



LAUREL HALL SCHOOL

A Ministry of Emmanuel Lutheran Church

SELF-STUDY REPORT

11919 Oxnard Street
North Hollywood, CA 91606
laurelhall.org

February 25, 2019

ACS WASC Focus on Learning Accreditation Manual, 2016 Edition

CONTENTS

Chapter I: Student/Community Profile and Supporting Data and Findings 7

Chapter II: Progress Report..... 62

Chapter III: Student/Community Profile – Overall Summary from Analysis of
Profile Data and Progress.....67

Chapter IV: Self-Study Findings.....78

 A: Organization for Student Learning 79

 B: Curriculum, Instruction, and Assessment..... 109

 C: Support for Student Personal and Academic Growth 145

 D: Resource Management and Development 161

 Prioritized Areas of Growth Needs from Categories A through D.....173

Chapter V: Schoolwide Action Plan..... 174

Appendices..... 179

Preface

This is Laurel Hall School's second full reaccreditation. WASC accreditation was first achieved in 2007. Small, but significant changes were made by administration for this self-study. Previously, the head of technology and the curriculum coordinator successfully co-chaired past self-studies. This time, established, fulltime teachers were asked to co-chair the process. The decision to solicit input from classroom teachers was made in order to open up the self-study process further and give control of the process to representatives of a significant group of stakeholders. This has resulted in deeper connections among colleagues and increased enthusiasm for the process.

The leadership team worked closely to create Home Groups for the first step in the self-study - gathering evidence. Heterogeneous groups were created for each category, and after explaining the task and expectations, the groups reviewed all prompts and listed evidence they knew existed or would like to gather. Members of the school committee were part of this process. Parent and student surveys were reviewed and revised based on Home Groups findings during the identifying and gathering of evidence. The co-chairs then organized the evidence into sub-folders of the WASC folder on the Shared Drive that all staff have access to when on campus.

TK-1, 2-3, 4-5, and middle school math/science, and English/history were grouped and asked to complete big questions and critical learner needs in August 2018. These big questions and critical learner needs were used in conjunction with school profile data and updates to the schoolwide action plan to create three schoolwide critical learner needs. They were also written in files located in the WASC folder, available for staff access.

The new co-chairs benefited from guidance given by the previous co-chairs. This guidance helped the co-chairs understand the more intricate parts of the process and organize tasks in order to complete the self-study in a timely manner. Unfortunately, the Technology Director resigned during the summer, creating a void in the area of data collecting to create charts for use in chapters 1, 3, and 4. In order to meet the deadline, the co-chairs decided to move ahead and create Focus groups who would work on addressing the prompts in chapter 4, while the co-chairs worked with the new tech staff to find the existing data in the tech files and on AdminPlus (the student information management system).

Focus Groups were carefully constructed to include some stakeholders who had been in the Home Groups for each category. Representation from early elementary, late elementary, and middle school was also a key factor in the choice of group personnel as well as the inclusion of

stakeholders with a particular expertise (relevant for categories C and D). Due to the nature of some jobs at the school, support staff like instructional assistants and maintenance workers were also included in the process on a rotating basis assuring student and staff safety was never compromised.

Over the course of the 2017-2018 and 2018-2019 school years, all staff met 12 times to review what had been done, what still needed to be accomplished, and to work on specific areas of the self-study. Student performance on NWEA's MAP testing created particularly lively and constructive conversation regarding test-taking best practices, student buy-in, and specific instructional areas that are a concern schoolwide.

A parent group was constructed after speaking about the self-study process at two PTO meetings and one-on-one conversations with the principal. A list of interested parents was created from these meetings and the WASC co-chairs reached out via email. The parents were asked to review the draft and participate in a two-hour discussion. Five parents responded and met with the leadership team. The purpose, timeline, and process of the self-study were discussed in detail. Parents also provided significant feedback for chapters 1 and 4. They will continue to provide feedback during the final stages of drafting, especially regarding chapters 3 and 5.

A student group was formed from the Associated Student Body. A discussion about purpose and process was held and students were given the responsibility of reading prompts from chapter 4 that pertain to student engagement and schoolwide learner outcomes with the expressed goal of asking questions and providing feedback.



Emmanuel Lutheran Church Administration

Sue Clauss, President, Congregational Council

Tony Auer, Substitute Pastor

Laurel Hall Administration

Jay Guidetti, Principal

Barbara Hitchcock, Assistant Principal

Self-Study Coordinators

Suzanne Bergstrom, Seventh/Eighth Grade English Teacher

Heidi Moore, Sixth/Seventh Grade English Teacher

Laurel Hall Leadership Team

Jay Guidetti, Principal

Barbara Hitchcock, Assistant Principal

Patrice Lisy, TK-5 Resource Specialist & Curriculum

Suzanne Bergstrom, Seventh/Eighth Grade English Teacher

Heidi Moore, Sixth/Seventh Grade English Teacher

Tammy Stradiotto, Fourth Grade Teacher



Focus Group Chairs

Organization for Student Learning

Sue Jardim, 6th Grade Math Teacher & Yearbook

Debby Semel, 7th Grade Math Teacher & 3-5 Math Resource

Curriculum Instruction and Assessment

Michelle Madson, 5th Grade Teacher

Tammy Stradiotto, 4th Grade Teacher

Support for Student Personal and Academic Growth

Barbara Hitchcock, Assistant Principal

Patrice Lisy, TK-5 Resource Specialist & Curriculum

Resource Management & Development

Jay Guidetti, Principal



Visiting Committee

Dr. Teresa Haga, Chair, Rancho Mirage High School

Dr. Barbara M. Clark, St. Mark's Lutheran School

Tammy Kirkpatrick, First Lutheran School

Ms. Andrea Weinstein, Brawerman Elementary School of Wilshire Boulevard Temple



CHAPTER I

STUDENT/COMMUNITY PROFILE

Contributors

Suzanne Bergstrom

Heidi Moore

Jay Guidetti

Barbara Hitchcock

Patrice Lisy

All instructional staff (curriculum summaries)

Parent group



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

SCHOOL DESCRIPTION

The ministries of Emmanuel Lutheran Church include Laurel Hall School and the Early Childhood Center (ECC). The ECC and Laurel Hall are ministry arms of the church, which represent the church's commitment to educating children for over 70 years. The ECC is not a part of this accreditation. Laurel Hall is located on the church property at the northwest corner of Oxnard Street and Radford Avenue in North Hollywood, CA.

The school facilities include 26 classrooms, a computer lab, a project lab, a tech lab, a reading room, a resource room, a staff lounge, staff workroom, office spaces, a combination cafeteria and auditorium known as Parish Hall, a grassy area that we call "the quad", a multi-purpose athletic field with a newly re-laid all-weather track (as of July 2018), basketball and volleyball courts, and two play equipment areas.

Most of the structures are the original buildings built in the late 1940s. Newer structures include our Kinder Village and a 2-story classroom building erected in 2000, a modular PE office. New electronic signs and California native landscaping were installed at the intersection of Oxnard Street and Radford Avenue to increase visibility and beautification. The fencing along Radford Avenue surrounding the front office was removed to create a friendlier, inviting entrance to the school. The sidewalk to the front door was widened, and entry to the school is controlled by a locked door and video security system, which builds upon safety measures previously instituted.

In addition to the school buildings, the other facilities of the church are also well utilized. The Sanctuary is the site of weekly chapel services as well as the site of many school events. The choir room is used for band classes, an upstairs room in the administration building is used for guitar classes, and a large room at the back of the Sanctuary is used for hand bells. The reception and conference rooms are used for many activities including receptions, parent meetings, student events, and staff in-services.

Laurel Hall has a busy and active campus. From the start of the day at 7:45 am until at least 6:00 pm, the facilities are used to their full extent. Our Extended Day Program (EDP) begins at 3:10 pm in Parish Hall, and after school enrichment activities can be found throughout the campus. Many evening events can keep the campus open after dark or on weekends – PTO meetings, student performances, neighborhood association meetings, parent education, scouting events and more.

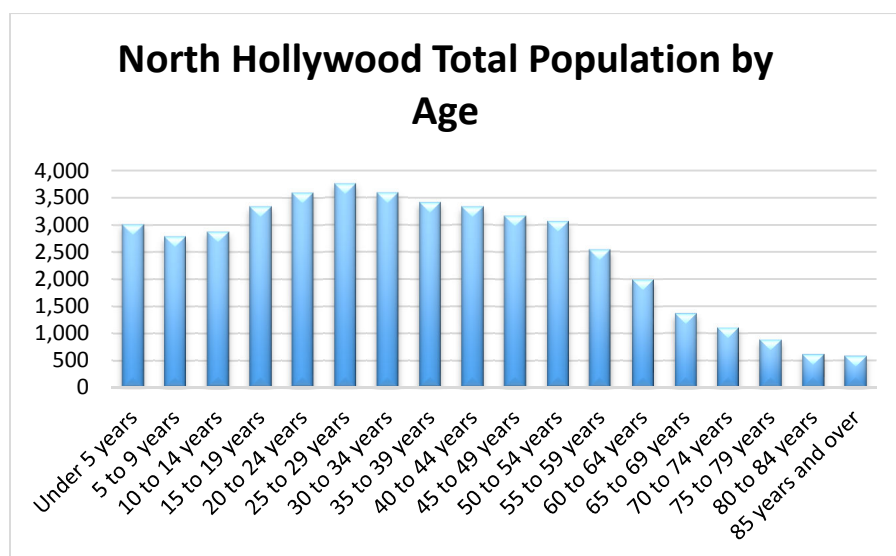
With such a busy campus, student safety has always been a priority for our staff and parents. Laurel Hall has security personnel posted at the entrance to our parking lot and across the street at the ECC entrance. Security guards walk the perimeter of the church and school campus several times throughout the day. After school a security guard is stationed at gate 2, which is the only open access point to campus, for the after-school hours until 6:30 pm each night.

ELC employs four full-time personnel for the maintenance of all the facilities. From routine maintenance to event setup and teardown, they help keep Laurel Hall a safe and clean environment in which students can learn. ELC also contracts with a maintenance company for nightly cleaning of the entire campus.

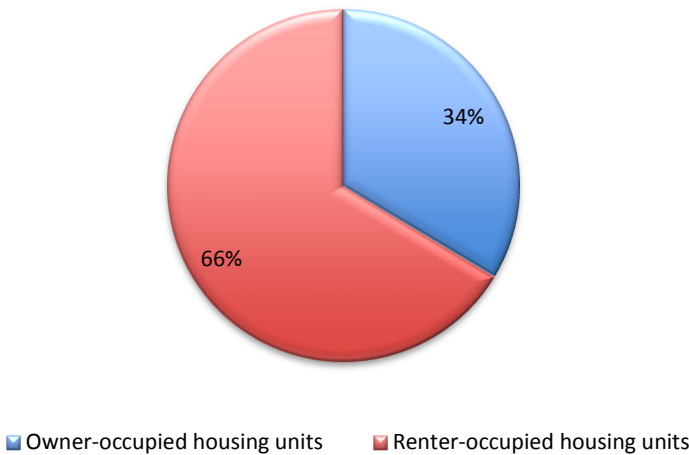
COMMUNITY

The area surrounding Laurel Hall School is a multi-ethnic community consisting of single-family dwellings, apartments, and small businesses. The area has recently seen an influx of large redevelopment projects. Most notably, NoHo West, previously owned by Macy's, is a mixed-use development project adjacent to the school. Laurel Hall hopes the NoHo West development of single-family dwellings, various businesses, a market, and a neighborhood movie theater will not only bring added revenue to the area, but also increased enrollment at Laurel Hall.

The 2010 census data from the U.S. Census Bureau shows the ethnic and income diversity of North Hollywood. It should be noted that the 2016 projected estimates show negligible changes in all data areas. The majority of household incomes within the 91606 zip code fall between \$35,000-\$75,000, which is significantly lower than the average Laurel Hall family's income. This correlates with the fact that the majority of households rent rather than own.



