction to reduce isolation and encourage skill transference.

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

Findings	Supporting Evidence
Bethany Lutheran students are able to articulate the expected level of performance based on rubrics and dialogue with the teacher.	<b>Student Surveys</b> <b>Student Interviews</b>

**Student Needs**

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

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

Findings	Supporting Evidence
Bethany Lutheran teachers use a variety of techniques and methods to ensure individual needs and learning styles are met. Students in the Student Success Program have special accommodations that are implemented in the classroom. Examples of accommodations include: extra time for tests, having tests read to/recorded for the student, doing fewer numbers of problems, project options, taking notes by iPad or laptop and having a scribe write answers for the student.	<b>Modified Test (read to student)</b> <b>Time Management Clock</b> <b>School Website</b> <b>Class Links</b> <b>iPad Apps</b> <b>Videos</b> <b>Project options</b> <b>Students Success</b>

**Student Use of Resources**

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

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

Findings	Supporting Evidence
Bethany Lutheran students are provided and use resources for learning that extends beyond the textbook such as technology (iPads and computers), hands-on experiments and projects, performances, field trips, overnight travel experiences, assemblies, guest speakers and local library trips.	<b>Lesson Plans</b> <b>School Calendar</b> <b>Assemblies</b> <b>Author Day 2013</b> <b>Bear Facts</b> <b>Field Trips</b> <b>iPads</b>

B2. Conclusions

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
The Bethany Lutheran faculty learns, designs and implements a variety of instructional strategies that actively engage students at a high level of learning.	<b>Faculty meeting minutes</b> <b>LEC conference workshops</b> <b>Inservice workshops</b> <b>Faculty reads</b> <b>Lesson plans</b> <b>Observation</b>

**Prompt:** Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

Findings	Supporting Evidence
The variety of instructional strategies and willingness to accommodate students with specific learning needs indicates that the school will be successful in implementing a program for students with specific learning needs in math and a program for students who are gifted.	<b>Faculty meeting minutes</b> <b>LEC conference workshops</b> <b>Inservice workshops</b> <b>Faculty reads</b> <b>Lesson plans</b> <b>Observation</b> <b>Individual learning plans/accommodations</b>

B3. How Assessment is Used Criterion

**Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).**

*To what extent is teacher and student use of assessment frequent and integrated into the teaching/ learning process; are the assessment results the basis for measurement of each student's progress toward the schoolwide learner outcomes and academic standards; are the assessment results the basis for regular evaluation, modification, and improvement of curriculum and instructional approaches; and are the assessment results the basis for the allocation of resources?*

**CRITERION B3 INDICATORS WITH PROMPTS**

**Appropriate Assessment Strategies**

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

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

Findings	Supporting Evidence
Bethany Lutheran teachers use appropriate and varied classroom assessment methods to determine student learning and involvement, as well as to modify instructional plans to meet the needs of students.	<b>Paper and Pencil Assessment</b> <b>Performance Assessment</b> <b>Individual Response Systems (Socratic, Today's Meet)</b> <b>Surveys- Individual and Group</b> <b>Oral Questioning</b> <b>Observation</b>

**Basis for Determination of Performance Levels**

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

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

Findings	Supporting Evidence
Bethany Lutheran Teachers use a variety of classroom assessments that correspond to curricular standards, course competencies, and instructional methods. Benchmarks assessments are in place for reading and math fluency. Achievement test results provide another snapshot of student academic growth year-to-year.	<b>ITBS Scores</b> <b>Curriculum Guide</b> <b>Honor Roll</b> <b>Rubrics</b> <b>Grading Scale</b> <b>Math Fluency</b> <b>Dibels</b> <b>Student Success Files</b>

**Demonstration of Student Achievement**

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

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

Findings	Supporting Evidence
<p>Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. After ITBS tests are given, teachers use the data to modify instruction to address areas of weakness.</p> <p>In the Student Success program, students are regularly assessed for lesson mastery and results are shared with parents.</p>	<p><b>Test Scores</b>  <b>ITBS Scores</b>  <b>Student Success Files</b>  <b>Professional Development</b>  <b>Department Meetings</b>  <b>Report Cards</b></p>

**Correlation**

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

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

Findings	Supporting Evidence
<p>Faculty members design classroom assessments that are correlated to instructional standards and instructional approaches used. Schoolwide assessments are also tied to instructional standards and provide an institutional view of progress toward mastering the standards.</p>	<p><b>Classroom Assessments</b>  <b>Instructional standards</b>  <b>ITBS test data</b>  <b>Dibels test data</b></p>

**Modification/Decisions based on Assessment Data**

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

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

Findings	Supporting Evidence
<p>Bethany Lutheran Teachers collect data from the ITBS assessment as well as classroom tests and other assessments to determine student understanding and areas of weakness that need to be addressed. These areas also become the focus of professional development activities.</p>	<p><b>ITBS Scores</b>  <b>Test Scores</b>  <b>Dibels Tests</b>  <b>Student Success Files</b>  <b>Department Meetings</b>  <b>Reports Cards</b></p>

**Student Feedback**

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

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

Findings	Supporting Evidence
Teachers use student feedback, both verbal and non-verbal, in classroom settings to evaluate student progress. Student self-assessment is also utilized for goal setting and monitoring progress. The school also seeks student feedback annually via student surveys. This data is used to modify curriculum standards and/or schoolwide learner outcomes as needed.	<b>Surveys</b> <b>Reflections</b> <b>Class Observations</b> <b>Student Journals</b> <b>Individual Learning Response Systems</b> <b>Rubrics</b> <b>Homework</b> <b>Tests and Quizzes</b> <b>Surveys</b>

**Teacher Monitoring**

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

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

Findings	Supporting Evidence
The faculty uses ITBS assessments, Dibels assessments and writing portfolios to monitor student progress over time. Teachers also use appropriate questioning techniques and strategies to solicit feedback from students in order to assess learning.	<b>Parent Teacher Conferences</b> <b>Class Observation/ Discussions</b> <b>Rubrics</b> <b>ITBS</b> <b>Dibels</b> <b>Writing Portfolios</b>

**B3. Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Teachers regularly use appropriate assessment strategies and monitor them over time to measure student progress toward mastery of instructional standards.	<b>Lesson Plans</b> <b>Classroom tests</b> <b>ITBS Tests</b>

## Bethany Lutheran School WASC/NLSA Self-Study Report

**Prompt:** *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The school's success in monitoring student progress in reading and spelling indicates the school will be successful in implementing a similar program in math.	<b>ITBS Tests</b> <b>Dibels</b>

WASC Category B. Curriculum, Instruction, and Assessment:  
Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and growth areas for the overall category.

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

1. The Bethany faculty implemented a 1:1 iPad program which allows students a variety of learning choices and opportunities.
2. Bethany Lutheran School provides students with a variety of learning experiences in the classroom and through exposure to the arts via music, art, assemblies, and field trip.
3. Bethany Lutheran teachers collaborate in formal and informal meetings to better serve and meet the needs of the students.
4. Bethany Lutheran School employs a scope and sequence of instructional standards for each curriculum area that meets or exceeds state standards.

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

1. A formal math intervention program, similar to the Student Success Program, is needed to meet the needs of students who struggle with math.
2. Online textbooks and iPad curriculum should be added.
3. A formalized program for gifted students should be added to meet the needs of those students who excel in academics.



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

### C1. Student Connectedness Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

*To what extent are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the schoolwide learner outcomes?*

#### CRITERION C1 INDICATORS WITH PROMPTS

##### Adequate Personalized Support

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

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

Findings	Supporting Evidence
<p>Academics:</p> <ul style="list-style-type: none"> <li>Bethany Lutheran School receives transcripts and teacher recommendations, and administers academic assessments during the enrollment process to identify how best to serve incoming students.</li> <li>Students are referred for further academic services based upon teacher recommendation, parent request or both.</li> <li>Bethany Lutheran School students who require educational testing may be eligible for such testing through the Long Beach Unified School District. The district supplies an educational psychologist who serves as a liaison between private schools and the public district. Bethany's Student Success Coordinator works closely with the liaison to facilitate testing for students who qualify.</li> <li>The Student Success staff works with parents and teachers to develop student accommodation plans and provide academic therapy for students requiring support in reading and spelling. The Student Success staff also provides parents weekly progress reports.</li> <li>The school provides access to a speech and language pathologist on campus for students who require therapy. Parents pay the pathologist directly.</li> <li>An experienced volunteer and former occupational therapist provides individualized handwriting instruction utilizing <i>Handwriting Without Tears</i> to students at parent or teacher request.</li> </ul>	<p><b>Enrollment application</b>  <b>Pre- enrollment test</b>  <b>Teacher/parent Emails</b>  <b>Student Success program.</b>  <b>Transcripts</b>  <b>Student Success files</b>  <b>Outreach Concern Counseling</b>  <b>Accommodation Plans</b>  <b>Parent Handbook</b>  <b>Medicine Dispense log</b>  <b>St. Mary's Low Vision Screening program</b>  <b>Detailed emergency procedures are maintained in Principals office.</b>  <b>Faculty Meeting Agenda – August 15, 2014</b></p>

Counseling:

- Bethany Lutheran School contracts with Outreach Concern to provide a school counselor on campus twice per week. The counselor is a student working to gain clinical hours toward a degree in counseling, therefore the school has different counselor each academic year. The purpose of the counselor's activities are to help students accomplish short- and long-term goals that lead to improved grades, attendance and/or to decrease disruptive or counter-productive behavior. The counselor works with individual students as well as groups as needed. Students who have accessed Outreach Concern Counseling services have improved academic performance.
- In addition to an on-site counselor, Outreach Concern provides crisis-response services, educational inservices for faculty, and a 24-hour crisis hotline.
- The school maintains a list of resources for students and families who require additional counseling services beyond the scope of Outreach Concern.
- Bethany Lutheran Church and School provides both GriefShare and DivorceCare classes for parents and children.

Health:

- The school maintains up-to-date health and vaccination records as part of the admissions process.
- The office dispenses medicine to children under strict guidelines.
- Yearly vision screening is conducted for grades two through eight

Emergencies:

- In order to be prepared for an event of an emergency, the school maintains detailed emergency plans and teachers are trained annually for different emergencies, such as earthquake, fire and lockdown.

**School Support Systems**

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

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

Findings	Supporting Evidence
<p>Students who have been referred to Student Success by teacher, parent or both for academic concerns have been connected to Long Beach Unified School District’s available services for privately placed students, private educational psychologists, private speech therapists, and other professionals.</p> <p>Students are parentally placed in one-on-one academic therapy for reading and spelling primarily utilizing the Barton Reading and Spelling System, which is Orton-Gillingham based. These pull-out sessions happen before, during, and after the academic day.</p> <p>Bethany Lutheran School contracts for counseling services through Outreach Concern</p>	<p><b>Student Success records</b></p> <p><b>Observation By L.B.U.S.D.</b></p> <p><b>Contract with Outreach Concern</b></p>

**Strategies Used for Student Growth/Development**

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

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

Findings	Supporting Evidence
<p>Teachers work with parents and the Student Success staff to assist students in meeting the expected learning outcomes. Teachers provide differentiated instruction and accommodations as needed. Examples of such instruction and accommodation include:</p> <p>Student A: This student is newly diagnosed with ADHD. His specific learning needs are addressed in various ways: Materials include a timer to assist with awareness of time passing, graph paper, using a blank sheet of paper to cover page so focus is on the problems/items being worked on. Tests and quizzes are chunked into smaller units. Organization is supported in a variety of ways: Separate folders/sections hold work. The teacher gives one paper at a time, lists sequential steps,</p>	<p><b>Teacher survey</b></p> <p><b>Accommodation plans-i.e., Irlen glasses, colored paper, reading tests aloud, extended time, Spanish opt. out</b></p> <p><b>Teacher plan book, log, notes, i.e., Front Row, Ten Marks</b></p> <p><b>Observations</b></p> <p><b>After school tutoring</b></p>

and checks the student's agenda at the end of the day. The student's learning environment is adjusted by allowing student to stand, maintaining a clear work area, preferential seating, and self-imposed barriers for self-isolation during independent work time (not during instruction or group time). The teacher employs instructional strategies including gentle redirection to task at hand, checking work in progress, verbal reminders, pictures/charts, graphic organizers and visual reinforcement.

The teacher also notifies parents of behavior changes daily via Class Dojo. Due to the nature of his attention issues, recess and PE are never removed as a consequence.

Student B: This student is diagnosed with Dyslexia, ADHD, and Poor Working Memory. His specific learning needs are addressed both through an Accommodation plan and modified curriculum for reading and spelling. Student B's reading and spelling instruction is provided one-on-one utilizing the Barton Reading and Spelling System. His in-class accommodations include the use of a timer, audio books, a number line and alphabet strip on his desk, manipulatives, supplementary visuals, and adjusted worksheets. Tests and quizzes are read out loud to him. He is given extra time for written work and projects. His organization is supported by the teacher giving him one paper at a time and ensuring that his agenda is completed accurately. His learning environment is adjusted by preferential seating and the provision of frequent work breaks. The teacher's instructional strategies include gentle redirection to the task at hand, checking work in progress, visual reinforcement, and having him work with a peer. This student's output requirements are adjusted in appropriate ways: his spelling, capitalization and punctuation errors are not counted against him, scribed and dictated work are accepted, and he only reads out loud in class when he volunteers. Recess and PE are never removed as a consequence.

Student C has Autistic Disorder and ADHD. His specific learning needs are addressed through a variety of ways. He has an extra set of textbooks for home and a place to take his tests where he can read to himself out loud. His team of middle school teachers' instructional strategies include verbal reminders and provision of written directions whenever possible. His teachers and peers understand his need for continuous verbalization and behave accordingly.

## Bethany Lutheran School WASC/NLSA Self-Study Report

**Indicator:** The school (and congregation/s) has and effectively implements a written evangelism plan for students and their families.

**Prompt:** *Describe the school's written evangelism plan. Evaluate the degree to which the plan is implemented, and discuss how it directly impacts students and their families.*

Findings	Supporting Evidence
<p>At this time the school has no written evangelism plan. The school and church do provide Spiritual Guidance throughout the week and students are encouraged to participate in Bethany Lutheran Church activities.</p>	<p><b>Sunday school for all ages</b>  <b>Confirmation classes.</b>  <b>Youth groups</b>  <b>Bible study classes</b>  <b>Connect -6<sup>th</sup>-8<sup>th</sup> grade</b>  <b>Classroom prayers- teacher and student led.</b>  <b>Weekly school chapel services</b>  <b>Singing in church(school choirs)</b></p>

### Support Services and Learning

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

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

Findings	Supporting Evidence
<p>The Student Success Program at Bethany Lutheran School is the school's vehicle for providing support services for struggling and/or under-performing students. One of the primary goals of the program is to support students as they access <i>the regular curriculum</i>. This means that the Student Success Coordinator works with teachers to ensure that students who require academic therapy do not miss class time during key instruction.</p> <p>Screening:</p> <p>Bethany Lutheran School's enrollment form includes prompts about students' past academic, psychological and medical histories. Students who have IEP's or individual learning plans are immediately referred to the Student Success Program to ensure that Bethany Lutheran School is capable of meeting the students' specific learning needs.</p> <p>All students in grades K-6 participate in Dibels NEXT Benchmark assessments three times per year to assess reading</p>	<p><b>Student Success Program files</b>  <b>School application and supplemental application</b>  <b>Dibels assessments</b>  <b>Math Fluency tests and results</b></p>

progress. Students who are flagged as “well-below benchmark” are referred to the Student Success Program Coordinator. In addition, the Student Success Coordinator helps teach reading in the first grade classroom and screens students who may need additional instructional support. This process makes it possible to intervene while students are still learning to read rather than reading to learn.

The school has established benchmarks for math fluency in Grades K-5. Student progress in math fluency is monitored and reported to parents as part of the school report card. There is a need to establish further benchmark testing, and at this time the school does not have a formal system of support for students who require intervention in math.