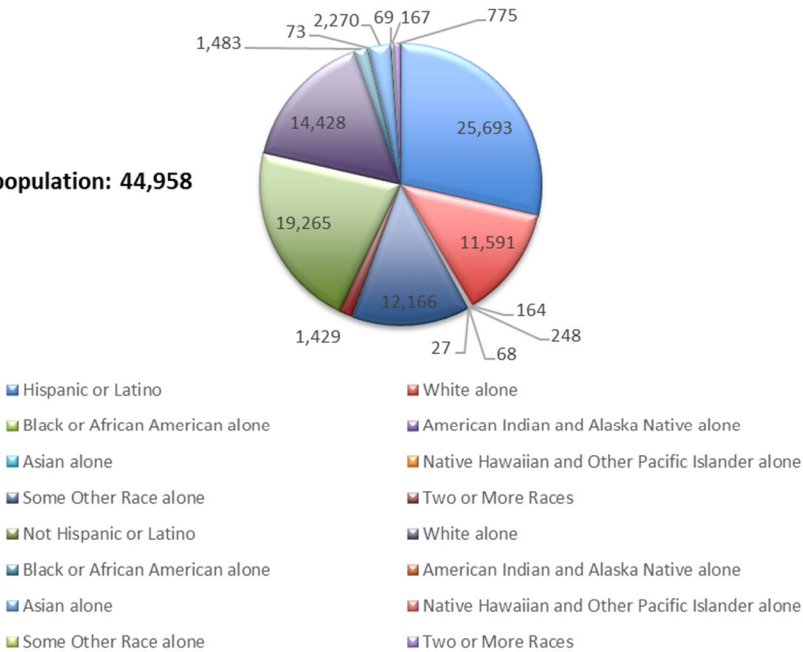
North Hollywood Housing



North Hollywood Ethnic Data

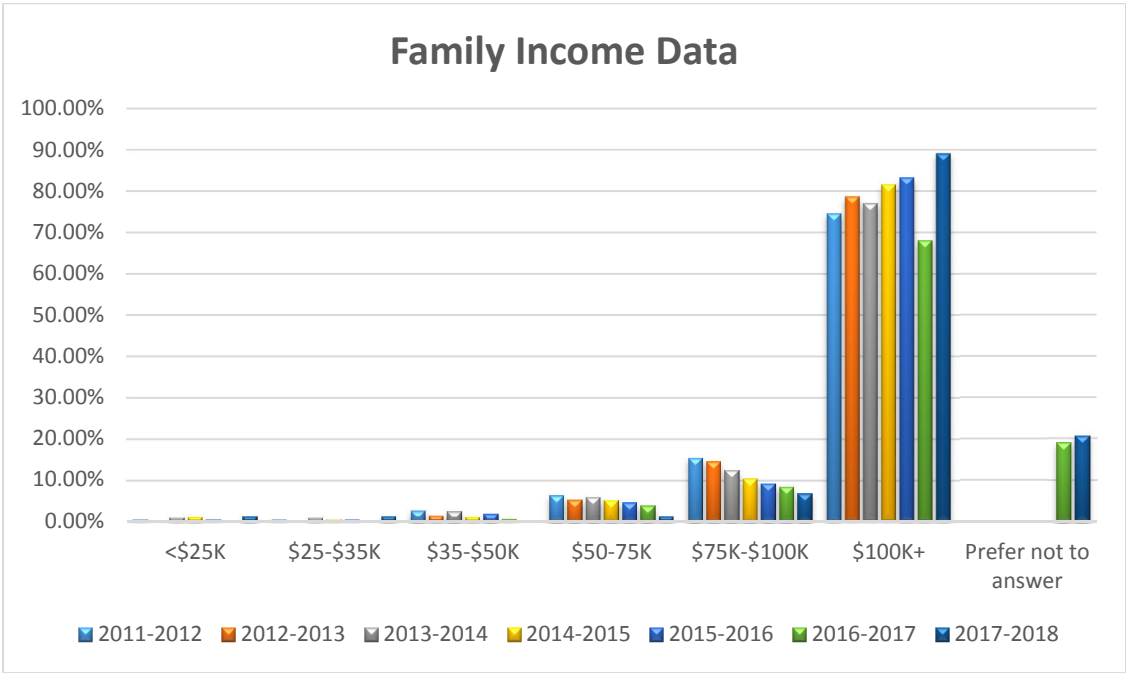
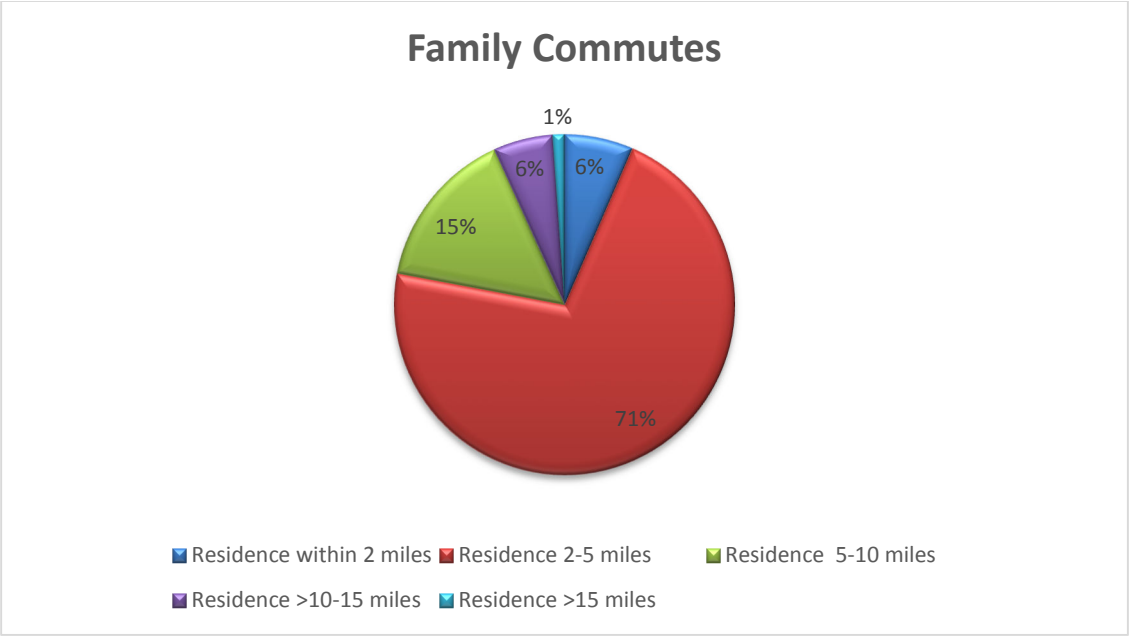
source: 2010 Census

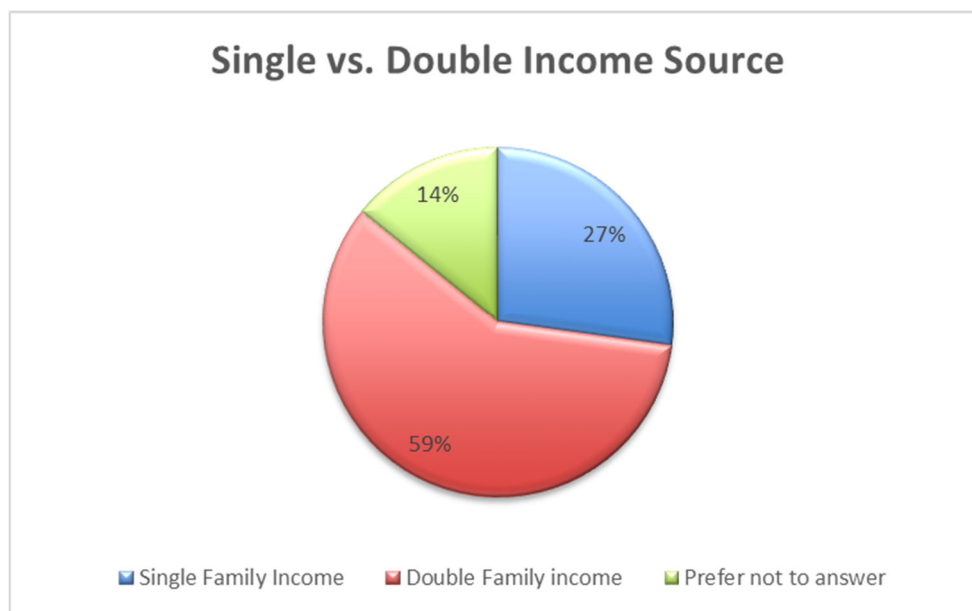
Total population: 44,958



For the most part, Laurel Hall is not a neighborhood school although there are a significant number of students enrolled in the school from various surrounding neighborhoods. In general, Los Angeles is a densely populated city where higher and lower income housing pockets are often separated by the width of a city street. Also, due to the school’s proximity to freeways, there are many students from various parts of the San Fernando Valley and the greater Los

Angeles area enrolled at Laurel Hall. Consistently, 71% of Laurel Hall families live within 5 miles of the school.





EXTERNAL POLITICAL/ECONOMIC ISSUES

Laurel Hall School has continued to provide a challenging and enriching curriculum despite continued high attrition rates. Most of our families have incomes in excess of \$100,000 per year, and the percentage of families that make less than \$100,000 has decreased. It should also be noted that for the last two years the option to not state household income was added to the parent survey, and 20% of parents chose not to state. A question about single versus double income households was added to the parent survey and 59% of Laurel Hall families are sustained by both parents working. Since this question has not been asked on previous surveys there is no data available to compare to past years. Anecdotally, the need for double-income households has increased nationwide, particularly in Los Angeles. While this increase doesn't necessarily impact Laurel Hall, it should be noted that as cost of living rises and the need for double-income households increases, the ability to afford private school decreases. Parents may choose to prioritize other family expenditures and send their children to charters, lower-cost private schools, or their local public school.

ENROLLMENT

Year	Opening Enrollment	Ending Enrollment
2016-2017	357	356
2017-2018	288	291
2018-2019	279	as of 1/11/19 281*

The noticeable enrollment decline since 2013 can be attributed to:

- the extended illness of the former principal, which covered the years between 2013 and 2016
- the complicated process of calling a senior pastor
- the announcement of the major neighborhood construction project NOHO West
- the emergence of stronger and more appealing academic programs offered by the local public schools

In 2017, after both the permanent senior pastor and new principal were hired, along with the NOHO West Project groundbreaking, the retention rate of the school stabilized. In the 2017-2018 school year the LHS enrollment of 297 students included 48 students who concluded their education at LHS and subsequently would not be returning in 2018-2019. Of the 249 potential re-enrollees, 28 students, representing 14 families, did not re-enroll and 221 did. The following are the reasons given for not re-enrolling:

- students transferred to a K-12 school based on legacy/previous attendance at the school and to avoid the “drama” of the high school application process: 6
- students’ families moved out of the area: 11
- student transferred to a school that is a single gender school: 1
- student transferred to a Burbank public school: 1
- student transferred to a Santa Clarita school: 1
- students transferred to a smaller private school/needed a change from LHS: 3
- students transferred to a LAUSD school: 5

The retention data indicates that 89% of students returned from 2017-18 to 2018-19.

The last two years Laurel Hall has had three students leave to attend other private schools in the area and return within the next school year. These returning students cited social and education-related reasons for returning.

Prior to the 2018-2019 school year, enrollment data was entered in such a manner that it did not allow Laurel Hall to extract accurate retention and attrition rates. However, accurate data can be found through various resources such as the admissions coordinator’s records and excel

spreadsheets used to track extra-curricular activities. These excel files contain grade level enrollment as far back as the 2012-2013 school year.

In reviewing the enrollment trends and attrition, it is important to note that over the past two years the outgoing 8th grade class has been significantly larger than the incoming kindergarten class. For instance, the 2018-2019 enrollment was 27 students, while the outgoing 8th grade class in June 2018 was 48. The net loss of this fact alone was 21 students. Therefore, a focus of steady enrollment building must include heavy recruitment of the kindergarten class.

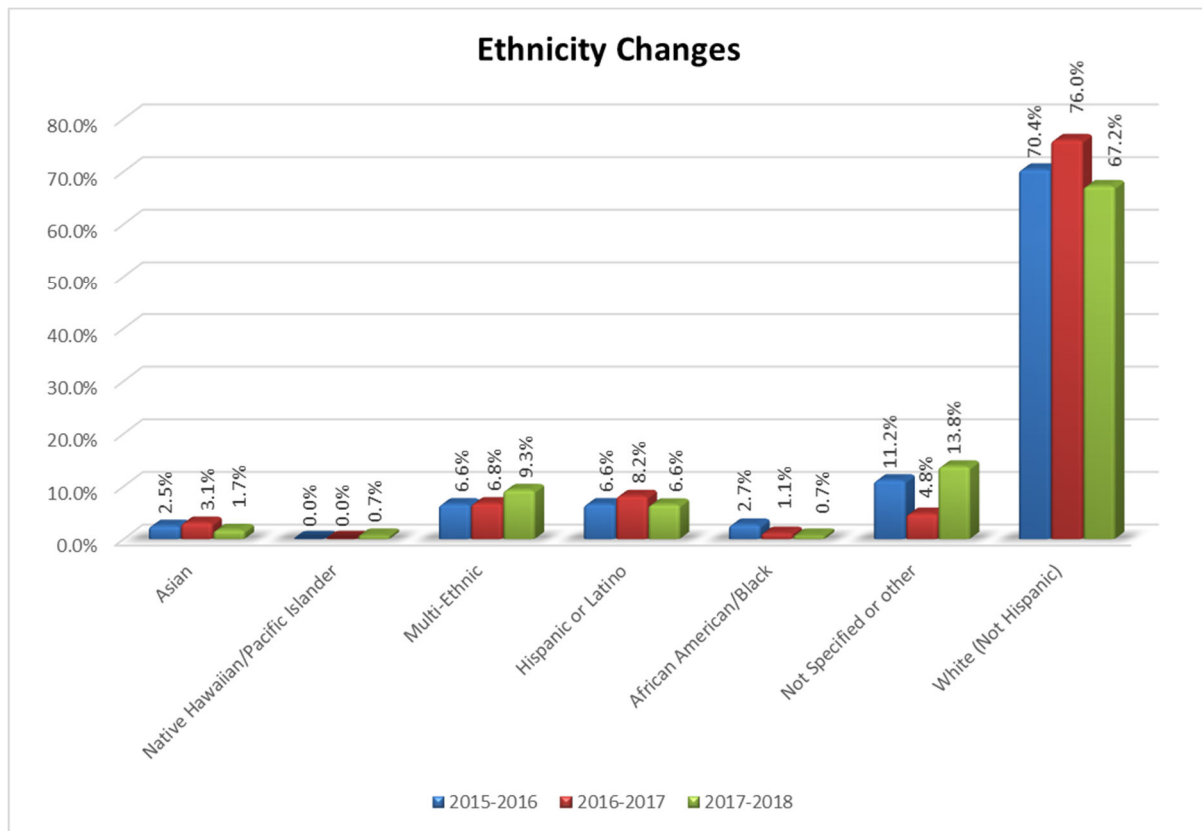
In the fall of 2017, an admissions coordinator was added to the LHS staff. In the fall of 2018, an outreach and marketing coordinator was added, as well. Laurel Hall School has held many highly attended prospective family tours for the 2017-2018 (138 families toured) and 2018-2019 (90 families toured) school year.

While the school has added 115 new students since 2017, the enrollment in kindergarten has not been equal to, or greater than the number of 8th grade students who matriculated to high school. However, the number of new students in upper elementary and middle school (42) has steadily grown. This, coupled with the very high retention rate (89%), is an extremely encouraging sign of enrollment stability and impending growth.

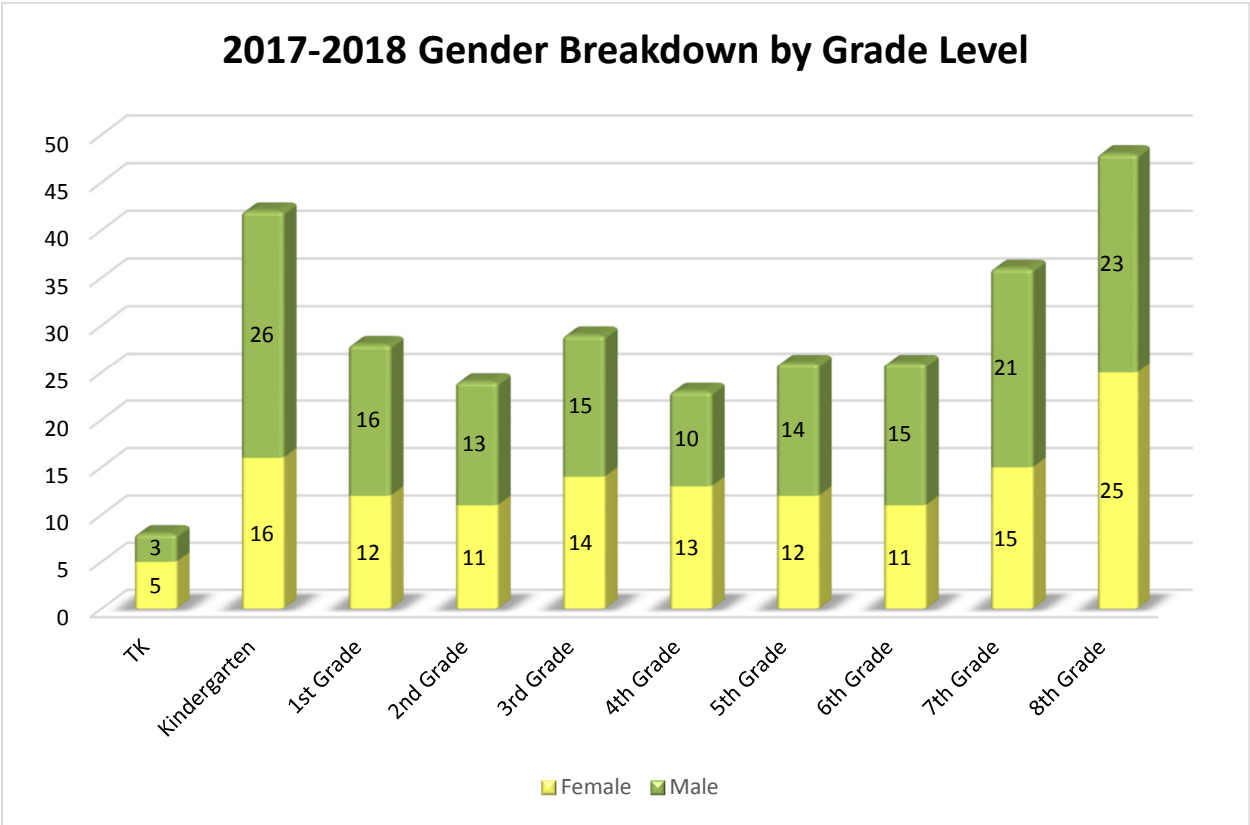
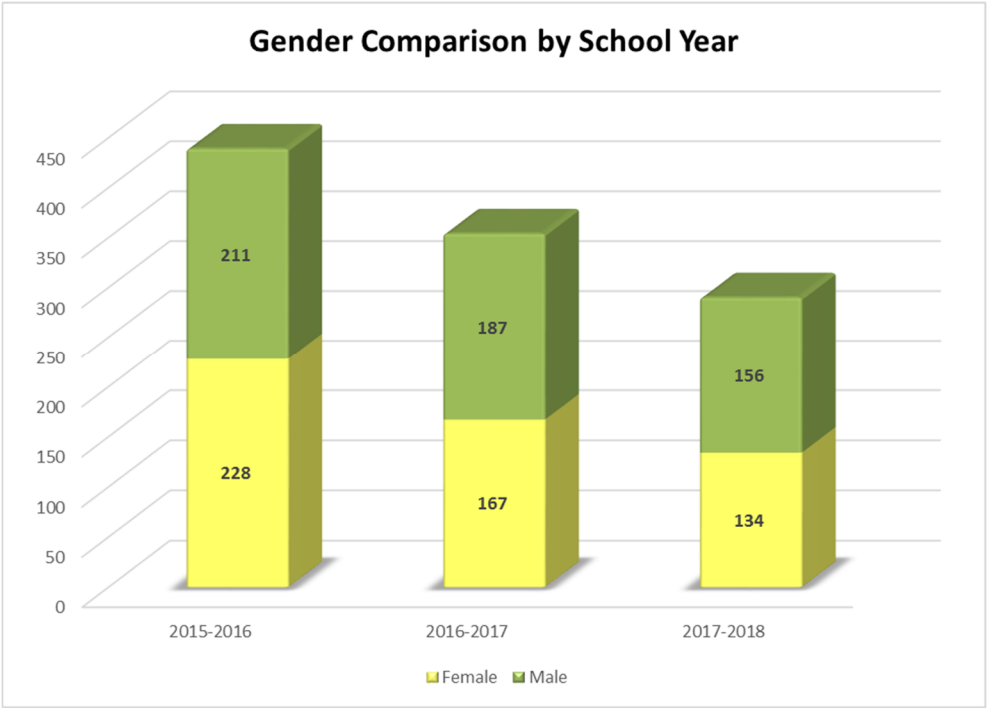
Despite an overall enrollment that is today far less than historical enrollment numbers over the past five years, Laurel Hall and Emmanuel Lutheran leadership have made a commitment to keeping all programs fully functioning at or above expected high standards. Maintaining programs has been possible by retaining staff, responsible budgeting, and innovative planning.