**Co-Curricular Activities**

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

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

Findings	Supporting Evidence
<p>BLS students are offered a wide variety of co-curricular activities throughout the school year before school, after school, class specific and school wide projects across all grades and curricula. Individual students have options in special interest classes such as chess, Science Club, Webby Dance, music lessons and the Bethany Talent Show, Art, and Chess Club.</p> <p>Annual class-specific activities include State Dinner, Spelling Bee, community service projects and science competitions. Classes also participate in curriculum-extending camps and field trips such as Astrocamp, Sacramento history tour, Oaks Christian Camp, Catalina Island Marine Institute and Washington DC.</p> <p>Middle school students have co-curricular enhancing elective classes such as organization skills, public speaking and first aid.</p> <p>A weekly chapel service is conducted at the school each Wednesday throughout the school year. Many of the chapel worship services are student led, and school music groups often perform during the services. Middle School students serve as ushers for the services, and family members and friends are always invited to attend.</p>	<p><b>Co-curricular rosters</b></p> <p><b>Observation of activities</b></p> <p><b>Cross Academy Enrollment Form</b></p> <p><b>Middle school rosters</b></p> <p><b>Choir and bell schedules</b></p> <p><b>Concert Schedules and rosters</b></p> <p><b>School and athletic rosters and schedules</b></p> <p><b>Observation of classrooms</b></p> <p><b>Student Council Roster</b></p> <p><b>Habitudes Curriculum</b></p>

Across grade levels, BLS students participate in a wide variety of grade specific music programs such as Trinity and Troubadour Choirs, chimes and handbell choir. Choirs are extended the opportunity to participate in choir festivals and community performances, including singing at the Disneyland Performing Arts Showcase.

Bethany art programs include monthly “Meet the Masters” classes where students learn about a featured artist, then enhance their own creativity and fine motor skills with grade specific creative projects.

An after school sports program for students in grades 5-8 is offered. Sports include basketball, track and field, cheerleading, boys’ football, and girls’ volleyball. Students must maintain a 2.0 GPA in six core subject areas to participate in after school sports. Regular practices include instruction in technique as well as sportsmanlike conduct. Home and away games provide opportunities for students to experience competition on both home and rival courts.

The Student Council is made up of elected representatives from Grades 5-8 and is advised by a faculty member, currently the school administrator. There are a variety of opportunities for leadership by the Student Council members including designation of dress up days, selection of chapel offering projects, and serving as a voice for the students in campus matters. Student Council meetings are held twice per month and include a leadership development curriculum.

Bethany Lutheran School maintains a very active campus, engaging the minds, bodies and spirits of all students and family members through participation in activities and events scheduled throughout the year and often corresponding with nationally-recognized campaigns and events, such as Red Ribbon Week, Anti-bullying Month and Life Sunday.

The school believes that service to others is a critical characteristic to be fostered and developed. To support this belief, the school sponsors multiple opportunities for students and family members to participate in service-related projects. Monthly chapel offerings designated by the Student Council to go to local and global charities. Each grade level is charged with the responsibility of taking an annual “Open Our Eyes” field trip. An annual school wide service day is held each November in conjunction with other Lutheran schools in the Pacific Southwest District. Special activity days are scheduled to support designated charities, such as “Hats On For Cancer.”

Clothing drives, canned food drives and other campaigns are held throughout the year. The school participates in the annual Big Red Bucket Drive through Project Shepherd with the City of Lakewood each December. Students also assemble shoeboxes for Operation Christmas Child and hygiene kits for the LSS Community Care Center each holiday season.

BLS has fully integrated co-curricular technology enhancements using the computer lab and iPads. Every student learns valuable computer skills in the lab as well as in the classroom.

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

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

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

Findings	Supporting Evidence
Currently, the school does not have a method for tracking the level of student involvement in curricular/co-curricular activities and support services.	N/A

**Student Perceptions**

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

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

Findings	Supporting Evidence
Students who participate in Outreach Concern Counseling are intentionally active with the counselor. Students who participate in Student Success academic therapy are aware of their individual progress and attend these sessions willingly.	<b>Student Annual Surveys</b> <b>Teacher Observations</b> <b>Comments from students, parents, teachers and counselors</b>

**C1. Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Bethany Lutheran School students are connected to a wide variety of support services and co-curricular activities that are not typically found in a Lutheran school. These support services and activities make it possible to attract and retain students who have specific learning needs, and enhances the school’s ability to assist students in meeting learning goals.	<b>Outreach Concern SSP</b> <b>Co-curricular programs</b> <b>Extra-curricular programs</b>



## Bethany Lutheran School WASC/NLSA Self-Study Report

**Prompt:** *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The school's success in implementing a safety net program for students with learning needs in reading and spelling implies that the school will be successful in implementing a similar program for students with specific learning needs in math.	<b>Student Success Program</b>

## C2. Parent/Community Involvement Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

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

### CRITERION C2 INDICATORS WITH PROMPTS

#### Regular Parent Involvement

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

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

Findings	Supporting Evidence
<p>At Bethany Lutheran School families are required to give five hours of volunteer time to benefit the school. This program is called the FISH (Families Involved in Service Hours) Program. There are multiple ways in which a family can complete this requirement, including driving for field trips, helping the classroom teacher with various tasks, or helping with school wide events. Parents complete a FISH Hours form each time a service is performed, the hours are logged and status reports are provided quarterly. Parents unable to assist by with on-campus activities can complete their service hour requirement via working at home.</p>	<p><b>FISH Hour report</b>  <b>Listing of FISH activities available</b>  <b>Teacher emails</b>  <b>Field Trip Rosters</b>  <b>PTL</b>  <b>Electives-Parent leaders</b>  <b>CROSS Academy forms</b>  <b>Meet the Masters Train the Trainer program</b>  <b>Invitations to Open Houses, Parent-Teacher conferences.</b>  <b>Bear Facts weekly newsletters</b></p>
<p>Bethany invites parents to assist with the CROSS Academy program in the Middle School in which parents serve as instructors for elective classes such as ceramics, public speaking, robotics, design, etc. The Meet the Masters Art program, classroom career days, and specific curriculum topics provide opportunities for parents and community members to instruct students at all grade levels. Parents and alumni are asked to assist with reading with students, photocopying and collating assignment packets, and other class activities, as needed.</p>	
<p>Family Classroom Visits are opportunities for parents to experience firsthand their child's school environment. The visits allow parents to meet the teachers and hear about educational goals set for the students. These programs give parents an overview of the school, its philosophy and its programs. Parents of new students are requested to attend a New Parent Orientation evening in which the Parent Handbook</p>	

and other pertinent information is distributed and faculty members discuss our school practices and policies.

The school schedules two Open Houses each year, one in the fall and one in the spring. These Open Houses serve to exhibit student work, allow existing and potential families to visit the classrooms and campus and encourage fellowship among Bethany Lutheran families and faculty. Demonstrations are often scheduled during these Open Houses, including CPR training, square dancing, musical performances, etc. Campus organizations also staff informational booths in order to better educate students and families of opportunities that exist on campus.

Bethany Lutheran School is committed to maintaining communications with families. The school employs multiple techniques to ensure thorough communications:

- Teachers maintain direct communication with parents via email, telephone, texts and regularly scheduled Parent-Teacher conferences. Teachers and administrators are available for conferences by appointment. Parent conferences are held twice a year to review each student's progress. Parents are free to make appointments at anytime concerning their child.
- Weekly newsletters are issued at the classroom level in grades Kindergarten through 4<sup>th</sup> grade. Bulletins regarding upcoming activities, as well as homework assignments, are posted in Jupiter Grades for Grades 5-8.
- The school and church maintain social media websites including Facebook and Twitter and regularly post messages of interest to these sites. Family members who utilize social media are encouraged to follow our postings.
- The Bear Facts Weekly Newsletter is issued from the School Office each week on Tuesday and contains pertinent information about upcoming events and activities. The newsletter is distributed to each family in the school through the students. An on-line copy of the newsletter is also available on the school website.
- An email newsletter from the school is published quarterly highlighting recent accomplishments and detailing upcoming activities. Recipients must opt-in to receive the newsletter and may discontinue receiving it at

any time.