STUDENT DEMOGRAPHICS

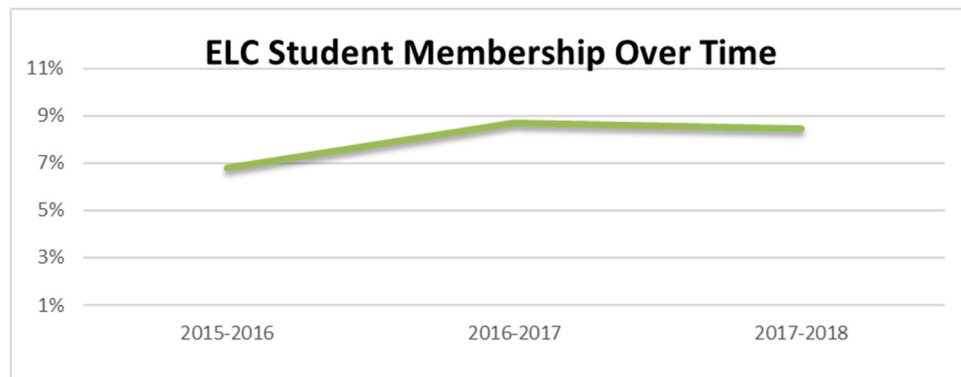
Throughout the Laurel Hall community, we embrace the richly diverse cultures of our area. Students are not just encouraged to tolerate each other's differences, but appreciate them, thus helping them to become more responsible citizens and emergent people of God. From the data collected, the ethnic make-up of Laurel Hall is primarily white with about 14% of students opting not to specify their ethnicity. The next largest sub-set is multi-ethnic, at 9.3%. There has been a shift towards people choosing not to be labeled by their ethnic background. While the debate on the outcome of such a societal shift is ongoing, it is worth noting that Laurel Hall parents and students are aware of the shift and the evidence can be seen in their responses to the ethnicity question on admissions and re-enrollment forms.



Although the overall student population in any given year is approximately 50/50, Laurel Hall has seen a shift in a higher male student ratio since the 2015-2016 school year.



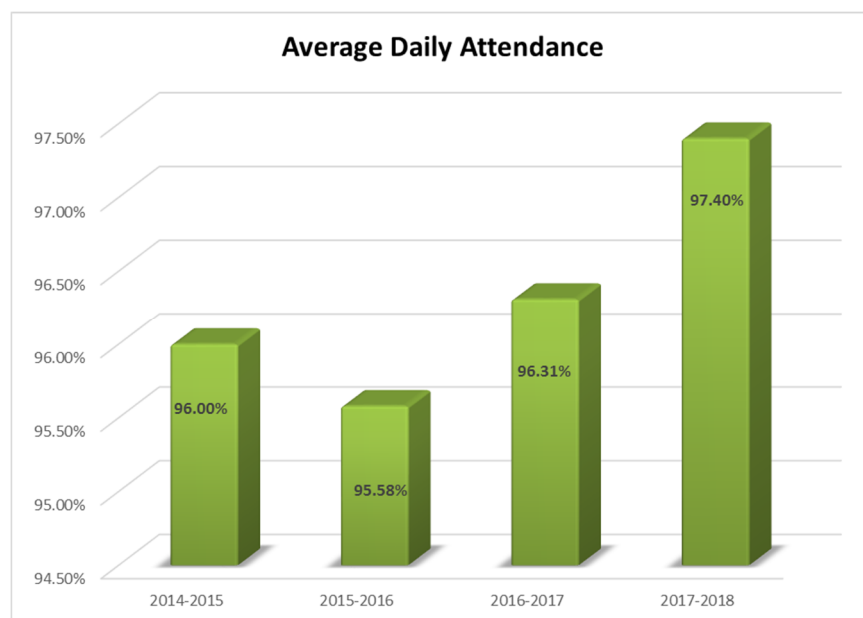
Church Membership



In the 2017-2018 school year, approximately 8% of students were members of Emmanuel Lutheran Church. This percentage is nearly the same as the 2016-2017 year and an increase of 2% from the 2015-2016 school year. It is reasonable to say that the addition of a new senior pastor is explanation for the increase.

Attendance

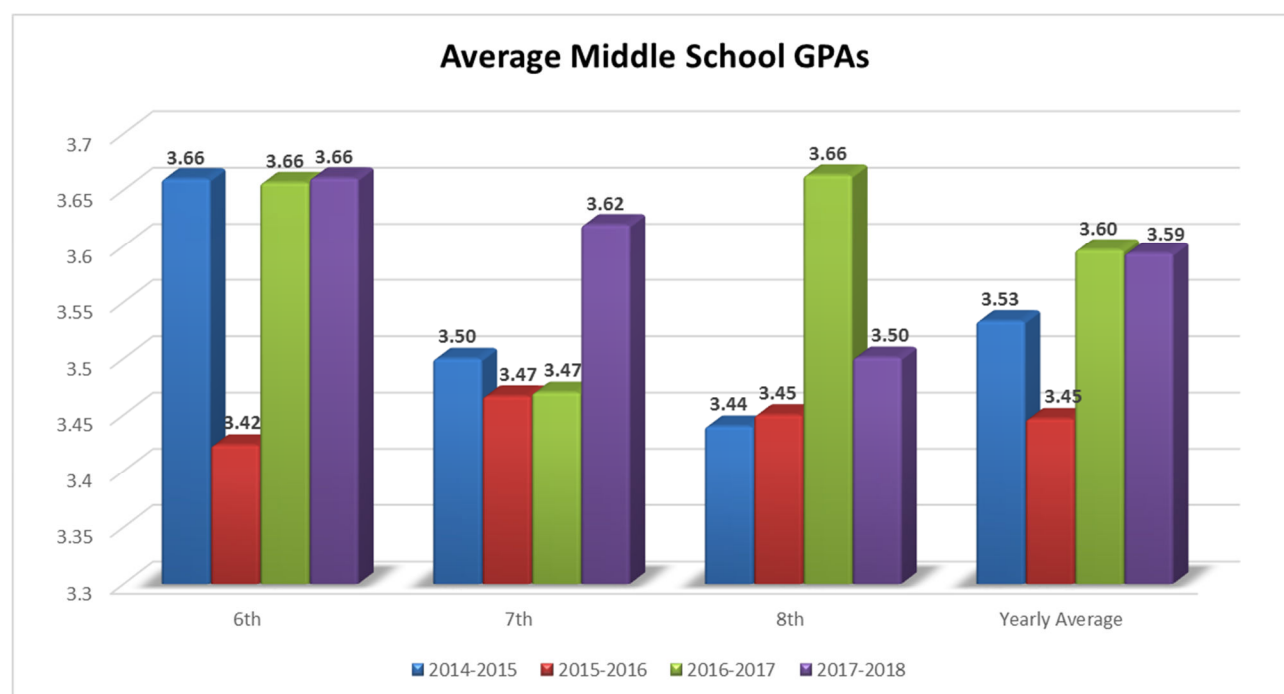
Attendance at Laurel Hall School is submitted via computer to the attendance office daily by each homeroom teacher. Office personnel generate daily attendance logs to document all attendance related information including absence excuses. The absentee rate has been extremely consistent for almost a decade at approximately 3-4% per day on average. The graph below contains data from 2014-2018 and shows an average absentee rate of 3.7%.



Laurel Hall Honors

Laurel Hall School recognizes students with outstanding academic achievement in middle school. Students earning between a 3.2-3.49 GPA when grades are averaged in core classes will qualify for the “Green” Honor Roll and students achieving a 3.5 and above will qualify for the “Gold” Honor Roll.

Students may qualify for honor roll each trimester. At the end of the school year, should students qualify for honor Roll all three trimesters, they receive a special certificate. Students receiving cooperation and/or work habits grades of “NI” or “U” are not eligible for the honor roll.

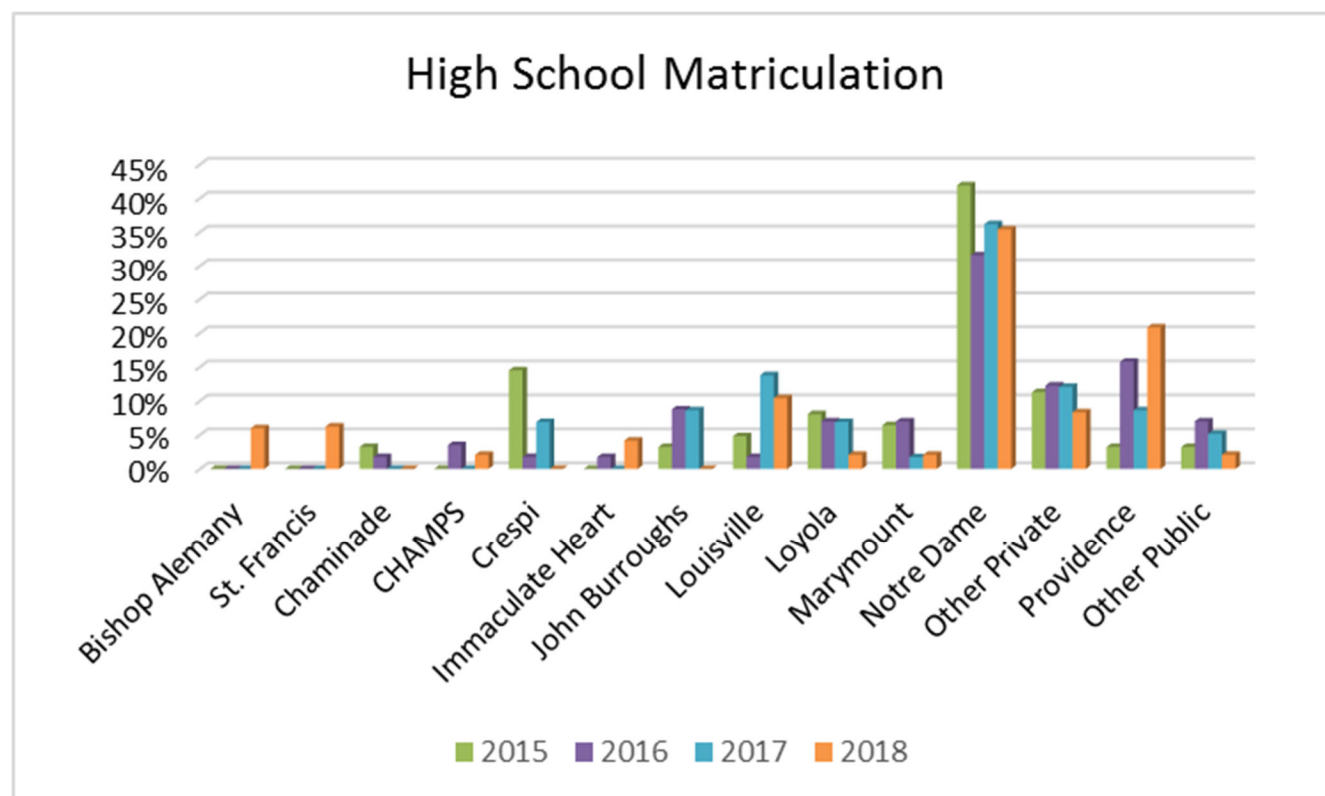


Eighth Grade High School Enrollment

The majority of Laurel Hall graduates continue to matriculate to Notre Dame High School, a distinguished private Catholic secondary school. However, a growing number of students are seeking admission to other private secondary schools for specific programs, such as Providence High School’s Medical Focus Program, or Louisville’s art program.

21% of students from the Laurel Hall class of 2018 were honored with entrance awards. In total, six students accepted by Notre Dame High School received the following: two received the Holy Cross Distinguished Student Award at Entrance, one received Academic Distinction at Entrance,

and three received honors in specific subject areas. One student accepted to Providence High School received the Pioneer Excellence Award – With Honors at Entrance. One student was accepted with honors at entrance to Saint Francis. Two students received scholarships to Louisville; one for performing arts, and the other for visual arts.



Extra-Curricular/Co-Curricular Activities

Laurel Hall provides a variety of extra-curricular and co-curricular school activities for students. Grades K-5 are offered classes through six different outside vendors, such as Parker-Anderson Enrichment. Offerings change from session to session, but in fall 2018 sewing, cooking, Lego robotics, Hogwarts Academy, science classes with Professor Egghead, rocket building, Zulu dance, and Animal Invasion were offered. Additionally, Emmanuel Lutheran Church offers the children's choir and a musical recorder group as after school options on behalf of the church.

The after-school athletics program begins in 4th grade and participation can vary from season to season, and sport to sport, but overall about 45% of eligible Laurel Hall students participate in the program in any single season.

Laurel Hall's co-curricular instrumental program begins in 3rd grade with strings instruction. The band and hand bells programs begin in the 4th grade and guitar instruction is offered in starting the 6th grade. Drum Corps continues to draw interested students after being offered to middle school students for the first time in the 2015-2016 school year.

Laurel Hall has participated in the Constitutional Rights Foundation Mock Trial program for the last 16 years, competing in the junior division. The program is open to all middle school students. In addition, students wishing to lead through service can run for office in our Associated Student Body (ASB).

Principal Jay Guidetti also began the Principal's Advisory Council during the 2017-2018 school year. Participation is open to all middle school students and they may join or leave the group as needed throughout the year. The council meets once a month and holds discussions on topics relevant to the students. During the 2018-2019 school year, the Principal's Advisory Council has predominately focused on training students to be peer mediators and aide in conflict resolution.

Extra-Curricular/Co-Curricular Activities			
Percentage of Total Eligible Students Participating			
Activity	2015-2016	2016-2017	2017-2018
ASB	14%	0%	12%
Athletics*	49%	48%	42%
Band	19%	18%	19%
Hand Bells	19%	18%	9%
Chapel Teams	43%	30%	27%
Drum Corps	17%	9%	14%
Guitar	9%	5%	14%
Mock Trial	27%	11%	13%
Musical	26%	34%	38%
Strings	12%	17%	15%
Yearbook	5%	14%	24%
*Average participation per season			

The chart above shows the percentage of eligible students who participate in extra-curricular and co-curricular activities. Keeping a record of participation is vital for evaluating and planning programs for future years. Numbers also fluctuate based on trends and interests of cohorts. In the 2017-2018 school year Bells was offered only to middle school students. In 2018-2019 it resumed being offered to 4-8th grades. ASB was not offered in 2016-2017 due to staffing issues but resumed the following year. In 2015-2016 Yearbook was only offered to 7-8th grades after which it was opened to 6th graders. The Principal's Advisory Council is not included in the 2017-2018 data as the participation fluctuates throughout the school year.

SCHOOLWIDE LEARNER OUTCOMES

Laurel Hall's General Learner Outcomes (GLOs) were introduced to the community in June 2012. They are in the online Parent/Student Handbook and available to download from the school website by clicking on the Academics menu. They are reviewed on a yearly basis by the staff.

Laurel Hall Students are...	A Laurel Hall graduate...
Effective Communicators	<ol style="list-style-type: none"> 1. Speaks clearly and concisely using appropriate forms, conventions and styles to convey ideas and information for a variety of audiences and purposes. 2. Writes English clearly and effectively using appropriate forms, conventions and styles to convey ideas and information for a variety of audiences and purposes. 3. Reads fluently by decoding with speed, accuracy and expression. 4. Reads with understanding various types of written materials and literature. 5. Listens actively, interprets and uses information effectively. 6. Observes and draws logical inferences and conclusions based on observation. 7. Communicates information and ideas effectively to multiple audiences using a variety of media and formats. 8. Is responsible for their part in the collaborative process by making positive contributions toward the achievement of the group's goals.
Masters of Skills and Concepts	<ol style="list-style-type: none"> 1. Applies existing knowledge to generate new ideas, products, or processes. 2. Understands and uses technology systems. 3. Recognizes and demonstrates clear understanding of the learning goals, task requirements and assignments. 4. Monitors progress and uses feedback, criticisms and suggestions to improve work. 5. Consistently uses a variety of credible and relevant resources.
Builders Utilizing a Creative Process	<ol style="list-style-type: none"> 1. Recognizes and understands quality performances and products. 2. Sets challenging, achievable goals and personal plans for learning. 3. Anticipates the future and reacts by creating innovative solutions to problems, including advanced technologies.
Responsible Citizens	<ol style="list-style-type: none"> 1. Contributes time, effort and talents. 2. Participates regularly in school wide missions, such as Food Pantry, Stuffed Animals, Mitten Tree, and World Vision to improve the welfare of others. 3. Advocates and practices safe, legal, and responsible use of information and technology. 4. Cares for creation. 5. Uses feedback, criticisms, suggestions and personal experience to advance personal growth. 6. Is a global-minded citizen, who acts with the future in mind, embraces diversity and engages responsibly in the world's problems with compassion, empathy, and tolerance.
Actively Engaged in Learning	<ol style="list-style-type: none"> 1. Engages in classroom discussion, participation and inquiry. 2. Is an active learner who displays interest through asking questions, participation, and making predictions. 3. Demonstrates ability to research and learn independently. 4. Effectively manages time and resources.
Critical Thinkers	<ol style="list-style-type: none"> 1. Applies and demonstrates analytical thinking to evaluate solutions, generate ideas and approaches in order to solve problems. 2. Analyzes conflict and applies methods of cooperative resolution. 3. Collects and analyzes data to identify solutions and/or make informed decisions.
Emergent People of God	<ol style="list-style-type: none"> 1. Articulates their faith. 2. Demonstrates understanding of Biblical stories and history. 3. With respect, participates in the Laurel Hall community of faith. 4. Demonstrates understanding of Christian values and behavior through kindness and concern for others.

STUDENT TESTING DATA

Laurel Hall uses NWEA's MAP assessment, which measures a student's growth over time.









MAP Assessment Data

To measure student's academic success, Laurel Hall administers the NWEA's Measure of Academic Progress (MAP) test each trimester in grades one through eight. MAP assessments are computerized and adapt in real-time to student responses to pinpoint individual skills and knowledge. The results are available to teachers within 24 hours, allowing teachers to address individual gaps in learning throughout the school year, and effectively measure growth from fall to spring. These standardized testing results clearly indicate that the majority of our students are meeting the expectations of a standards-based curriculum. Our school uses this test data to review and analyze trends, strengths and weaknesses in our curricular program. It is the policy of Laurel Hall to test all students in order to receive a clear picture of student performance. This allows the school to analyze 100% of individual student scores as well as group scores for each grade level. Parents receive a copy of their child's individualized report every trimester. Parents are encouraged to meet with the assistant principal to better understand their child's results.











Based on Mean Grade Level Scores

Reading by Grade Level

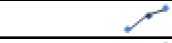








Grade	Actual-Fall 2015	Actual-Wint 2016	Actual-Spring 2016	Actual-Fall 2016	Actual-Wint 2017	Actual-Spring 2017	Actual-Fall 2017	Actual-Wint 2018	Actual-Spring 2018	Fall 2015-Spring 2018	2017-2018 Growth
1	166.9	179.4	182.3	170	183.7	190.8	168.4	180.8	186.1		17.7
2	189.8	195.3	196.1	184	190.8	194.3	194	197.4	201.1		7.1
3	194.4	200.5	203	199.5	205.6	207.8	197.3	199.4	201.1		3.8
4	205.4	209.6	210.4	203.9	206.3	209.9	208.6	214.1	216.4		7.8
5	215.4	216.6	217.3	212.3	215.9	220	212	213.1	215.5		3.5
6	212.9	211.2	213.9	217.4	221.1	220.6	219.4	217.3	218.7		-0.7
7	221	221.3	222.7	220.1	221.4	220.9	221	221	223.7		2.7
8	222.8	222.7	222.1	225.6	227	227.4	223	223.3	222.6		-0.4

Math by Grade Level











Grade	Actual-Fall 2015	Actual-Wint 2016	Actual-Spring 2016	Actual-Fall 2016	Actual-Wint 2017	Actual-Spring 2017	Actual-Fall 2017	Actual-Wint 2018	Actual-Spring 2018	Fall 2015-Spring 2018	2017-2018 Growth
1	167.4	176.7	179.9	172.9	179.1	187.2	168	178.7	186.1		18.1
2	187.6	193.6	196.6	185.6	192.8	197.8	194.6	201.3	204.6		10
3	194.7	198.2	199.5	193.2	200.1	202.8	192.3	197.2	199.7		7.4
4	204.5	206.2	209.6	202.1	204.5	206.5	204.8	206.7	212.7		7.9
5	213.6	216.6	219.3	212.3	214.4	217.5	210	214	215.1		5.1
6	213.6	215.3	217.7	219.5	221	224.5	219.1	220.5	226.3		7.2
7	227.1	228	232.7	222.2	224.2	227.2	223.5	227.6	230		6.5
8	232.3	236.5	234.9	233.5	237.3	236.9	227.6	229.9	231.3		3.7

The above two charts show results in reading and math within each grade level, and it is presented by 3 different cohorts per grade level. When data is organized this way, trends are visible within a grade level versus a particular group of students. This is important because it allows teachers and administration to recognize positive or negative trends within a grade level and helps inform discussion during grade level and staff meetings. Areas where progress appears to dip, following consistently high fall test scores, might be attributed to student burn out and middle school students preparing for high school placement tests and the high school application process. These charts also present the standard “summer lag” as well.

Reading by Cohort

Class of: (2018 grade level)	Actual- Fall 2015	Actual- Wint 2016	Actual- Spring 2016	Actual- Fall 2016	Actual- Wint 2017	Actual- Spring 2017	Actual- Fall 2017	Actual- Wint 2018	Actual- Spring 2018	Fall 2015-Spring 2018	2017- 2018 Growth	2015- 2018 Growth	Average Growth per yr	Average Growth per test period
2025 (1st)							168.4	180.8	186.1		17.7	17.7	17.7	5.9
2024 (2nd)				170	183.7	190.8	194	197.4	201.1		7.1	31.1	15.55	5.2
2023 (3rd)	166.9	179.4	182.3	184	190.8	194.3	197.3	199.4	201.1		3.8	34.2	11.4	3.8
2022 (4th)	189.8	195.3	196.1	199.5	205.6	207.8	208.6	214.1	216.4		7.8	26.6	8.9	3.0
2021 (5th)	194.4	200.5	203	203.9	206.3	209.9	212	213.1	215.5		3.5	21.1	7.0	2.3
2020 (6th)	205.4	209.6	210.4	212.3	215.9	220	219.4	217.3	218.7		-0.7	13.3	4.4	1.5
2019 (7th)	215.4	216.6	217.3	217.4	221.1	220.6	221	221	223.7		2.7	8.3	2.8	0.9
2018 (8th)	212.9	211.2	213.9	220.1	221.4	220.9	223	223.3	222.6		-0.4	9.7	3.2	1.1
2017	221	221.3	222.7	225.6	227	227.4								
2016	222.8	222.7	222.1											

Math by Cohort

Class of: (2018 grade level)	Actual- Fall 2015	Actual- Wint 2016	Actual- Spring 2016	Actual- Fall 2016	Actual- Wint 2017	Actual- Spring 2017	Actual- Fall 2017	Actual- Wint 2018	Actual- Spring 2018	Fall 2015-Spring 2018	2017- 2018 Growth	2015- 2018 Growth	Average Growth per yr	Average Growth per test period
2025 (1st)							168	178.7	186.1		18.1	18.1	18.1	6.0
2024 (2nd)				172.9	179.1	187.2	194.6	201.3	204.6		10	31.7	15.85	5.3
2023 (3rd)	167.4	176.7	179.9	185.6	192.8	197.8	192.3	197.2	199.7		7.4	32.3	10.8	3.6
2022 (4th)	187.6	193.6	196.6	193.2	200.1	202.8	204.8	206.7	212.7		7.9	25.1	8.4	2.8
2021 (5th)	194.7	198.2	199.5	202.1	204.5	206.5	210	214	215.1		5.1	20.4	6.8	2.3
2020 (6th)	204.5	206.2	209.6	212.3	214.4	217.5	219.1	220.5	226.3		7.2	21.8	7.3	2.4
2019 (7th)	213.6	216.6	219.3	219.5	221	224.5	223.5	227.6	230		6.5	16.4	5.5	1.8
2018 (8th)	213.6	215.3	217.7	222.2	224.2	227.2	227.6	229.9	231.3		3.7	17.7	5.9	2.0
2017	227.1	228	232.7	233.5	237.3	236.9								
2016	232.3	236.5	234.9											

The above two charts show 3 years of results for each group of students in reading and math as they move through the grade levels. Organizing data this way shows whether student cohorts may or may not be consistently showing growth in any given year. The charts clearly indicate consistent age-appropriate growth in all grade levels, but middle school might have slightly more stagnant pockets or slight decreases in progress due to student burn out and the high school placement process.

Fall MAP Reading and Math Scores

Based on Mean Grade Level Scores

Using 2015 Norms adjusted for weeks of instruction

Reading 2016-2017

2017-2018

Grade	Fall Score Norm	Actual-Fall 2016	Met	Fall Score Norm	Actual-Fall 2017	Met
1	159.9	170	Yes	160.7	168.4	Yes
2	174	184	Yes	174.7	194	Yes
3	187.7	199.5	Yes	188.3	197.3	Yes
4	197.7	203.9	Yes	198.2	208.6	Yes
5	205.4	212.3	Yes	205.7	212	Yes
6	210.7	217.4	Yes	211	219.4	Yes
7	214.3	220.1	Yes	214.4	221	Yes
8	217.1	225.6	Yes	217.2	223	Yes

Math

Grade	Fall Score Norm	Actual-Fall 2016	Met	Fall Score Norm	Actual-Fall 2017	Met
1	161.6	172.9	Yes	162.4	168	Yes
2	176.2	185.6	Yes	176.9	194.6	Yes
3	189.9	193.2	Yes	190.4	192.3	Yes
4	201.5	202.1	Yes	201.9	204.8	Yes
5	211.1	212.3	Yes	211.4	210	No
6	217.3	219.5	Yes	217.6	219.1	Yes
7	222.4	222.2	No	222.6	223.5	Yes
8	226.1	233.5	Yes	226.3	227.6	Yes

Spring MAP Reading and Math Scores

Based on Mean Grade Level Scores

Using 2015 Norms adjusted for weeks of instruction

Reading 2016-2017

2017-2018

Grade	Spr Score Norm	Actual-Spr2017	Met	Spr Score Norm	Actual-Spr 2018	Met
1	175.7	190.8	Yes	177.5	186.1	Yes
2	187.4	194.3	Yes	188.7	201.1	Yes
3	197.9	207.8	Yes	198.6	201.1	Yes
4	205.3	209.9	Yes	205.9	216.4	Yes
5	211.2	220	Yes	211.8	215.5	Yes
6	215.3	220.6	Yes	215.8	218.7	Yes
7	217.8	220.9	Yes	218.2	223.7	Yes
8	219.8	227.4	Yes	220.1	222.6	Yes

Math

Grade	Spr Score Norm	Actual-Spr2017	Met	Spr Score Norm	Actual-Spr 2018	Met
1	178.6	187.2	Yes	180.8	186.1	Yes
2	190.3	197.8	Yes	192.1	204.6	Yes
3	201.7	202.8	Yes	203.4	199.7	No
4	211.9	206.5	No	213.5	212.7	No
5	220	217.5	No	221.4	215.1	No
6	224.2	224.5	Yes	225.3	226.3	Yes
7	227.8	227.2	No	228.6	230	Yes
8	230.4	236.9	Yes	230.9	231.3	Yes

The two previous groups of data compare how the students perform in fall versus spring in both reading and math. The reading data indicates that students meet the norm across the

board in all grade levels for both fall and spring. The math data, however, indicates that particularly in grades 3-5 and 7, students are not meeting the norm from anywhere between 1-6 points. This is possibly attributed to an adjustment to the new Common Core math curriculum recently put into place, since the academic language is somewhat different. Additionally, end-of-year scores are generally lower than the start of a new school year.