- Weekly and monthly Chimes bulletins are published by the Church. The weekly bulletin is distributed at worship services and copies of the monthly bulletin are available in the church as well as electronically.
- Electronic communications with parents are available and utilized by the Principal and teachers to notify families of important information. The School Reach Message System can deliver messages via voice, email and/or text. The church and school maintain an up-to-date website with general information about programs and services and specific notifications about upcoming events. All forms distributed at the school are available on-line in electronic format.

Bethany currently does not have a program which directly involves non-English speaking parents.

**Indicator:** The students and their families actively participate in the life of their congregation.

**Prompt:** *In what ways do students and their families participate in the life of their congregation?*

Findings	Supporting Evidence
<p>Bethany Lutheran Church schedules educational classes for families and prospective church members twice each year to learn about the Lutheran Doctrine, and specifically about Bethany Lutheran Church. A four-week general information class is intended to provide insight into the background of the Lutheran Church, and a one week class offers information about our own congregation. Those who complete the classes may elect to officially become members and/or transfer membership to Bethany Lutheran Church. Membership in the church is not required to participate in church, youth or school activities.</p>	<p><b>Bethany 101 &amp; 201 Information Classes rosters</b>  <b>Sunday School, Youth and Adult Bible Classes rosters and enrollment sheets</b>  <b>3-5 Club, Middle School, High School and College level youth groups</b>  <b>Invitations/flyers</b>  <b>Bear Facts - invitation</b>  <b>Chapel – families are invited to attend weekly chapel</b>  <b>Mid-week Advent and Lenten Services</b>  <b>Youth bulletin boards</b>  <b>Choir Calendar</b></p>
<p>Sunday School, Youth and Adult Bible Study classes are offered each Sunday throughout the year. These programs are intended for children ages two and above through adulthood. A staffed nursery is also available for children. In addition a two-year Confirmation program for youth in grades 7-8 is conducted each year. A communion class is provided for students at the sixth grade level each year, at the conclusion of which these young people may receive their first communion. First grade students and their parents participate in an introductory course to the children’s use of their own Bibles, which are then</p>	

presented to them in the spring.

The church youth program provides age level youth groups for children in 3<sup>rd</sup>-5<sup>th</sup> grade (Club 35); middle school (Connect); high school and college. Connect, high school and college groups schedule weekly meetings on church property and within the community.

During Advent and Lenten Seasons, mid-week worship services are held in the evenings. Day School students conduct one of the Advent Services each year. Lenten Soup suppers are held prior to the Lenten Worship Services with some of our campus organizations sponsoring the meals. A special Family Devotion service is provided prior to the regular Advent and Lenten Worship Services for families with very young children.

Choirs and classes sing at worship services – Bethany Lutheran School offers choirs for students in grades 3-5 (Trinity Choir) and grades 6-8 (Troubadour Choir). In addition, the preschool and K-2 students sing regularly for worship services.

**Use of Community Resources**

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

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

Findings	Supporting Evidence
<p>Bethany Lutheran School, as a ministry of Bethany Lutheran Church, is supported not only by the church but also uses many community resources to support student learning.</p>	<p><b>Bethany’s participation in local fun run is sponsored by local insurance agent.</b></p>
<p>Bethany Lutheran School regularly seeks to use community resources to enhance learning opportunities for students. Bethany partners with local businesses and services to support specific programs and events. These partnerships offer financial support, in-kind donations, location availability, and volunteer support to our school.</p>	<p><b>Local chemical company sponsors Bethany in annual California State Challenge for You Be the Chemist</b></p>
<p>Bethany Lutheran School is supported through the Lakewood Educational Foundation grant program. In addition, Bethany receives support from Boeing, Toyota, IBM, Wells Fargo and Thrivent.</p>	<p><b>Bethany partners with City of Long Beach to support and participate in annual Solar Grand Prix competition. Bethany also provides facilities for Lakewood Village Little League to hold their annual capping ceremony.</b></p>

Bethany Lutheran School offers counseling services through Outreach Concern. This program provides for a counselor to be available on campus to students and families two days each week. Parent authorization forms are required for students to access these services.

Bethany Lutheran partners with community resources to connect families with referrals to private academic therapists, psychologists and other professionals.

Off-site specialists are utilized to conduct vision screenings of students. In addition, a community resource annually provides fingerprinting services for child safety on campus, for a fee.

Bethany Lutheran School utilizes the services of Choice Lunch for an expanded student lunch option. Fresh hot and cold, nutritionally balanced meals are delivered daily to the campus.

The school offers the opportunity for families and community neighbors to receive fresh, farm grown produce directly at school through the CSA (Community Supported Agriculture) program. Produce is delivered to the school bi-weekly. A percentage of the cost is returned to the school and is used to support our campus garden, 'The Garden of Eatin'.

Bethany Lutheran's after school enrichment programs are offered in conjunction with community partners. A different program is offered each day of the week to appeal to a variety of interests and age groups.

Field trips are taken at all grade levels to venues in support of the classroom curriculum and as enrichment programs. Regularly scheduled field trips include the Los Angeles Zoo, local libraries, Cerritos Performing Arts Center, Riley's Farm, Tanaka Farms, Cabrillo Museum, the Nixon and Reagan Presidential Libraries, Skirball Center, Getty Museum, International Printing Museum, Science Center, El Dorado Nature Center, and others.

Community partners frequently visit classrooms to provide students with a firsthand view of work done within the community. Partners include firefighters, law enforcement personnel, elected officials, etc.

**Bethany Lutheran School is a member of the Greater Lakewood Chamber of Commerce.**

**Outreach Concern contract. Parent notifications regarding Outreach Concern.**

**Invitation to participate in screenings**

**St. Mary's Low Vision Screening Program**

**Choice Lunch website**

**Distribution lists for Tanaka Farms CSA program**

**Enrollment sheets for Art Class, Chess Class, Robotics, Science Club, Webby Dance, One-on-One Hoops.**

**Field trip rosters**

Students in Grades 4-8 are provided with extended travel opportunities, including 4<sup>th</sup> grade to Sacramento, 5<sup>th</sup> grade to Astro Camp, 6<sup>th</sup> grade to Outdoor Education Camp, 7<sup>th</sup> grade to Catalina Island Marine Institute Camp, and 8<sup>th</sup> grade to Washington DC.

Bethany has an annual Author’s Day in which an author is invited to speak to students about the book which s/he has written and/or illustrated as well as about the process and importance of communicating through words.

Local preschools, elementary schools and businesses allow Bethany Lutheran School to distribute materials regarding our school.

Community partners are invited to participate in our annual school Fun Day by donating items which are gifted through an opportunity drawing, or silent auction.

Bethany Lutheran School is fortunate to have established relationships with community partners who have generously contributed to our school. These partnerships vary by entity but include generous support through direct contributions, matching fund programs, rebates, cost-sharing, grants, bequests and gifts.

**Field trip rosters**

**Teacher assignments based on field trip experiences**

- Griswold Foundation**
- Thrivent Financial for Lutherans**
- Gift Card/SCRIP Program**
- Box Tops for Schools**
- Schools Cents Program**
- Campbell Soup Labels**
- E-Scrip**
- Google Smiles**
- Local Restaurants through Cook’s Night Out program**
- Maxwell Estate**
- Lakewood Educational Foundation (LEF)**

**Parents/Community and Student Achievement**

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

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

Findings	Supporting Evidence
Bethany Lutheran School’s Schoolwide Learner Outcomes are communicated to parents and school supporters through the issuance of a Parent Handbook. The Parent Handbook also includes the school Mission Statement and pertinent information about policies and procedures, dress code, discipline policies and statement of faith, and general	<b>Parent Handbook</b> <b>SLO Document</b>

information about how the school is run.

In addition, the Schoolwide Learner Outcomes are posted on the school website. Using the acronym **CROSS**, families are reminded of the outcomes: **C**ommunication, **R**esponsibility, **O**rganization, **S**ervice and **S**haring the faith.

Bethany Lutheran School’s website contains a wealth of information about all programs and activities that occur on campus. All forms that are distributed on campus are also available on the website.

Academic reports from teachers regarding student performance are issued quarterly. Formal parent-teacher conferences are held twice per year. Parents may request additional conferences at any time. Middle school families may meet with teachers of individual classes, as well as with the homeroom teacher, should they so desire.

In grades 5-8, up to date reports of grades are also available through the Jupiter Grades on-line system. This system also supports notifications from teachers and homework assignments. Each student/family establishes a password to access the system ensuring confidentiality.

Bethany Lutheran School gives the Iowa Test of Basic Skills (ITBS) test annually to students in grades 2-8. The tests are given in the fall to allow for prompt return of test scores and the development of curriculum to respond to the strengths and areas for improvement of the students. Individual test scores are distributed to parents and the overall school results are posted on the website. The Administrator also provides for a group discussion of test scores overall, or individual conferences with parents to discuss specific child performance.

**School Website**

**Progress Reports**  
**Parent-Teacher conference**  
**time request**

**Jupiter Grades**

**ITBS Test results (collective and individual)**  
**Website (collective results)**  
**Invitation to attend test results conferences**  
**Dibels Scores**  
**Report cards**

**C2. Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

**Findings**

Students at Bethany Lutheran School are well-connected to a system of support services and opportunities at the school and

**Supporting Evidence**

**Student Success Program**



within the community that helps them achieve the schoolwide learner outcomes.

**Prompt:** *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Bethany Lutheran School's broad range of support services and the history of the current Student Success Program will enhance the school's ability to develop additional support services for students with specific learning needs in math, one of the critical learner needs identified earlier in this document.	<b>See previous evidence lists in Section C2</b>

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

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and growth areas for the overall category.

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

- The school and church regularly host events that encourage community involvement.
- Student are involved in extra-curricular activities
- Students are encouraged to use their God-given abilities to excel in all things.
- A wide variety of co-curricular opportunities are offered during and after school
- Bethany has a strong communication system with parents, and teachers regularly communicate student progress and work with parents to meet student needs.
- Students have opportunities for community projects and other real world experiences.

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

- Bethany Lutheran Church and School needs to establish a written evangelism plan for students and families with no church home.
- There is a need for a math intervention program at all levels.
- A system is needed to evaluate the student involvement in curricular/co-curricular activities

## Category D: Resource Management and Development

### D1. Resources Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

*To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes?*

#### CRITERION D1 INDICATORS WITH PROMPTS

##### Allocation Decisions

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

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

Findings	Supporting Evidence
<p>Bethany Lutheran Church and School operate under a unified budget. This budget includes significant financial support for the school ministry, including \$45,000 for need-based financial aid for school families. The church and school operate under a balanced budget as required by the church constitution. For the past several years, there has been no budget surplus and the school has operated conservatively to preserve budget funds.</p> <p>The resources needed to sustain the school, however, come primarily from tuition. Current annual tuition is \$5650 for members of Bethany Lutheran Church and \$6570 for members of the community. Tuition discounts are offered for families with multiple enrolled children and for children of full-time staff members. The 2014-2015 school budget is based on 173 students. Tuition increases, if any, are based on projections of cost and student enrollment.</p> <p>In addition to tuition, Bethany Lutheran has an annual registration fee of \$260 per child. This fee covers the cost of accident insurance, a school yearbook, school photo package, book rental fee, and other educational materials. Students also pay a one-time disaster fee of \$10 to cover the cost of emergency supplies. Finally, there is an annual technology fee of \$250 per child. This fee covers the cost of the school's 1:1 iPad Program.</p> <p>Fundraisers provide a secondary source of income. The Parent Teacher League (PTL) sponsors two fundraisers per year. The funds raised are targeted for projects that directly benefit the student body and provide the PTL with their annual operating</p>	<p><b>2014-15 Bethany Lutheran School and Church annual budget.</b></p> <p><b>Copy of 2014-15 tuition rate</b></p> <p><b>Tuition rate increases over the past five years</b></p> <p><b>School tuition and other fees collected via the FACTS electronic management system</b></p> <p><b>2014-15 PTL budget</b></p> <p><b>Fall 2014 PTL Fundraiser (Jog-a-thon) raised \$20,000.</b></p> <p><b>Copy of 2013 Lakewood Education Grant</b></p> <p><b>Current Scrip form</b></p> <p><b>Scrip records</b></p> <p><b>Scrip checkbook</b></p> <p><b>Committee minutes</b></p>

budget.

Additional funding resources include an annual fund drive, designated gifts, Lakewood Education Grant, bequests from families, Bethany’s annual golf tournament, corporate matching, General Mills Box Tops, Lakewood, Cerritos and Stonewood Mall (School Cents Program), Campbell Soup Labels, Target Education Grant and Thrivent Choice funds.

Bethany Lutheran also operates a SCRIP program that is used to benefit the church and school budget as well as give parents a way to save on tuition expenses. Parents and other supporters purchase Scrip gift cards through the program and the school shares a portion of the profit of the purchase as a rebate. The balance of the profit is used for capital improvements for the church and school. For example, Scrip funds allowed Bethany to purchase the following items for the 2013-2014 year: lawn mower, ice machine, PE equipment, middle school classroom desks, rubber nuggets for the playground, and a stage curtain.

The school principal works closely with the Bethany Boards of Schools and Finance and the Church Council to develop the annual school budget and has significant influence on the allocation of resources to support the school program.

**Scrip annual report**

**Technology Agreement/Contract**

**Purchase orders for iPads, cases, apps**

**School registration packet**

**Practices**

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

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

Findings	Supporting Evidence
<p>The Bethany Board of Finance members are experienced finance professionals, including CPAs and attorneys. Their expertise and integrity are of great benefit.</p> <p>The annual budgeting process for the school is a collaborative process between the Board of Finance, the principal and the Board of Schools. The Bethany Board of Finance supplies an initial budget based on expenditures over the past four years. They also supply a bottom line dollar amount that the school needs to generate to cover this budget. The principal and the Board of Schools then make adjustments to this initial budget based on cost and income projections for the next school year. Should the principal and/or Board of Schools wish to increase a particular budget line, the additional expense is added to the bottom line. The final bottom line and the projected school enrollment determine the tuition rates charged for that budget</p>	<p><b>Board of Schools meeting minutes</b></p> <p><b>Board of Finance meeting minutes</b></p> <p><b>Voters’ meeting minutes</b></p> <p><b>Financial statements</b></p> <p><b>Budget reports</b></p> <p><b>Tax Documents</b></p> <p><b>FACTS website</b></p> <p><b>Tax returns</b></p> <p><b>Audited financial statements</b></p> <p><b>Church Constitution</b></p>

year. The final school budget projections become part of the unified church and school budget which is approved by the Church Council and the Voters' Assembly in June. The church and school's fiscal year is July to June.

Bethany Lutheran publishes its financial statements in accordance with generally accepted accounting principles applied on a consistent basis. Significant accounting principles include organization, basis of accounting, basis of presentation, contributions and unconditional promises to give and donate assets and services.

Bethany Lutheran publishes internally prepared financial statements on or before the second Tuesday of the month following the month of performance. Monthly financials include current activity compared to budget, current activity compared to the previous year, year-to-date compared to budget, and year-to-date compared to last year. These documents are executed by the financial administrator and shared with the principal and the Board of Schools.

Tax returns are filed quarterly. The financial books are audited annually by an outside agency.

Interim and audited financial statements are made available to all lending institutions with which Bethany Lutheran does business. The audited financial statements are also available upon request to any interested party and are kept in the financial administrator's office.

Through the advice of auditors, a check and balance system is in place to assure internal control over the financial assets of the school. All checks are signed by the treasurer of Bethany Lutheran. The financial administrator does not have signatory authority because he is responsible for the maintenance of the book and records of Bethany Lutheran Church and Schools.

The financial administrator supervises all billing, collections, and deposits, as well as payment of bills.

Payments for school sponsored activities are charged to each family's FACTS account and collected electronically by auto-debit. Cash or checks received at the office are accounted for and delivered to the financial administrator, who credits the family's FACTS account. The financial administrator reconciles accounts receivable. The principal handles the collection of late or bad debts and in some cases uses a collection agency.