2017-2018 School Year Results

Reading

1st Grade Reading

	Mean RIT Fall 2017	Norm RIT Fall 2017	Mean RIT Winter 2018	Norm RIT Winter 2018	Mean RIT Spring 2018	Norm RIT Spring 2018	Mean Growth
Writing	170	160.7	183	171.5	189	177.5	19
Comprehension	169	160.7	180	171.5	188	177.5	19
Phonological Awareness	171	160.7	181	171.5	185	177.5	14
Phonics	170	160.7	182	171.5	187	177.5	17
Concepts of Print	165	160.7	180	171.5	181	177.5	16
Word Structure & Meaning	168	160.7	178	171.5	186	177.5	18
Average	168.8	160.7	180.7	171.5	186.0	177.5	17.2

2nd Grade Reading

	Mean RIT Fall 2017	Norm RIT Fall 2017	Mean RIT Winter 2018	Norm RIT Winter 2018	Mean RIT Spring 2018	Norm RIT Spring 2018	Mean Growth
Writing	197	174.7	200	184.2	199	188.7	2
Comprehension	195	174.7	198	184.2	203	188.7	8
Phonological Awareness	191	174.7	192	184.2	198	188.7	7
Phonics	197	174.7	200	184.2	202	188.7	5
Concepts of Print	189	174.7	192	184.2	191	188.7	2
Word Structure & Meaning	194	174.7	200	184.2	206	188.7	12
Average	193.8	174.7	197.0	184.2	199.8	188.7	6.0

3rd Grade Reading

	Mean RIT Fall 2017	Norm RIT Fall 2017	Mean RIT Winter 2018	Norm RIT Winter 2018	Mean RIT Spring 2018	Norm RIT Spring 2018	Mean Growth
Word Analysis & Vocabulary Development	198	188.3	201	195.6	201	198.6	3
Informational Structure & Expository Critique	197	188.3	199	195.6	203	198.6	6
Comprehension & Analysis of Text	199	188.3	199	195.6	201	198.6	2
Literary Response & Analysis	196	188.3	199	195.6	200	198.6	4
Average	197.5	188.3	199.5	195.6	201.25	198.6	3.75

4th Grade Reading

	Mean RIT Fall 2017	Norm RIT Fall 2017	Mean RIT Winter 2018	Norm RIT Winter 2018	Mean RIT Spring 2018	Norm RIT Spring 2018	Mean Growth
Word Analysis & Vocabulary Development	209	198.2	216	203.6	217	205.9	8
Informational Structure & Expository Critique	208	198.2	214	203.6	217	205.9	9
Comprehension & Analysis of Text	208	198.2	213	203.6	215	205.9	7
Literary Response & Analysis	208	198.2	213	203.6	217	205.9	9
Average	208.25	198.2	214	203.6	216.5	205.9	8.25

5th Grade Reading

	Mean RIT Fall 2017	Norm RIT Fall 2017	Mean RIT Winter 2018	Norm RIT Winter 2018	Mean RIT Spring 2018	Norm RIT Spring 2018	Mean Growth
Word Analysis & Vocabulary Development	214	205.7	212	209.8	216	211.8	2
Informational Structure & Expository Critique	215	205.7	214	209.8	218	211.8	3
Comprehension & Analysis of Text	211	205.7	212	209.8	214	211.8	3
Literary Response & Analysis	209	205.7	214	209.8	213	211.8	4
Average	212.25	205.7	213	209.8	215.25	211.8	3

6th Grade Reading

	Mean RIT Fall 2017	Norm RIT Fall 2017	Mean RIT Winter 2018	Norm RIT Winter 2018	Mean RIT Spring 2018	Norm RIT Spring 2018	Mean Growth
Word Analysis & Vocabulary Development	221	211	219	214.2	220	215.8	-1
Informational Structure & Expository Critique	219	211	218	214.2	220	215.8	1
Comprehension & Analysis of Text	219	211	213	214.2	219	215.8	0
Literary Response & Analysis	219	211	219	214.2	218	215.8	-1
Average	219.5	211.0	217.3	214.2	219.3	215.8	0

7th Grade Reading

	Mean RIT Fall 2017	Norm RIT Fall 2017	Mean RIT Winter 2018	Norm RIT Winter 2018	Mean RIT Spring 2018	Norm RIT Spring 2018	Mean Growth
Word Analysis & Vocabulary Development	223	214.4	223	216.9	227	218.2	4
Informational Structure & Expository Critique	222	214.4	223	216.9	224	218.2	2
Comprehension & Analysis of Text	220	214.4	218	216.9	223	218.2	3
Literary Response & Analysis	220	214.4	220	216.9	221	218.2	1
Average	221.25	214.4	221	216.9	223.75	218.2	2.5

8th Grade Reading

	Mean RIT Fall 2017	Norm RIT Fall 2017	Mean RIT Winter 2018	Norm RIT Winter 2018	Mean RIT Spring 2018	Norm RIT Spring 2018	Mean Growth
Word Analysis & Vocabulary Development	225	217.2	224	219.1	228	220.1	3
Informational Structure & Expository Critique	225	217.2	226	219.1	224	220.1	-1
Comprehension & Analysis of Text	221	217.2	221	219.1	218	220.1	-3
Literary Response & Analysis	221	217.2	223	219.1	221	220.1	0
Average	223	217.2	223.5	219.1	222.75	220.1	-0.25

Math

1st Grade Math

	Mean RIT Fall 2017	Norm RIT Fall 2017	Mean RIT Winter 2018	Norm RIT Winter 2018	Mean RIT Spring 2018	Norm RIT Spring 2018	Mean Growth
Algebra	168	162.4	178	173.8	183	180.8	15
Statistics & Probability	167	162.4	182	173.8	192	180.8	25
Number Sense	167	162.4	179	173.8	186	180.8	19
Measurement & Geometry	168	162.4	178	173.8	186	180.8	18
Computation & Problem Solving	168	162.4	177	173.8	184	180.8	16
Average	167.6	162.4	178.8	173.8	186.2	180.8	18.6

2nd Grade Math

	Mean RIT Fall 2017	Norm RIT Fall 2017	Mean RIT Winter 2018	Norm RIT Winter 2018	Mean RIT Spring 2018	Norm RIT Spring 2018	Mean Growth
Algebra	194	176.9	202	186.4	204	192.1	10
Statistics & Probability	201	176.9	207	186.4	209	192.1	8
Number Sense	193	176.9	202	186.4	203	192.1	10
Measurement & Geometry	194	176.9	196	186.4	205	192.1	11
Computation & Problem Solving	191	176.9	198	186.4	204	192.1	13
Average	194.6	176.9	201.0	186.4	205.0	192.1	10.4

3rd Grade Math

	Mean RIT Fall 2017	Norm RIT Fall 2017	Mean RIT Winter 2018	Norm RIT Winter 2018	Mean RIT Spring 2018	Norm RIT Spring 2018	Mean Growth
Number Sense	194	190.4	196	198.2	199	203.4	5
Algebra & Functions	191	190.4	197	198.2	200	203.4	9
Measurement & Geometry	191	190.4	195	198.2	197	203.4	6
Statistics, Data Analysis & Probability	196	190.4	201	198.2	201	203.4	5
Mathematical Reasoning	191	190.4	196	198.2	202	203.4	11
Average	192.6	190.4	197	198.2	199.8	203.4	7.2

4th Grade Math

	Mean RIT Fall 2017	Norm RIT Fall 2017	Mean RIT Winter 2018	Norm RIT Winter 2018	Mean RIT Spring 2018	Norm RIT Spring 2018	Mean Growth
Number Sense	204	201.9	204	208.7	213	213.5	9
Algebra & Functions	205	201.9	205	208.7	211	213.5	6
Measurement & Geometry	203	201.9	204	208.7	210	213.5	7
Statistics, Data Analysis & Probability	207	201.9	211	208.7	216	213.5	9
Mathematical Reasoning	204	201.9	209	208.7	213	213.5	9
Average	204.6	201.9	206.6	208.7	212.6	213.5	8

5th Grade Math

	Mean RIT Fall 2017	Norm RIT Fall 2017	Mean RIT Winter 2018	Norm RIT Winter 2018	Mean RIT Spring 2018	Norm RIT Spring 2018	Mean Growth
Number Sense	210	211.4	217	217.2	218	221.4	8
Algebra & Functions	212	211.4	213	217.2	215	221.4	3
Measurement & Geometry	209	211.4	212	217.2	214	221.4	5
Statistics, Data Analysis & Probability	211	211.4	215	217.2	216	221.4	5
Mathematical Reasoning	208	211.4	214	217.2	214	221.4	6
Average	210	211.4	214.2	217.2	215.4	221.4	5.4

6th Grade Math

	Mean RIT Fall 2017	Norm RIT Fall 2017	Mean RIT Winter 2018	Norm RIT Winter 2018	Mean RIT Spring 2018	Norm RIT Spring 2018	Mean Growth
Number Sense	221	217.6	224	222.1	229	225.3	8
Algebra & Functions	217	217.6	217	222.1	225	225.3	8
Measurement & Geometry	218	217.6	218	222.1	221	225.3	3
Statistics, Data Analysis & Probability	217	217.6	222	222.1	229	225.3	12
Mathematical Reasoning	222	217.6	222	222.1	228	225.3	6
Average	219	217.6	220.6	222.1	226.4	225.3	7.4

7th Grade Math

	Mean RIT Fall 2017	Norm RIT Fall 2017	Mean RIT Winter 2018	Norm RIT Winter 2018	Mean RIT Spring 2018	Norm RIT Spring 2018	Mean Growth
Number Sense	228	222.6	231	226.1	235	228.6	7
Algebra & Functions	227	222.6	233	226.1	235	228.6	8
Measurement & Geometry	217	222.6	222	226.1	224	228.6	7
Statistics, Data Analysis & Probability	224	222.6	223	226.1	229	228.6	5
Mathematical Reasoning	223	222.6	228	226.1	228	228.6	5
Average	223.8	222.6	227.4	226.1	230.2	228.6	6.4

8th Grade Math

	Mean RIT Fall 2017	Norm RIT Fall 2017	Mean RIT Winter 2018	Norm RIT Winter 2018	Mean RIT Spring 2018	Norm RIT Spring 2018	Mean Growth
Number Sense	233	226.3	234	229.1	235	230.9	2
Algebra & Functions	232	226.3	233	229.1	235	230.9	3
Measurement & Geometry	222	226.3	227	229.1	228	230.9	6
Statistics, Data Analysis & Probability	226	226.3	226	229.1	229	230.9	3
Mathematical Reasoning	226	226.3	230	229.1	230	230.9	4
Average	227.8	226.3	230	229.1	231.4	230.9	0

The above charts indicate specific goal area progress within math and reading per grade level. Overall trends for the 2017-2018 school year were determined by analysis of this detailed data from all of the previous charts. Teachers use this information to drive instruction by creating goal action plans based on goal areas where 15% or more of a grade level are performing low/low-average.

INSTRUCTIONAL AND ENRICHMENT PROGRAMS**Elementary School****Transitional Kindergarten (TK)**

For the child who is not quite ready for all the challenges of the classroom, Laurel Hall has a very special pre-kindergarten program. Through cooperative and creative play coupled with organized lessons, TK helps prepare the youngest child for kindergarten in an age appropriate environment. The young students are introduced to the form and function of letters and numbers without the pressure to 'perform'. This program is a gentle approach to academic and social skills that allows students to readily transition into a full-day academic kindergarten program.

Transitional Kindergarten is the first year of a two-year kindergarten program for 4-year olds (those not meeting the entry date age) and young 5-year old learners (those not ready with the skills needed to enter kindergarten). It is a modified kindergarten curriculum taught by a credentialed teacher that gives special attention to the overall development of the student in preparation for kindergarten.

Little Treasures Curriculum

TK focuses on 10 themes over the school year: All About Me, Making Friends, Families, Food, Our Neighborhood, Transportation, Animals Around Us, Nature, Animals in the Wild, and Health and Fitness.

Math Connections Curriculum

The math curriculum is designed as themes as well. The 10 themes are: Attributes, Sort and Classify, Position and Direction, Shapes, Numbers 0 to 5, Patterns, Numbers to 10, Measurement, Data and Groups, and Adding and Subtracting.

Phonemic Awareness and Early Literacy

The class has a Letter of the Week each week. Students learn the sound of each letter and explore various interactive skills on the SMART Board.

Kindergarten

Laurel Hall sets the kindergarten students on an exciting course of lifelong learning and passion for education. The kindergarten curriculum combines the elements of a rounded education, including the basics of reading, writing and math, along with several specialty enrichment classes. Talented, caring teachers create an environment where the students learn, grow and develop a sense of belonging within a community. In kindergarten, the students participate in both individual and group activities to develop and refine their skills along with having time to explore play and creativity.

Language Arts

The Kindergarten language arts curriculum ensures beginning reading success with thorough development of oral language, phonemic awareness, phonics and blending skills, high frequency word recognition, vocabulary, and text-based comprehension. Grammar and writing skills are introduced and developed throughout the year. These components lead to the development of early reading fluency with the use of decodable text and leveled readers. Delightful literature, interactive resources, short videos, and songs fully engage the students in the learning process. The language arts curriculum aligns to the Common Core State Standards.

Math

The Kindergarten math curriculum ensures that students first develop a conceptual understanding, then learn procedural skills and develop fluency, and finally apply mathematical concepts in real-world situations. The units explored during the kindergarten year include

Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry. Students are actively engaged using real materials to discover and explore numbers to 20 and beyond, compose and decompose numbers to 20, addition, subtraction, measurement, classification of objects, positions, and two and three-dimensional shapes. The math curriculum aligns to the Common Core State Standards.

Bible

During Bible, the Kindergarten students listen to Bible stories from the Old and New Testaments. The students develop an understanding of several faith traits, introduced within the stories, helping to build character and values. Faith traits introduced include generosity, patience, responsibility, thankfulness, obedience, perseverance, loyalty, honesty, cooperation, self-discipline, compassion, kindness, forgiveness, empathy, joy and peace.

Science and Social Studies

Kindergarten students explore the units of life science, earth science, and physical science utilizing STEM and project-based learning activities. The students use their five senses to investigate and perform hands-on experiments in each unit. Topics of study include plants, animals, landforms, earth's resources, recycling, weather, seasons, matter, magnets, sink and float, and forces in motion. In social studies, the Kindergarten students explore the topics of self- image, holidays, Native Americans, Presidents, transportation, manners, our country and our community.

Other Programs

The Kindergarten students enjoy several specialty enrichment classes taught by experts in their respective fields. They participate in PE, music, art, computer, and library classes. The students attend and participate in a chapel service each week.

First Grade

Language Arts

First grade language arts utilizes Scott Foresman's *Common Core Reading Street Program* published by Pearson. With the employment of extensive online resources, students engage and participate in class-wide learning. The individual emphasis fosters further growth in personal expression and mastery of reading and writing skills. Focuses include: phonics, decoding, fluency, comprehension, vocabulary, spelling, writing, critical thinking and grammar. Additionally, with the implementation of the *Write from the Beginning* program, students will

further develop skills of written expression, grammar and spelling in a graduated format. This application of skills developed in both programs will encourage student growth and mastery.

Math

First grade math uses *McGraw-Hill My Math*, a curriculum with rigorous standards and mathematical practices, built for student's focus and coherence. Students will have a deeper experience with and understanding of mathematics. Students will stay motivated and engaged through online opportunities, the use of various manipulatives, guided practice and independent work. Students build their knowledge to answer important questions addressed at the top of each daily lesson. Focuses include: Numbers and Operations in Base Ten, Operations and Algebraic Thinking, Fractions, Measurement and Data and Geometry. Students will have a clear explanation of how the math practices and concepts are developed and they will build both mathematical and critical thinking skills to effectively master habits needed to succeed in future grade levels.

Science

First grade science adheres to the STEMscopes program, which follows the California Next Generation Science Standards (CA NGSS). The curriculum takes a 3-Dimensional approach including Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEPs) and Cross Cutting Concepts (CCCs). The Life Science exploration will include the study of Plants and Animals to include their structure, survival, variations and means of communication. The Physical Science segment will incorporate the investigation of the behavior of light. Earth and Space Science comprises observation of patterns in space and seasonal patterns. Students will learn to look for the connections between all concepts and content area. They will have hands-on experience in weekly science lab classes and take a field trip to the Los Angeles Zoo to enhance their study of plants and animals.

Social Studies

Houghton Mifflin is used in first grade, addressing the California Standards. The program includes economics, political science, geography, and history. The students will describe the rights and individual responsibilities of citizenship. They will compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places. They will know and understand the symbols, icons, and traditions of the United States. The students will compare and contrast everyday life in different times and places around the world. They will describe the human characteristics of familiar places and the varied backgrounds of American citizens. The students will understand basic economic concepts and the role of individual choice in a free-market economy.

Bible

First Grade attends weekly chapel. The meaning of the monthly Bible Verse is discussed throughout the month and recited by month's end. Students hear stories about God's involvement in their lives from the Old and New Testaments. Through these stories, they learn about Faith Traits, which are values for them to live by both at school and at home. Students address the Big Idea of a given lesson and reflect on its importance both in and out of the school community. An emphasis is placed on the day-to-day application of the Bible Verse of the month, the Faith Trait of the week and the Big Idea of the given lesson.

Second Grade

Language Arts

Second Grade uses the Scott Foresman *Reading Street Common Core* curriculum for language arts. Phonics, spelling, vocabulary, text-based comprehension, fluency and writing are integral parts of the program. Literary themes are presented with a balance of fiction and informational text. The writing lessons focus on informative, explanatory, argumentative and narrative writing practices, as well as poems and opinions. The goal is to have the students be actively engaged in learning and be effective communicators by speaking clearly, reading fluently, drawing conclusions and actively listening. They will also apply existing knowledge to generate new ideas through their writing.

Mathematics

Second Grade uses the McGraw-Hill *My Math* curriculum for math. The lessons cover operations and algebraic thinking, number and operations, measurement and data, and geometry. The lessons are designed to allow students to explore the concepts through the use of manipulatives, math vocabulary, critical thinking skills, and independent practice before assessing their understanding. The goal is to have students be actively engaged in learning by participating in lessons, asking questions, and demonstrating the ability to learn independently. They will also apply and demonstrate analytical thinking to solve problems.

Social Studies

Second Grade uses the Houghton Mifflin curriculum for social studies. The program incorporates history, geography, economics, citizenship and current events. Students explore map skills by mapping their school. Students are builders utilizing a creative process when they build and label a three-dimensional model of various landforms. They become masters of skills and concepts when they compare and contrast everyday life in different times and places and

examine causes and effects of historical events. Students also explore governmental institutions and practices.

Science

Second graders use STEMscopes to become masters of science skills and concepts through hands-on experiences. The scope and sequence covers physical, earth and life sciences with investigations and experiments. Some of the topics covered are mapping our world, forms of water on earth, properties and states of matter, changes from heat, quick and slow changes to land, effects of wind and water, what plants need, animal dependence and diversity of living things. The students are actively engaged in learning when they take field trips to the California Science Center and to Tree People. These trips enhance students' science studies.

Bible

The second grade learns through bible stories from the Old and New Testaments. Each week students are introduced to a faith trait that teaches faith-based character and values; for example, honesty and forgiveness. The bible stories help the students explore ways by which they can express their faith in daily life with family and friends. Students recite the monthly bible verse and pray daily. Each Friday, students participate in Chapel where they sing songs and learn more about the bible.

Third Grade

Language Arts

Third grade follows a rigorous curriculum. All core academic subjects maintain a researched scope and sequence, which is utilized throughout the elementary grades. In third grade the *Reading Street Common Core* language arts program focuses on reading, writing, grammar, spelling, and language development. The curriculum deepens the skills and concepts that were taught in previous grades. Each week focuses on specific skills and strategies, which promote students' development of language and writing.

Math

The McGraw Hill *My Math* curriculum follows common core standards, emphasizing hands-on learning and activities. Filled with rich vocabulary and opportunities for diverse thinking, students learn math in a way that is tailored to individual style. Each lesson provides levels of differentiation instruction and intervention resources to meet every student's learning needs. The following concepts are taught throughout the year: place value, multiplication, division, fractions, measurement, and area and perimeter.

Science

The STEMscopes Science curriculum accentuates hands-on exploration and three-dimensional learning. The Physical, Life, and Earth/Space units each begin with a “hook” to introduce the topic, and continue with multi-media presentations, science experiments, and journal writing. Some of the topics covered are electric and magnetic forces, survival of the fittest, environmental changes and effects, and weather/climate.

Social Studies

Scholastic News Magazine is used as part of the Social Studies curriculum as a way of discussing and critically thinking about current events. The Houghton Mifflin History-Social Studies curriculum focuses on early and present communities, moving west, governments (local, state, and national), and making economic choices. Students learn how to become responsible citizens through critical thinking discussions and interactive activities.

Bible

Bible is taught through the stories of the Old and New Testaments. Each week students work on a faith trait that helps to deepen Christian values. Students are able to demonstrate their understanding of biblical stories and how to become emergent children of God. Each Friday students participate in Chapel, in which students have opportunities to sing and further their understanding of the bible.

Fourth Grade

Math

Since the curriculum at Laurel Hall is Standards and General Learner Outcomes (GLOs) based, there is a strong congruence between concepts taught, academic standards, and the GLOs. In accordance with the school’s desire to meet or exceed current Standards, McGraw Hill’s *My Math* is the curriculum implemented in the 4th grade math program. The series offers thoroughness and intensity in three vital components of instruction; conceptual understanding, procedural skills and fluency, and real-world problem solving. Additionally, the program easily accommodates differentiated learning within each interactive lesson. Innovative digital presentations captivate and help students to engage in learning, making math enjoyable and successful for each individual. Collaboration and critical thinking, as well as effective communication, are part of the daily skills used during a math lesson.

My Math is aligned well with both the California State Standards (CSS) and Common Core State Standards (CCSS). Students in the 4th grade will learn the following skills: understanding place

value to the millions, adding and subtracting whole numbers, recognizing grade-level properties and rules, multiplying and dividing multi-digit numbers, identifying patterns and sequences, understanding fractions including equivalence and operations with both fractions and decimals, using customary and metric measurements and conversions, calculating perimeter and area, and basic geometry including classifying angles and naming shapes by their properties. The math curriculum in 4th grade effectively implements the required Standards and the aspired General Learner Outcomes at Laurel Hall that help students to be Effective Communicators, Masters of Skills and Concepts, Builders Utilizing a Creative Process, Responsible Citizens, Actively Engaged in Learning, Critical Thinkers, and Emergent People of God.

Language Arts

The language arts curriculum, similarly to all subjects taught, meets or exceeds the current Standards and is also implemented in alignment with the General Learner Outcomes at Laurel Hall. Language arts includes and supports reading, writing, and grammar skills. The reading and writing program in 4th grade uses the Scott Foresman *Reading Street* text and materials published by Pearson. Additional language grammar and mechanics practice is provided through the Loyola Press *Exercises in English* workbook. Each story studied in *Reading Street* centers on content connected to science and social studies concepts that captivate student interest and foster a deep knowledge base. *Reading Street* is designed to facilitate students in meeting the Standards through high quality and relevant topics, fostering their ability to dissect and understand text complexity while enhancing writing skills. A focus on concepts and language ensures that students grasp the foundation necessary for phonemic awareness, phonics, fluency, vocabulary, and text-based comprehension on the learning continuum.

Specific Standards-based skills acquired in 4th grade language arts include a focus on literature, informational text, foundational skills, writing, speaking and listening, and language development. Students will gain an ability to analyze text and draw meaning and inferences with understanding, know the major differences in various genres, write narratives with story elements and descriptive details, opinion pieces with supportive facts, and informative/explanatory text to examine a topic and convey information clearly. Students will also effectively engage in collaboration and discussions that involve both listening to others and presenting knowledge and ideas. Additionally, students learn appropriate language mechanics and grammar skills that facilitate effective communication in both writing and speaking. The skills introduced in the Pearson and Loyola Press curricula blend explicitly with the General Learner Outcomes, particularly in creating Effective Communicators, Masters of Skills and Concepts, Builders Utilizing a Creative Process, Responsible Citizens, Actively Engaged in Learning, and Critical Thinkers.

Social Studies

The social studies curriculum at Laurel Hall meets or exceeds the current California Standards and is aligned with the General Learner Outcomes. The Social Studies program at Laurel Hall uses the California edition of the Houghton and Mifflin textbook. It is supplemented with Scholastic's *Weekly Reader* for current topics. The text stresses map skills, Pre-Columbian Settlements and People, Exploration and Colonization, the Gold Rush and its impact on the increasing population expansion, local and state government, and modern changes in California.

Specific Standards are met by integrating Language Arts and Vocabulary Development. The students are taught study skills and learn how to analyze text, as well as different types of graphics. They are taught how to interpret historical events and to summarize them. They become proficient at putting events in historical context. Students are able to recognize the outcome of events in early California history and see their impact on current events. They are taught research skills and how to differentiate between primary and secondary sources. The curriculum reaches all learners and helps students to increase their ability to be Effective Communicators, Masters of Skills and Concepts, Builders Utilizing the Creative Process, Actively Engage in Learning, and finally Critical Thinkers who are able to be Responsible Citizens of the State and ultimately the Country.

Science

The science curriculum used by Laurel Hall meets the current Standards and is closely aligned with the General Learner Outcomes. The Science program at Laurel Hall uses the STEMscopes curriculum, which is an online inquiry-based curriculum, which stresses a hands-on approach to the different scopes as required by the Next Generation Science Standards for California Schools. The students attend an active weekly Science Lab followed up by text, video and discussion in the classroom. Due to its online component, the curriculum is kept current. The program is designed to offer opportunities for differentiated learning styles, helping students to learn collaboration and critical thinking skills. Students learn to make observations, effectively communicate their ideas, and predict outcomes based on the activities they have undertaken in the lab.

Standards specifically addressed are the interaction of energy (potential and kinetic), renewable and nonrenewable resources and how currents work in the energy transfer. Students learn rock patterns and plate tectonics, which help them, explain how the land in California has changed over time and the natural phenomena, which continue to impact our state. Students also learn the actions and the nature of waves that change our coastlines. Finally, students also learn basic plant and animal anatomy and the ways they interact. This is all done through the

exploration of different facets of the scopes covered. The curriculum effectively implements the General Learner Outcomes to help the students become Builders Utilizing a Creative Process, Masters of Skills and Concepts, Actively Engaged in Learning, Effective Communicators of their ideas, Critical Thinkers, Responsible Citizens and Emergent People of God as they investigate the intricate world we live in each day.

Bible

The Christian Education curriculum content is in alignment with the General Learner Outcomes, and promotes students becoming Emergent People of God. Christ serves as the foundation of Christian Education classes, and Witness is the curriculum used in 4th grade. Students learn to think critically and communicate about the Scripture, to have faith in God, and to connect with others through service. Throughout the curriculum, students learn how to witness to others as responsible citizens and to be leaders connected to the larger community of God's creation. The curriculum also includes opportunities for students to be involved in school chapels as part of the praise team and to present the message for the school. Additionally, students attend chapel once a week and learn the importance of making decisions based on moral and ethical considerations.

Fifth Grade

Laurel Hall's fifth grade program provides an engaging, exciting learning environment for the students that integrates the curriculum, incorporates technology and utilizes multiple learning styles while making the subject matter relevant. In addition to learning and exploring language arts, math, science and social studies, students are equally immersed in music, arts, sports and other programs. Laurel Hall elementary faculty is caring and experienced, and provides the students a place to learn, grow and belong.

Language Arts

Laurel Hall incorporates the most current techniques in language arts instruction through a literature-based curriculum. Comprehension, grammar, vocabulary, spelling and writing development are stressed in the fifth grades. Literary themes are presented and studied in these grades using classic and contemporary novels that nurture the love to read. The major objective of the elementary program is to engage students' imaginations through carefully planned, sequential lessons and to create a meaningful and integrated language experience for students. Modeling, analysis, guided practice, and discussion aid students in developing

foundational skills for reading and writing more complex text, allowing them to develop a deeper knowledge of the subject content.

Math

The mathematics curriculum promotes effective teaching, assessment, and the use of resources to reach all the learners in the class. The lessons are rich in the use of manipulatives, math vocabulary, critical thinking, and problem-solving skills. Number & Operations in Base Ten including Place Value, Multiplying & Dividing Whole Numbers, and Adding, Subtracting, Multiplying & Dividing Decimals; Operations & Algebraic Thinking with Expressions & Patterns; Adding, Subtracting, Multiplying & Dividing Fractions; Measurement & Data; and Geometry are covered in fifth grade. Students develop a conceptual understanding through investigation, modeling, and collaborative conversation. They learn procedural skills and develop fluency through multiple examples and fluency practice. They apply mathematical concepts in real-world situations utilizing high order thinking. In addition, students have access to innovative digital tools including online manipulatives, animations, personal tutors, games and downloadable apps.

Social Studies

Our Social Studies curriculum includes the history, geography, economics, civics, and citizenship of the United States. It Incorporates map skills, comparing and contrasting everyday life in different times and places, causes and effects of historical events, governmental institutions and practices. The social studies curriculum is integrated to allow students to connect with history through both individual and cooperative learning opportunities where they express their points of view, debate, give speeches and compose a wide variety of written works. In fifth grade, history comes to life as they research and become experts on the original Thirteen Colonies. Students recreate the Supreme Court during the time of President Jackson and the Indian Removal Act. Students become a historical figure and share their life at our Historical American Living Wax Museum. In addition, the fifth grade travels to the Tall Ships program in Dana Point where history comes alive as students experience the life of an 1830's sailor.

Science

Hands-on science learning and developing critical thinking skills are the objectives of the science program. The scope and sequence for fifth grade covers physical, earth and life sciences with investigation and experimentation. Topics covered include matter, organisms, ecosystems, energy, earth's systems, the human footprint, gravity, earth's rotation, and objects in the sky. STEMscopes provides a positive classroom culture that establishes a cooperative learning environment. This environment integrates technology with age-appropriate hands on activities connecting student learning to the world outside the classroom. Students engage in

scientific and engineering practices. They develop their skills in observing, asking questions, collecting and analyzing data, and drawing and communicating reasonable conclusions. Students qualitatively and quantitatively analyze data and explain its meaning. They learn to effectively state a claim, cite appropriate evidence, and connect the evidence to the claim using reasoning. In addition, fifth grade students spend three days at AstroCamp, supporting and enhancing their science studies.

Bible

The fifth grade bible curriculum, *Learn from the Bible to Live the Good News*, allows students to witness God's action in the world. The major focus in fifth grade is to provide a connection between the bible stories and faith traits with the lives of the students. Students reflect on their lives and give back to their school community by volunteering at the Early Childhood Center. Fifth grade students are challenged to apply God's word through faith and service.

Other Programs

Physical education, music, art, and computer classes are included in each grade level. We encourage our students to fully explore their varied individual interests.

Middle School

Language Arts

Laurel Hall's middle school language arts curriculum provides a comprehensive focus on literary analysis, the fundamentals of grammatical structure, vocabulary building skills, and strengthening writing structure and voice.

Sixth grade covers a detailed explanation of the main parts of speech and proper sentence structure in addition to a thorough focus on response to literature and creative writing. The beginning stages of research paper writing are also examined, with particular attention to finding trustworthy sources and organizing information. Membean, a self-paced, online vocabulary program is used to help build solid vocabulary skills for greater reading comprehension and for elevating writing. Student work portfolios will be maintained throughout the school year, allowing students the opportunity to track progress, reflect upon strengths, and improve on weaknesses. The sixth grade also covers a large poetry unit and reads a novel written in verse. Culminating activities include a Dickens feast to coincide with reading Charles Dickens' *A Christmas Carol* and a Greek Festival to compliment reading William Shakespeare's *A Midsummer Night's Dream*.

Seventh grade language arts explore a more advanced level of grammatical and sentence structure and a more comprehensive focus on literary analysis through in-class novels. Writing projects include persuasive, compare/contrast, and narrative writings that are tied to the in-class reading, and weekly current event activities allow students to consider varied sources and improve reading comprehension and vocabulary skills. Research paper writing is further examined with a concentration on proper MLA formatting of works cited pages and parenthetical citations. Membean continues to aid in building strong vocabulary skills for reading and writing in seventh grade, and student work is saved in the classroom in student-accessible files for reflection and improvement. A student-led Renaissance festival culminates *Romeo and Juliet*, allowing students to fully experience the setting of the Shakespearean play.

The eighth grade language arts curriculum ties together the skills and knowledge gained in both sixth and seventh grade in order to help students reach the next level of instruction to best prepare for the academic rigors of high school. All grammatical principles are reviewed before more advanced concepts are introduced. In addition to the self-paced Membean program, students will also use a Sadlier-Oxford vocabulary workshop workbook, complete with challenging exercises that move students through a new 20-word unit every two weeks. This is not only helpful to gain more advanced writing skills and reading comprehension, but also to raise scores on the High School Placement Test (HSPT) that many students take in eighth grade. The eighth grade writing program focuses primarily on structured, formal, 5-paragraph essay writing to prepare students for high school, but also includes many creative writing opportunities as well. All major writing assignments are tied to the in-class literature, strengthening literary analysis skills. A full research paper on William Shakespeare concludes the in-class reading of his play, *The Taming of the Shrew*.

Math

Sixth grade math focuses on 4 key areas: (1) using concepts of ratio, rate and percent to solve problems; (2) completing students' understanding of division of fractions and extending the concept of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Students will do explorative activities on paper with manipulatives and on the computer as they move from concrete thinking to more abstract thinking. Students will work collaboratively and individually. Opportunities for advanced learning and practice will be available. Students will be

responsible for keeping an interactive notebook where they will record notes and summaries in their own words of what they have learned.