## **Church Bylaws**

## **Voters Assembly Minutes**

**Facilities**

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

**Prompt:** *Evaluate the adequacy of the facilities in relation to the health and safety needs of students and supporting the schools’ mission, desired learner goals and educational program.*

Findings	Supporting Evidence
<p>The facilities are maintained and routinely inspected by the Board of Trustees to ensure compliance with health and safety requirements. The fire department inspects the school annually and the fire extinguishers and elevator are inspected annually. Evacuation procedures, plans, and maps are posted in every classroom. Practice lockdown and earthquake drills are conducted at the beginning of each school year. Fire drills are practiced monthly.</p> <p>There is a school budget line item for the upkeep of the facilities and grounds. The Board of Trustees meets monthly to identify needs and schedule maintenance. The school principal provides monthly reports to the Board of Trustees about requested and needed maintenance. Recent capital improvements include new stairs, new wood gymnasium floor, new middle school cabinets and desks, garden boxes, new fencing, rubber nuggets for the playground and bathroom remodels.</p> <p>The school contracts with a janitorial service for daily cleaning and semi-annual floor refinishing. The Church employs one custodian who also helps maintain the school.</p>	<p><b>Pictures</b></p> <p><b>Classroom painting schedule</b></p> <p><b>Principal’s Trustees To-Do List</b></p> <p><b>Trustee board meeting minutes.</b></p> <p><b>Trustees Budget</b></p>

**Instructional Materials and Equipment**

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

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

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

Findings	Supporting Evidence
<p>Textbook and curriculum materials are purchased via the student registration fees. The fees are placed into a dedicated account which is not included in the school budget. Any money not spent rolls over to the next year.</p> <p>Faculty members determine what instructional materials are needed for the school year and give their requests to the principal in June for the following year. If additional materials are needed during the school year, teachers may use</p>	<p><b>2014: K-2 Reading program called Superkids</b></p> <p><b>2014: 8<sup>th</sup> grade online algebra</b></p> <p><b>2014: K-2 new math</b></p> <p><b>2014: Wordly Wise Online vocabulary book for grades 3-8</b></p>

discretionary funds (\$300 per teacher) or request additional funding from the Gifts fund.

Textbook review occurs on an annual basis. The school's oldest teaching materials are reviewed and the faculty determines if newer materials should be adopted to help the students meet the instructional standards. Science materials will be reviewed in 2014-2015, for example.

The school's technology coordinator has an annual budget and provides support for any technology needs during the school year. Most instructional technology services are Internet-based, not software based, so maintaining the school's Internet connection and network and ensuring that devices such as computers, projectors and iPads are functioning correctly are major responsibilities of the position.

**Well-Qualified Staff**

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

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

Findings	Supporting Evidence
<p>Bethany Lutheran School employs 8 full time teachers, 4 part-time teachers, a technology coordinator and a principal. Additionally, there is ancillary pay for the Coaching/Athletic Director personnel, a PE teacher, music instructors, aides and study hall proctors.</p>	<p><b>2014-15 budget</b>  <b>Current salary schedule</b>  <b>Board of School minutes</b></p>
<p>The payroll is adjusted annually according to step classifications based on years of experience and educational degrees. As the budget allows, the payroll is also adjusted annually for cost-of-living increases.</p>	
<p>The school budgets for all teachers to attend the annual Lutheran Educator's Conference. In addition, the school covers the cost for teachers to attend an additional professional workshop of their choosing during the school year and will cover the cost of the colloquy program for teachers who are not synodically-trained. Some professional development is funded by Title IIA federal funds, including the cost of the Beginning Teacher Support and Assessment Program (BTSA) for beginning teachers. The rest is covered by the Gifts Fund, a fund for undesignated gifts to the school.</p>	

**D1. Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
The resources available to the school are sufficient to support the current program because of the financial support of the church, but budget constraints limit the school’s ability to expand its programs further in support of student achievement.	<b>Year-end budget reports</b>

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Increasing revenue without significantly increasing tuition will make it possible to add additional programs to support students with specific learning needs in math, as well as gifted students.	<b>Year-end budget reports</b>



## D2. Resource Planning Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

*To what extent do the governing authority and the school execute responsible resource planning for the future?*

### CRITERION D2 INDICATORS WITH PROMPTS

#### Master Resource Plan

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

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

Findings	Supporting Evidence
Because the school operates under a unified budget with the church, the long-range resource plan is a joint effort led by the Church Treasurer and the Board of Finance. Examples of long-range resource planning include establishing an Endowment Fund and the Bethany Growth Fund.	<b>Board of Finance reports to Church Council.</b>

#### Use of Research and Information

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

**Prompt:** *To what extent do the school leadership and staff use research and information to develop the long-range plan?*

Findings	Supporting Evidence
The school does not have a long-range resource plan separate from the church.	<b>N/A</b>

#### Involvement of Stakeholders

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

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

Findings	Supporting Evidence
The school undertook a strategic planning process in 2010. That process, combined with the accreditation process and progress reports, has served as the future planning for the school. Both processes involve obtaining input from all stakeholders. In addition, the school regularly surveys the school community and uses the results to plan for the future. These processes have been effective at keeping the school focused on continual improvement.	<b>Strategic Plan Accreditation reports Parent surveys Student surveys</b>

**Informing**

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

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

Findings	Supporting Evidence
Bethany Lutheran School and Church inform the public of the ongoing financial status of the Church and School through a variety of communication pieces. These include publishing financial data to the congregation and governing boards and soliciting support via the annual fund drive.	<b>Weekly Chimes Bulletin, Monthly Chimes Bulletin Voters' Meeting minutes Annual Fund Drive letters</b>

**Marketing Strategies**

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

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

Findings	Supporting Evidence
Bethany Lutheran School has marketing strategies to support the implementation of the developmental program.	
The Admissions Director regularly visits local preschools, elementary schools and businesses to distribute information about the school. Invitations to upcoming events are also distributed. Materials are also provided to the Greater Lakewood Chamber of Commerce and local Christian Churches that do not have schools.	<b>Business contact listing Seasonal tokens and postcards, literature distributed</b>
The Admissions Director, together with the School Administrator and the Board of Schools, establishes target goals for attracting and retaining students for the school year. Strategies for attaining the goals are identified, and tactics are developed to achieve desired results.	<b>Admissions Annual Goals</b>
The local media is advised up upcoming events via personal calls and email, as well as on-line press releases. Photographs and stories of student successes and events are submitted for publication to local news media.	<b>Press releases submitted Evidence book (annual)</b>
Print and on-line advertisements are purchased for targeted marketing opportunities, including thanking the community for voting Bethany Lutheran School the “BEST Private School” in the area for 2013 and 2014.	<b>Copies of advertisements BEST Private School designation from Press Telegram (2013, 2014)</b>
The school maintains a large display board at the front of the	

campus on which large banners are displayed. The banners are periodically refreshed and changed to update a topical message. Banners are also displayed on campus.

**Banners**

Bethany Lutheran School has an active presence on social media with regular postings to Facebook and Twitter. Student achievements are highlighted.

**Analytics from social media sites**

**Admissions weekly report to Administrator**

**Admissions monthly report to BOS**

The school has frequent events targeted to bring the community to our campus. These events include Open Houses in the spring and fall, Pumpkin Patch Carnival, and Fun Day. Students and families are encouraged to invite family and friends with school aged children who are not already Bethany students to these events. Incentives are offered for referring families to our school.

**Postcards**

The school elects to participate in several community events including local fairs and festivals. Typically a science related experiment is offered to attract fair-goers to the Bethany Lutheran booth. Information about the school is also distributed.

**Registration documents for community events**

Community groups are provided with the usage of facilities of Bethany Lutheran School periodically. The school has a display at each of these functions and school related materials are distributed.

**Lakewood Village Little League capping ceremony**

**Solar Grand Prix Sponsor/Team Meeting**

Postcards detailing the attributes of the school are placed into children's activity bags that are available during worship services.

A staffed display table is provided for campus events, including Open Houses, 8<sup>th</sup> grade graduation, National Lutheran Schools Week (at Sunday worship services).