The seventh and eighth grade math program at Laurel Hall allows students to recognize and appreciate the vital role mathematics plays in the real world. Using common core standards, the school offers programs in Pre-Algebra and Algebra in the 7th and 8th grades respectively. Laurel Hall strives to make mathematics accessible to every student whether remedial or advanced. Information is given both visually and audibly; in addition to teachers teaching, there is peer tutoring, cooperative group learning, student explanation, and time provided for one-on-one help. Hands-on experiences, real life situations, and interactive activities are also present in the classroom.

Science

6th Grade Science

In this class, Laurel Hall Sixth Graders will study a wide variety of concepts pertaining to Earth Science. Students will primarily focus on the basics of geology, astronomy and meteorology, as they gain a greater understanding of things such as landforms, mapping, minerals, the rock cycle, seafloor spreading, plate tectonics, earthquakes, volcanoes, the Earth's atmosphere and the solar system. Students will practice applying the process of Scientific Inquiry as they take a more hands-on approach to developing critical thinking skills and learning through labs, class activities and other assignments. There will be multiple opportunities to make relevant connections between the scientific concepts that are learned in the classroom and the same concepts that are applied by real scientists in everyday life throughout the world. Exams, lab reports and completed homework assignments will comprise the majority of the assessments/grading in this class.

7th Grade Science

Seventh grade science explores fundamental life science concepts. Laurel Hall students study living matter in all its forms, such as microorganisms, plants, animals and human beings. The major purpose of this course is to provide students with science concepts and ideas that build upon the Science Standards. An emphasis on investigation and experimentation in addition to incorporating the NGSS (Next Generation Science Standards) will help students make connections across the four domains of science including Physical Science, Life Science, Earth and Space Science, and Engineering Design. Seventh grade Laurel Hall students will focus on the basics of cell structure and function, genetics, bacteria, viruses, human body systems, natural resources, biomes, and ecosystems. Students will practice applying the process of Scientific

Inquiry as they take a hands-on approach to learning through labs and class activities. There will be opportunities to make relevant connections between the scientific concepts that are learned in the classroom and the same concepts that are applied by scientists in everyday life throughout the world. Laurel Hall students will have the opportunity to practice group work and perform labs through fieldwork and field trips.

7th Grade Health

Seventh grade health focuses on the changing dynamics of the teen years. Laurel Hall students will examine strategies and learn skills to promote mental, emotional, social and physical well being. Students will demonstrate the ability to use interpersonal communication skills to reinforce healthy decisions and to avoid risky behavior. Students will focus on topics such as conflict resolution, violence prevention, relationships and skills for a healthy life, nutrition, and body image. Students will have the opportunity to work both independently and in groups.

8th Grade Science

Eighth grade science explores fundamental physical science concepts including physics, chemistry, and astronomy. Laurel Hall students will primarily focus on the basics of chemistry and physics as they gain a greater understanding of things such as states of matter, elements and the Periodic Table, atoms, chemical reactions, magnetism, forces and Newton's Laws of Motion. Students will practice applying the process of Scientific Inquiry as they take a hands-on approach to learning through classroom activities. There will be opportunities to make relevant connections between scientific concepts learned in the classroom and "real life" applications throughout the world. Laurel Hall students will practice what they have learned by performing labs, working in groups with peers, and attending field trips.

History

Grade six students study World History and Geography and Ancient Civilizations. Grade seven students study World History and Geography: Medieval and Early Modern Times. Grade eight students study United States History and Geography: Growth and Conflict.

History students learn close analytical reading skills, and apply historical and social studies analysis skills, along with the requisite intellectual reasoning and critical thinking skills that enable them to distinguish fact from opinion; evaluate the credibility of primary and secondary sources; differentiate between essential, verifiable and relevant information vs. incidental, unverifiable and irrelevant information in a text. Students also learn to draw logical conclusions based on that information and to articulate the inter-relationships and interdependency

between major events. Furthermore, students learn to pose research-based questions at appropriate depths of knowledge to discover the historical context, perspectives and writer's point of view. Students are able to read and interpret timelines and a variety of maps that feature physical and cultural geography, historical migration, disintegration of empires and the growth of economic systems.

Bible

In the Middle School religious education program, students navigate through the complexities of a twenty-first century world using Christian values of love of neighbor, service and social justice. Students learn that differences can be a strength in building a community without divisiveness.

Sixth grade focuses on the individual and creating a strong spiritual foundation to prepare students for the shrinking world in which we now live. Concepts of social/emotional learning and exploration of self are interwoven with a fostering of a strong relationship with God. Learners discover that their uniqueness does not separate them but highlights how their piece of the spiritual puzzle is an important part of God's plan.

Seventh grade expands on the self and how to contribute gifts and talents in a community, whether that community is Laurel Hall, Los Angeles, California or planet earth. Students look at events from the past and dissect the roles of upstander, bystander, and perpetrator in the group dynamic. Analysis of Biblical events, such as God working through Moses to prepare the Israelites as a community to enter the Promised Land, encourages students to explore community dynamic. The Holocaust is examined from different perspectives, as students discuss the real-life decisions that were made and the effect those decisions have on today's world. The civil rights movement is studied and discussed from the perspective of, "Who is my neighbor?" Critical thinking is applied as students relate the past to the present.

Eighth grade prepares the students for their role as young Christians in a world after graduation. Using stimuli such as ethical/moral dilemma scenarios, discussion of current events, role-playing, and the effects of media, students scrutinize character development. Discussion of choices, while in a safe environment, teaches students to listen and respectfully agree or disagree as they consider life after Laurel Hall.

ENRICHMENT PROGRAMS

Elementary Resource Program – Kindergarten through Fifth Grade

The Elementary Resource Program is intended to provide academic support for elementary classroom teachers and students. The Resource Specialist provides teachers with specific strategies and adjustments to the curriculum for students who have varied learning styles.

The program also serves as an extension of the classroom, strengthening and building skills and confidence through small group instruction. Teachers refer the students that have specific skills that need to be addressed and/or need ongoing instruction and practice in Language Arts. The pullout program, with small groups of 1-5 students, meets once or twice a week for 40-minute classes during the school day. Alternative methods and techniques for reinforcing the skills needed to succeed in the classroom are offered. Pre-assessments are given to determine the language arts skills to be taught. Continual monitoring through to the post-assessment phase ensures that the individuals' instructional needs have been met.

The lessons and activities actively engage the students and are aligned with our general learner outcomes. Kindergarten through Second Grade lessons concentrate on phonics/spelling patterns, reading fluency, oral and written comprehension, sentence writing, and critical thinking skills. Third through Fifth Grade lessons center on content reading and comprehension, vocabulary, spelling patterns, grammar, writing, and critical thinking skills.

TK-Eighth Art Program

At the beginning of each class, Laurel Hall students will see, displayed on the white board, vocabulary related to the lesson they will learn in the duration of the assignment. Students will also see a display of Laurel Hall's General Learner Outcomes and California State Standards for Visual Arts. The objectives are explained during the introductory section of the assignment. In this way, students begin to understand both expectations as well as class concepts.

Each assignment is developed from Principles and Elements of Art. TK-2nd grade learn the basic meaning of the assignments, which is based on one of the elements or principles. Students will also become familiar with an artist and an art technique through verbal discussion and practice. 3rd-4th grades are introduced to the elements and principles in extension. Students are given vocabulary words to learn to apply to class discussion and written reflection. Additionally, students understand the expectation of applying the topic (art element or principle) to their

artwork. 5th and 6th grades are presented with more information and expectations. These students are given more information about art form, type, time frame, artists and techniques. Students are expected to accurately and fluidly articulate such topics during class discussions and class critique and artist reflection of individual artworks composed.

Based on the level of each student, especially in middle school, lesson plans are adapted to students' artistic accomplishment needs. For students' success in both composing art and meeting class expectations and requirements, lessons plans can be varied or modified in ways to fit individual students. 7th and 8th grade students have the opportunity to choose media and compose from a variety of types of materials and art representations which include but will not be limited to Dada, Impressionism, Cubism, etc. Based on the abilities and confidence students have gained from prior knowledge and application, they may freely experiment with different art forms to find and build a style of their own.

Each assignment will be assessed in sections such as: how well was the assignment executed (all the directions followed thoroughly and everything required is included), how well the composition is presented (time and effort are exhibited), and verbal and/or written reflection (artist statement). Sections will change or vary depending on assignment requirements. There will be rubrics generated that reflects both California State Standards for Visual Arts and Laurel Hall's General Learner Outcomes.

TK-First Music Program

The TK music program is centered on short form song. We explore songs vocally by playing basic Orff instruments and through games and imaginative play. Picture books and various technologies are incorporated into lessons as well. The TK class has two performances throughout the school year. At this age level focus is placed more on the process rather than the end product. The TK class has their first performance at Christmas time within their familiar classroom environment for their families. During the spring, they participate in a larger concert with both Kindergarten and First Grade classes. This second performance is in a larger venue and for a larger audience. They perform songs on their own as a class and join the upper grades for group songs. Throughout the school year they have various combined classes with Kindergarten and/or First Grades. These classes are organized as performance practice for their peers to cultivate confidence and ownership of their product as well obtaining praise and positive critique from students in upper grades.

The Kindergarten music program continues to explore song vocally, with Orff instruments, games, written word and technology. Kindergarteners have their first major on-stage performance in December open to family and friends as well as the Laurel Hall student body. This concert is comprised of songs in many different disciplines. Students perform a cappella, with piano accompaniment and Orff instruments, using body percussion and non-musical props, and they have individual speaking parts. Kindergarteners begin to learn to recognize instruments by sight and aurally in addition to learning how they are organized as “families”. Throughout the second half of the year, Kindergarten classes have hands-on lessons with at least one instrument from each of the four musical families. Through these lessons each child will learn to make sounds on a variety of instruments regardless of previous exposure. Kindergarten classes learn basic music vocabulary and begin to learn simple music notation.

The First Grade music program focuses on being able to sing and perform instruments at a level a step up from the TK and K programs. This is to establish a foundation for success within the upcoming curricula at the school. First Grade music explores more difficult and longer pieces of music within class study and in their school performances. First Grade is able to recognize all of the major instruments aurally and by sight and can group them into the four musical families. First grade students are also able to articulate how and where instruments are used within modern day music and in past history. First Grade can identify the size of an ensemble from a solo artist through a nonet. Students continue to build their musical vocabulary through their class performance and professional performance study. They are able to identify line and space notes within the treble clef and they begin to work on bass clef. Students are also exposed to and perform on various instruments within the four musical families throughout the year.

2nd & 3rd Grade Music

Laurel Hall second and third grade students attend music class twice a week. All classes are taught from the Orff perspective. The Orff environment is a comfortable environment that allows for mistakes and promotes creativity. In the Orff approach “all concepts are learned by doing”. Some of the instruments used by students include xylophones, metallophones, glockenspiels, drums, pitched and unpitched percussion instruments and, in third grade, recorder. They play games such as Mallet Madness, Recorder Karate, Recorder Baseball and the Line and Space Game to help learn to read and play music. Students learn to sing, chant, clap, dance, pat and snap fingers along to melodies and rhythms. Performance opportunities include the 2nd Grade Thanksgiving Feast, chapel programs and the 2nd -5th Grade Christmas Concert. The third grade presents its own musical each spring.

Expectations for Second Grade

1. To develop relaxation and freedom when responding to differences in rhythm, meter, form, tempo, dynamics, pitch and melody.
2. To develop a feeling of pulse.
3. To develop rhythmic stability and a feeling for ensemble.
4. To develop rhythmic independence in speaking, clapping and playing rhythm patterns.
5. To develop the ability to understand rhythmic and melodic notation.
6. To develop the ability to sing with an expanding vocal range, pleasing tone and good intonation.
7. To develop the ability to play Orff instruments easily, with a good mallet technique.
8. To develop an appreciation for music from many cultures and styles.
9. To develop the ability to identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.

Expectations for Third Grade

In addition to a continuing effort to fulfill on a more advanced level the basic objectives for 2nd Grade, the children in 3rd Grade will:

1. Develop increased rhythmic independence and rhythmic memory through experience with the rhythmic canon.
2. Develop their music reading skills by learning to play the recorder.
3. Develop responsiveness to the expressive qualities of the recorder through:
 - a) Learning to produce a good tone.
 - b) Learning to play expressively.
 - c) Developing musical imagination – the ability to improvise in the pentatonic, major and minor scales

In 2nd Grade, students are assessed by playing musical games that help measure a specific skill. In a creative art such as music, the students are more relaxed if they think they are just playing a game and a much more accurate picture of their skill level is revealed. Games such as Mallet Madness and the Line and Space Game include group participation and components where they respond individually. Students love these games and have no idea that they are being assessed!

3rd Grade students play assessment games such as Recorder Baseball and Mallet Madness. Both games have group and individual components. They are also tested individually for their recorder belts in Recorder Karate. On the days that testing occurs, students who are not testing

are busy doing music theory worksheets which help to assess if they are understanding the new musical concepts they are learning.

In both 2nd & 3rd Grade, the curriculum and performances reflect all areas of our General Learner Outcomes. As students make music, they become effective communicators and collaborators. They are constantly mastering new skills by actively engaging in a very creative process. They are responsible citizens contributing their time, effort and talents. Finally, as Laurel Hall students sing in chapel or in concerts, they are emergent people of God sharing their faith through their music.

Strings Program

Laurel Hall offers an exciting strings program teaching violin, viola, and cello. For the first three years (grades 3-5) students are taught out of *Essential Elements for Strings*, books one and two. It teaches them the fundamentals of reading music in their own clef along with the technique of playing in first position. Each student plays individually in class, which helps build their confidence, and ultimately prepares them for the two concerts they perform throughout the year. Fifth grade is also introduced to easy orchestra arrangements.

Middle School is introduced to music theory, ear training, music history, and extended techniques on their instruments (i.e. shifting positions). They work on various scales and etudes along with string orchestral pieces. They perform both classical and holiday music for their December concert and perform classical and pop music for their spring concert. They also participate in a two-day instrumental concert tour in May, performing at various schools and retirement homes.

Handbell Program

Fourth & Fifth Grade Bells

Because Laurel Hall School is associated with Emmanuel Lutheran Church, it has the unique opportunity to use the church's handbells, resulting in a thriving handbell program as part of the Fine Arts Rotation. The 4th & 5th Grade Beginning Bells meets twice a week and the Middle School Bells meets three times a week. Both groups have many performance opportunities including chapel and concerts. The Middle School Bells also has the chance to perform for other schools and retirement homes on a two-day tour each spring.

Handbell curriculum is based on the book *Basic Training for Handbells*. This collection introduces the essential skills needed for ringing handbells and handchimes, presenting rote exercises for the ringers to drill each new skill. Music throughout the book includes hymn arrangements, classical transcriptions and original pieces. The music provides all ringers the opportunity to put each newly learned technique into practice.

Expectations: Fourth & Fifth Beginning Bells

By the end of the year, students should be able to comfortably sight-read beginning bell (Level 1 & 2) music in the treble and bass clef. They should be familiar with and able to perform different bell techniques such as thumb damps, martellato, shakes, let vibrate and plucks. They should be able to ring and damp together as a group.



Expectations: Middle School Bells

In addition to a continuing effort to fulfill, on a more advanced level, the objectives of Beginning Bells, the students in Middle School Bells will:

- * Learn to play intermediate to advanced Level 3 – 5 music.
- * Ring and perform many different styles of music.
- * Learn advanced bell techniques such as Shelly Ringing and 4 in Hand.
- * Play all 5 octaves of bells and hand chimes

Band Program

The Laurel Hall Band is a performance-based program that provides 4th through 8th grade students the opportunity to learn to play woodwind, brass and percussion instruments.