**D2. Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>The school undertakes short-term planning that involves all stakeholders. These resources have thus far been sufficient to sustain the school. The school does not have a long-term resource plan for the future separate from the church.</p>	<p><b>Budget plans</b>  <b>Board of Schools minutes</b>  <b>Board of Finance reports</b></p>

**Prompt:** *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Long-term financial planning that is school-specific would make it feasible to add programs such as math support and gifted student support that lead to student achievement of the school learning outcomes.</p>	<p><b>N/A</b></p>

## WASC Category D. Resource Management and Development: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and growth areas for the overall category.

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

- BLS leadership has been proactive in searching for and receiving additional sources of income (e.g. Lakewood Education Grant, instituting an annual fund).
- Planning for new programs is a priority and leads to successful launches for programs such as the 1:1 iPad initiative.
- The hiring of a school admissions counselor has increased the school's community and online visibility with excellent results.
- The Church and School facility is well maintained and has a dedicated Board of Trustees that ensure equipment and safety standards are maintained in a timely manner.
- Funding is sufficient for acquiring current school curriculum materials and equipment.
- The school staff, board, alumni and volunteers provide a community of dedicated individuals that seek to further the continued success of Bethany Lutheran Church and School.
- The FACTS systems has been a successful money management system for parents.
- The SCRIP program has been a successful source of revenue for Church and School needs.

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

- Bethany Lutheran School must find a way to fund employee cost of living increases on a more regular basis.
- Although third-source funding has been provided via gifts to the school, a more secure, long-range source of funding and planning is needed. A thrift store, for example, seems like a viable idea and is one of the goals of the BOS this year.

## Prioritized Areas of Growth Needs from Categories A through D

Prioritize the growth areas from the four categories.

### Category A:

- Update the personnel policy manual.

### Category B:

- A formal math intervention program, similar to the Student Success Program is needed to meet the needs of struggling students.
- A formalized program for gifted students should be added to meet the needs of those students who excel in academics.

### Category C:

- Bethany Lutheran Church and School need to establish a written evangelism plan for reaching students and families with no church home.

### Category D:

- Although third-source funding has been provided via gifts to the school, a more secure, long-range source of funding and planning is needed. A thrift store, for example, seems like a viable idea.

**Chapter V: Schoolwide Action Plan**

**Task 1:** Adopt a benchmark and progress-monitoring program for mathematics that includes intervention for students with specific learning needs.

**Rationale:** Students with specific learning needs in math will have their needs addressed.

**Student Learning Outcome Addressed:** “The learner will apply mathematical and scientific skills to life situations.”

Action Steps	Person(s) Responsible	Timeline	Resources Needed	Means to Assess
Explore mathematics benchmarking systems.	Student Success Coordinator, Principal, Key Teachers	Spring 2015	Time	Evaluation tools
Adopt benchmark system.	Student Success Coordinator, Principal	Spring 2015	Time, possible financial resources	Benchmark system is adopted.
Train teachers to administer assessments.	Student Success Coordinator, Principal	August 2015	Inservice time	Training takes place during inservice hours.
Establish benchmark assessment dates.	Student Success Coordinator, Principal	August 2015	Time	Assessment dates are part of school calendar.
Draft job description for staff math specialist.	Student Success Coordinator, Principal, BOS	Summer 2015	Time	Job Description approved by BOS
Hire math specialist to work under Student Success Coordinator.	Principal, BOS	Summer 2015	Time, financial resources	Math specialist is hired.
Schedule “push-in” sessions with Grades K-1.	Principal	August 2015	Time	“Push-in” times are part of K-1 schedule.
Explore and adopt developmentally-appropriate math intervention programs.	Student Success Coordinator, Principal, Math Specialist	Fall 2015	Time, possible financial resources	Evaluation tools.

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Determine math intervention parent communication and protocols.	Student Success Coordinator, Principal, Math Specialist	August 2015	Time	Communication and protocols are in writing.
Launch math intervention program.	Student Success Coordinator, Principal, Math Specialist	Fall 2015	Time	Math intervention program is running.

**Task 2:** Establish third-source funding via a thrift store to support the school’s mission.

**Rationale:** Third-source funding will give the school the financial flexibility to establish needed programs.

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources Needed</b>	<b>Means to Assess</b>
Gather input from other Christian schools with thrift stores.	BOS, Principal	<i>Done</i>	Time	Notes form meetings forwarded to BOS
Secure start-up capital	BOS, Principal	<i>Done</i>	\$50,000	Money is set aside in a designated fund, accessible as needed.
Meet with Board of Finance representatives and Church Treasurer to determine the need, if any, to form a separate non-profit entity as well as additional liability insurance.	BOS, Principal	April 2015	Time	Notes from meeting forwarded to BOS
Form thrift store governance board with principal as ex-officio member.	BOS, Principal	April 2015	Time	Governance board is in place.
Write thrift store business plan.	Thrift store governance board		Time	Plan is in place.
Name the thrift store and develop a	Principal, Concordia	<i>Done</i>	Time	Name, logo, website and



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logo, website and social media presence.	University marketing students			social media presence are in place.
Secure rental property.	Thrift store governance board	Summer 2015	Time, Financial resources	Rental agreement signed.
Apply for business license.	Thrift store governance board	Summer 2015	Time, financial resources	Business license granted.
Hire thrift store manager.	Thrift store governance board, BOS	Summer 2015	Time, Financial resources	Manager is hired.
Establish volunteer protocols/policies.	Thrift store governance board, store manager	Summer 2015	Time	Protocols and policies are in place.
Train and schedule volunteers.	Thrift store governance board, store manager	Fall 2015	Time	Volunteer schedule is in place.
Establish donation procedures/begin accepting thrift store donations.	Thrift store governance board, store manager	Fall 2015	Time	Donation procedures are in place, donations are coming in.
Open thrift store doors for business.	Thrift store governance board, store manager	Fall 2015	Time	Grand Opening

**Task 3:** Develop a formalized plan for gifted students.

**Rationale:** Gifted students have learning needs that may not currently be met.

**Student Learning Outcomes Addressed:** “The learner will perceive education as a lifelong endeavor with a commitment to excellence. The learner will be aware of his/her learning strengths and weaknesses.”

Action Steps	Person(s) Responsible	Timeline	Resources Needed	Means to Assess
Draft job description for gifted program coordinator	BOS, Principal, Faculty	January 2016	Time	Job Description in place.
Appoint gifted program coordinator	BOS, Principal	Spring 2016	Stipend, Faculty Member	Coordinator is in place.
Provide coordinator with training	BOS, Principal, Coordinator	Summer 2016	Conferences, District contacts	Coordinator participates in training.
Determine criteria for identifying gifted students	BOS, Principal, Faculty	Spring 2016	Assessments, District contacts	Criteria are defined.
Design gifted program	Coordinator, Faculty, Principal	Spring 2016	Coordinator stipend	Program is defined.
Launch gifted program	BOS, Faculty, Principal	Fall 2016	Gifted criteria and program design	Program is in place.

**Task 4:** Update the school’s personnel policy manual.

**Rationale:** The manual currently in use was last updated in 2002 and is woefully out-of-date.

Action Steps	Person(s) Responsible	Timeline	Resources Needed	Means to Assess
Form committee that includes principal, preschool director, EDC director, financial administrator, BOS representative and Board of Finance representative.	Principal., Pastor, Church Council	September 2015	Time	Committee is in place with meetings scheduled.
Meet with human resources coordinator from Faith-Las Vegas (district expert)	Personnel Policy Committee	September 2015	Time	Forward notes from meeting to committee.
Re-write current personnel policy manual.	Personnel Policy Committee	October-December 2015	Time	New Personnel Policy Draft is written.
Review manual with Boards of Education, Finance and Elders.	Committee, Boards of Education, Finance and Elders	January 2016	Time	Feedback received from boards.
Incorporate suggested changes.	Personnel Policy Committee	January 2016	Time	Final draft is written.
Adopt new personnel policy manual.	Church Council	Spring 2016	Time	Policy Manual is in place.
Establish procedures/protocols for annual updates to policy manual.	Church Council	Spring 2016	Time	Minutes reflect procedures/protocols approved by Church Council.

**Task 5:** Working with Bethany’s Board of Evangelism, develop a plan for intentional outreach to students and school families who have no church home.

**Rationale:** Bethany Lutheran School serves as one of the mission-outreach ministries of Bethany Lutheran Church. Sharing the Gospel of Jesus is one of the primary missions of the school.

**Student Learning Outcomes Addressed:** “The learner will demonstrate a personal relationship with Jesus Christ by applying Biblical truth to life.”

Action Steps	Person(s) Responsible	Timeline	Resources Needed	Means to Assess
Working with the Board of Evangelism, identify key players in the evangelism plan.	Principal, Preschool Director, Board of Evangelism	Fall 2015	Time	Players identified.
Recruit a prayer team who will commit to pray for the efforts of the Evangelism board and the school.	Principal, Preschool Director, Board of Evangelism	Fall 2015	Time	Prayer team in place.
Utilize the Lutheran School Outreach materials from Lutheran Hour Ministries to evaluate current evangelism efforts and identify new possibilities.	Principal, Preschool Director, Board of Evangelism	Fall 2015	Time	Evaluation shared with Church Council.
Train the Board of Evangelism and current staff members using the video training series from Lutheran Hour Ministries.	Principal, Preschool Director, Board of Evangelism, Staff Members	February 2015	Time	Training scheduled and completed.
Working with the Board of Evangelism, write a formal evangelism plan for outreach to unchurched families.	Principal, Preschool Director, Board of Evangelism	Spring 2015	Time	Written evangelism plan in place.
Establish annual evaluation protocols for evangelism plan.	Principal, Preschool Director, Board of Evangelism	Spring 2015	Time	Evaluation protocols in place.

### **Monitoring the Schoolwide Action Plan:**

Bethany Lutheran School submits an annual report to National Lutheran School Accreditation, detailing progress on the school's action plan. This annual reporting process assists the school leadership to monitor the forward progress of the school.

In addition to annual reports, the administration includes monthly reports to the BOS, detailing any progress on action plan steps.

**Appendices:**

- A. School Budget.
- B. Master schedule.
- C. Glossary of terms unique to the school.

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<b>Bethany Lutheran School Budget 2014-2015</b>	
<b>Expenses</b>	
<b>Line</b>	
543-Total salaries	\$812,739
<i>Faculty/ Staff</i>	<i>\$611,072</i>
<i>Aides/ Office</i>	<i>\$138,131</i>
<i>Sub. Teacher</i>	<i>\$8,000</i>
<i>Ancillary</i>	<i>\$26,536</i>
<i>Janitor</i>	<i>\$29,000</i>
546-Retirement	\$81,936
547-Health	\$94,704
548 Social Security	\$20,000
549-District Assessment	\$1,500
550-Publicity	\$7,000
551-Office Supplies	\$3,000
552-Postage	\$700
553-General Supplies	\$8,500
554-Worship Supplies	\$250
555-Music Supplies	\$200
557-Testing	\$2,200
559-Miscellaneous	\$500
560-License/Permits	\$500
562-Staff Recognition	\$500
563-Conferences	\$1,500
565-M&R Buildings	\$2,150
566-M&R Equipment	\$16,500
657-FACTS Fees	\$6,000
568-Equipment Purchase	\$2,000
569-School Desks	\$350
570-Outdoor Education	\$4,000
595-Accreditation	\$4,000
Fingerprint Project	\$700
<b>Total Expenses</b>	<b>\$1,071,429</b>

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### Bethany Lutheran School Master Schedule 2015

- 8:05 Doors open for Grades 5-8 (*M,T,Th,F*)  
8:15 Classes begin for Grades 5-8 (*M,T,Th,F*)  
8:30 Doors open for Grades K-4 (*and 6-8 on Wednesdays*)  
8:45 Classes begin for Grades K-4 (*and 6-8 on Wednesdays*)
- 9:50-10:05 K-2 Morning Recess  
10:05-10:20 3-5 Morning Recess  
10:30-10:50 6-8 Nutrition and break
- 11:50-12:30 K-2 Lunch and Recess  
12:10-12:50 3-5 Lunch and Recess  
12:35-1:10 6-8 Lunch and Break
- 1:45-2:00 K-2 Afternoon Recess  
2:00-2:15 3-5 Afternoon Recess
- 3:10 Dismissal for Grades K-8

*Individual class schedules will be available at the time of the accreditation visit.*



## Glossary

**AIM**-“AOL Instant Messenger”, the instant messaging service used between staff members.

**Bear Facts**-The weekly newsletter for Bethany Lutheran School, always issued on Tuesdays on blue paper. This newsletter is also available on the Bethany website.

**Bethany 101 and 201**-The classes conducted by Bethany Lutheran Church that lead to church membership. Typically these classes are offered several times per year.

**BLS**-“Bethany Lutheran School”

**BOS**-“Board of Schools”, the governing board for Bethany Lutheran School. This board is comprised of members of Bethany Lutheran Church and elected by the Voter’s Assembly.

**Brain Train**- A cognitive training program designed to increase visual and auditory memory capacity. This program is administered by Bethany’s Student Success Coordinator.

**CCSS**-Common Core State Standards

**Choice Lunch**-The lunch vendor for Bethany Lutheran School.

**Class DOJO**-A classroom management application used by some teachers at Bethany Lutheran School.

**CROSS Academy**-The elective program for Grades 6-8. Electives happen once a week on Wednesday afternoons.

**Dibels**-“Dynamic Indicators of Basic Early Literacy Skills”, the reading benchmark and progress-monitoring system used by Bethany Lutheran School.

**Dropbox**-A cloud-based storage site that allows for file-sharing among Bethany staff members.

**EDC**-“Extended Daycare,” the before- and after-school child care offered by Bethany. EDC is open from 6:30 AM to 6:00 PM each school day, as well as on some school holidays.

**Edmodo**-A web-based learning management system used by some Bethany teachers.

**FACTS**-The tuition management program used by Bethany Lutheran School. Tuition and fees are collected by auto-debit. The FACTS company also provides Bethany’s grant/aid financial needs assessment.

**Family Classroom Visits**-These are “get-to-know-your-teacher” meetings held in August before school begins. Parents and students are invited to meet the teacher, see the classroom and hear about the year ahead.

**FISH**-“Families Involved in Service Hours”, the parent volunteer program at Bethany Lutheran School. All families are required to give 5 hours per school year or pay \$20 per hour for each un-served hour.

**Grubbies Day**-This is a day for Bethany teachers to tackle service projects around the campus outside of their classrooms. These include projects such as cleaning the PE closet, painting a classroom, organizing the art supplies, etc. Grubbies Day is held each August.

**ITBS**-“Iowa Test of Basic Skills,” the achievement test administered to students in Grades 2-8 by Bethany Lutheran School each fall.

## Bethany Lutheran School WASC/NLSA Self-Study Report

**JupiterGrades**-The online gradebook and student information system used by Bethany.

**LBUSD**-“Long Beach Unified School District,” the district where Bethany resides.

**LCMS**-“Lutheran Church-Missouri Synod,” the denomination of Bethany Lutheran Church and Schools.

**LEC**-“Lutheran Educators Conference,” the annual teachers’ conference sponsored by the district each year.

**Outreach Concern**-The company that provides counseling services to Bethany.

**PSWD**-“Pacific Southwest District,” the LCMS district in which Bethany resides. The district office serves as a resource to the school but has no governing authority.

**PTL**-“Parent Teacher League,” the parent group for the school. This group holds events and raises funds for student activities.

**Remind101**-This is a text-messaging service used by various Bethany teachers.

**SAMR Model**-The “Substitution, Augmentation, Modification, Redefinition” Model is a method of assessing the level of technology integration in individual lesson plans.

**SchoolReach**-The phone-based messaging service that allows the school to send one text/e-mail or make one phone call and send it to all Bethany households.

**Scrip**-The giftcard program that supports Bethany Lutheran Church and School.

**SSP**-“Student Success Program”

**TEC21**-Monthly technology training aimed at technology integration for teachers.

**Voters Assembly**-The voters of Bethany Lutheran Church