Students participate in two performing ensembles - the Elementary School Band (4th and 5th Grade) and the Middle School Band (6th-8th Grade). The ensembles perform throughout the year at school concerts, Homecoming, pep rallies, and other school assemblies, as well as the annual Band Tour in the spring.

Program Philosophy - Building a Strong Foundation for Lifelong Learning

In its curriculum and in all of its activities, the Laurel Hall Band Program is guided by the following beliefs:

- The most effective learning is driven by a sense of curiosity.
- Instrumental music is a collaborative and inclusive activity that encourages cooperation and helps develop listening skills.
- Excellence breeds enthusiasm. Good music making creates a sense of pride in a job well done.
- Optimal musical performance involves the body in a state of balance and relaxation.

In learning to play their instruments, students develop habits of focus and self-discipline that will serve them well in all future pursuits, musical or otherwise. Concert opportunities instill confidence and give students the valuable experience of performing in front of a live audience.

Curriculum and Sequence

The Laurel Hall Band Program follows a five-year development arc. Though some students join the program in later years, the most effective sequence involves participation from the 4th grade on.

Fourth Grade

Students are taught the basics of assembly and maintenance of their instruments. The first half of the school year covers rudimentary tone production and mastery of the first 5 or 6 notes of the Bb concert scale. Percussionists are taught basic stick control and the maintenance of a steady rhythmic pulse. The Winter Concert features the performance of simple melodies, usually folk tunes played in unison.

The second half of the school year introduces arrangements that require part independence and rhythms involving eighth notes. Wind players begin to extend their range on their respective instruments. Rehearsals are geared towards a performance at the Spring Concert.

Fifth Grade

The second year involves a deeper exploration of tone production with an emphasis on improved breath control for wind players. The chromatic scale is introduced and hand positions

are refined for woodwind players. Percussionists learn to play syncopated rhythms and are expected to execute a controlled drum roll. Performances include the Winter and Spring Concerts. Practice logs are required for all 4th and 5th graders.

Middle School (Grades 6 - 8)

Public performance of repertoire is the primary driver for expanding a student's skillset on his or her instrument. Tailored musical arrangements allow the instructor to address specific skills that students may be having difficulties with, like rhythm issues or group intonation problems. In general, students are expected to read 16th note subdivisions and execute phrases involving more sophisticated syncopation and articulation patterns. Greater tone control is expressed through dynamic contrast. Drummers are required to perform on a variety of percussion instruments, including the timpani and marimba.

At the Middle School level, progress is largely dependent on individual initiative and desire. Serious musicians are encouraged to pursue private instruction. All students are expected to budget an appropriate amount of time in their daily schedule for individual practice and for successful execution of the concert literature.

Outreach - The Importance of the Concert Experience

The Laurel Hall School is committed to sharing the talents of its students with the greater Los Angeles community. Live performance not only affords students the opportunity to play "for real", it allows them to share their musical accomplishments with others. Through partnerships with local institutions like the Solheim Lutheran Home, the Laurel Hall Band plays concerts locally for appreciative audiences.

Guitar

In guitar class students study music through the guitar and prepare songs for at least two concerts. At the beginning of the year students learn to tune and through exercises, they learn their way around the fretboard. Simple exercises help strengthen fingers and develop the ear. As the exercises become more complex, students learn power chords, open chords and a sense of rhythm through strumming patterns. Guitar students also learn the basics of music theory through scales, chords and musical notation sight-reading examples. Closer to the Christmas concert, students prepare two pieces of music, a classical composition and a traditional Christmas tune for the concert. After the Christmas concert, students continue to learn new scales and chords, develop improvisation skills and build on their understanding of guitar

fundamentals. In the spring, there are several concerts so the students prepare new songs; one classical, one blues, and as many rock songs as they can learn.

Project Lab

Project Lab is for all 6th, 7th and 8th grade students. The lab time is designed to give more “hands-on” time to students based on what they are learning in their math, history, English and Bible classes. There is a separate team for hands-on science activities. Students will also enhance their learning experience at Laurel Hall with projects based on our EMBRACE philosophy and, at the same time, focus on community issues around it. For example, last year and this year, the school community has the NOHO WEST construction in its backyard. In Project Lab, students will learn about the relationship between retail, office and housing in one community. Two other important components of their learning are kindness and self. Many of the projects will be experienced by all grade levels, however, the Laurel Hall traditional large projects continue by grade level: 6th grade Greek Festival, 7th Grade Renaissance Festival and the 8th Grade Diversity Project.

Journalism

In the 7th and 8th grade Journalism class, students will learn the language of journalism as they study reporting, interviewing and fact-gathering techniques. They will study responsibility and understand the importance of facts as well as accuracy in reporting. The class will put out a monthly school newspaper, *The Stinger*, to all students in 4th through 8th grades. As time allows, the class will also self-publish a magazine and partake in some broadcast news making. *The Stinger* will be published by the students, who will also learn layout, the importance of photos and illustrations and, of course, the 5 Ws and H (Who, What, Where, When, Why and How).

Dance

Laurel Hall offers an artistic-based elective that explores various styles of dance and genres of music through movement and emotion. The goal is to create an environment that promotes and encourages students to work together as a team to encourage creative expression, discussion and discipline through dance. For ages 5 and above, after assessing students’ individual dance abilities, they will be taught ability appropriate dance moves in Jazz, Hip-hop,

and Cultural Dance. Students can choreograph their own routines in groups and perform for their peers. This exercise gives them the ability to learn time management, provides satisfaction in a job well done and stimulates their growth.

Associated Student Body (ASB)

Middle school students have the opportunity to participate in school government by running for an elected position on the Associated Student Body. Laurel Hall's ASB strives to represent the interests and goals of the entire student body. Campaigning and elections are held at the beginning of the school year. The group is comprised of four officer positions (7th and 8th graders are eligible for these), a homeroom representative for each class, and one "at-large" position for each grade level. ASB is responsible for choosing chapel charities and planning and executing activities that align with our kindness mission. ASB also runs the snack shack at middle school nutrition. 60% of snack shack proceeds go to the designated chapel charity each trimester and the remainder is used for kindness projects and middle school dances. Any amount left over is given back to the school to help complete beautification projects. Each year, ASB participants have the opportunity to grow as leaders, bring awareness to issues they care about, and help create a community that is connected to each other and to the world.



FACULTY DATA

It takes a highly educated, enthusiastic and compassionate teacher to guide a student's future.

Laurel Hall has a long tradition of low teacher turnover. The average length of employment for teachers and teaching assistants at Laurel Hall is over 14.5 years. In addition, 25% of our teaching staff has been with Laurel Hall for over 20 years. The longevity and low-turnover have contributed to the sense of community here at Laurel Hall.

For the 2017-2018 school year, the teaching staff of Laurel Hall School is made up of eight men and 34 women. Of these 42, two are alumni of LHS and eight are members of Emmanuel Lutheran Church. There are five full-time instructional assistants in kindergarten and first grade classrooms. The lunch and lunch recess supervision staff consist of four staff members, two of whom are full-time employees with responsibilities in other departments of the school as well, and two are part-time employees. Instructional assistants are responsible for the lunch and recess supervision of their classrooms. Elementary teachers supervise their students during the morning break. Middle school teachers supervise students during their morning break on a rotating schedule.

Teachers are involved with the children not only in the classroom, but also during athletics and other school activities (i.e., Homecoming, middle school dances, performances, etc.). The teachers take great pride in those quiet teaching moments that occur every single day, from a child's classroom discovery to a casual conversation in the lunch line.

The faculty is caring, talented, and committed to their profession and to each of their students. Together with administration and the curriculum coordinator, teachers plan academic and social programs for each student and for the classroom as a whole.

Teachers and students work together in an exciting learning environment, one marked by caring, inquiry, and a strong sense of community. It is our commitment that children feel cared for and, in turn, they learn to care about others. As a result, children feel safe and encouraged to inquire about their world: free to ask questions, to craft unexpected solutions, to build knowledge, and to discover new passions.

43% of the teaching staff holds a master's degree. In addition, though it is not required for private schools, all but four of the core subject teachers have a credential, and of those, 3 are working on completing their credential.

Gender Breakdown

Male – 8
Female – 34

ELC Members - 8

Alumni - 2

Employment Status

Full Time Employees - 37
Part Time Employees - 5

Teacher Education Levels

High School Degree - 4
Associate's Degree - 1
Working on Bachelor's Degree - 1
Bachelor's Degree - 16
Working on Master's Degree - 1
Master's Degree - 18

Ethnicity

White/Non-Hispanic 37
African American/Black 2
Hispanic 3

Credential – 23
Working on Credential – 3
No Credential – 16



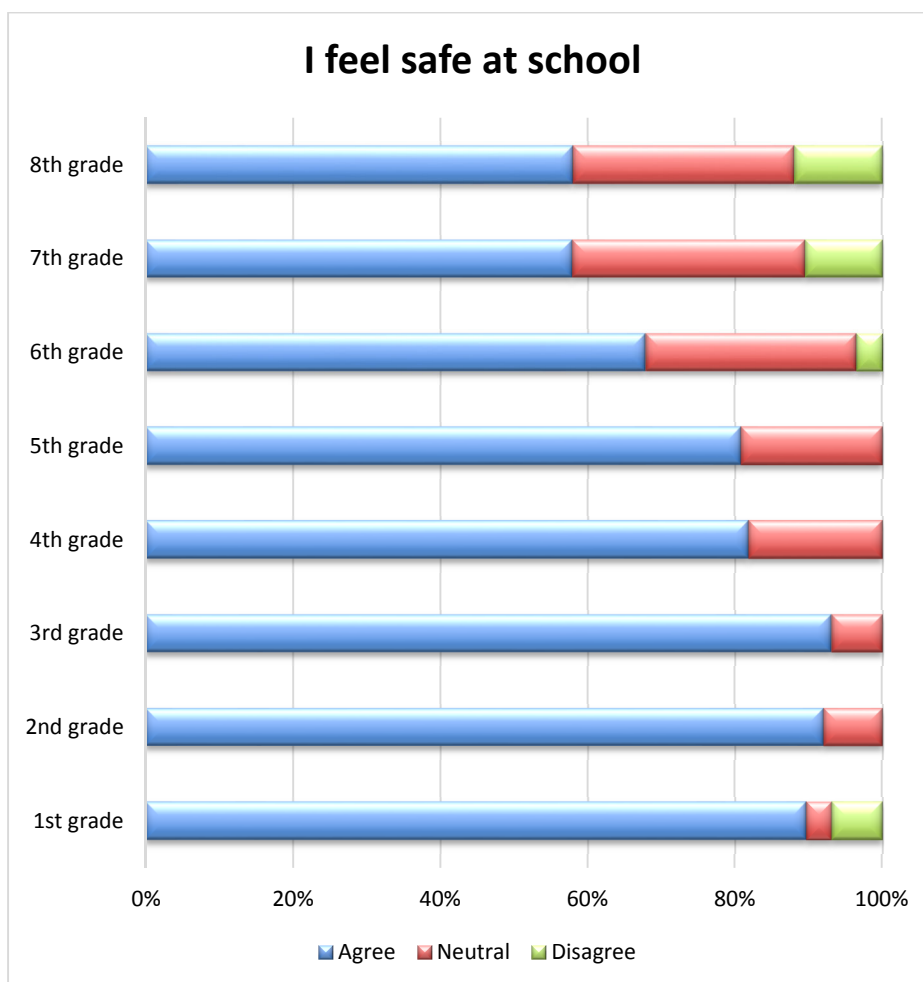
STUDENT PERCEPTION DATA

Laurel Hall uses two different procedures for collecting student perception data, the first of which is a student interview with the curriculum coordinator. A sampling of students was interviewed following a random selection of class sessions to identify their perceptions of the lessons. All students were able to describe the lesson, and all but three students could describe something new that they had just learned. When asked if something they just learned could be applied to their life or other classes in the future, 86% responded “yes” and were able to elaborate. When asked how well they understood what was expected during the lesson, 83% responded that they understood the expectations well, while 17% stated they “sort of” or “did not” understand the expectations. Students were asked which of the GLOs were reflected in their lesson. The top three GLOs were for Actively Engaged in Learning and Critical Thinkers (85%) and for Responsible Citizens (77%).

The second method for acquiring student perception data involves year-end student perception surveys. Before surveys are administered, the questions are reviewed for relevancy, clear wording, and bias in order to obtain the most beneficial information to affect necessary changes in all aspects of the learning community. Kindergarten through eighth grade complete the surveys; however, the kindergarten survey is completed with teacher guidance and is less comprehensive to be age appropriate, and eighth grade completes additional questions based on the fact they are matriculating to high school at the end of the year. The data below shows survey results for two of the most essential questions, while full survey results can be found in the appendices.

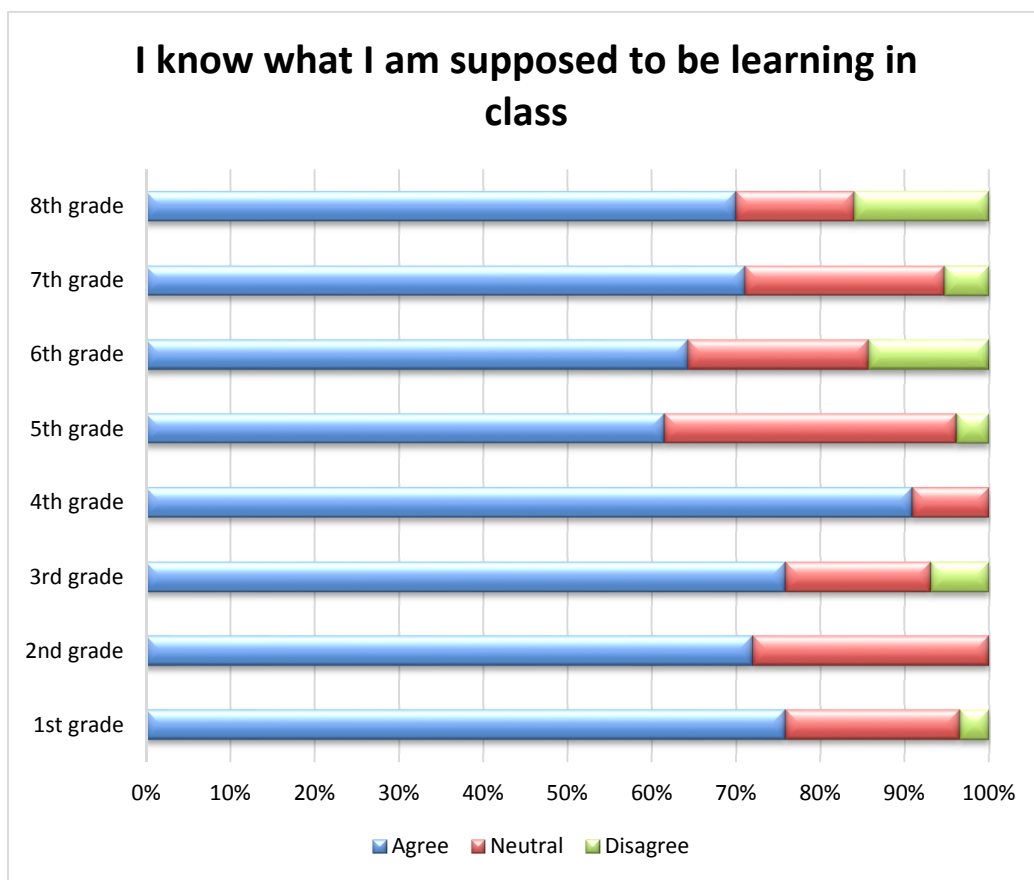
The results of the essential question shown below prompted the focus of the Principal’s Advisory Council to concentrate on peer mediation and learning how to more meaningfully listen to peers.

Grade	I feel safe		
	Agree	Neutral	Disagree
1st grade	26	1	2
2nd grade	23	2	0
3rd grade	27	2	0
4th grade	18	4	0
5th grade	21	5	0
6th grade	19	8	1
7th grade	22	12	4
8th grade	29	15	6



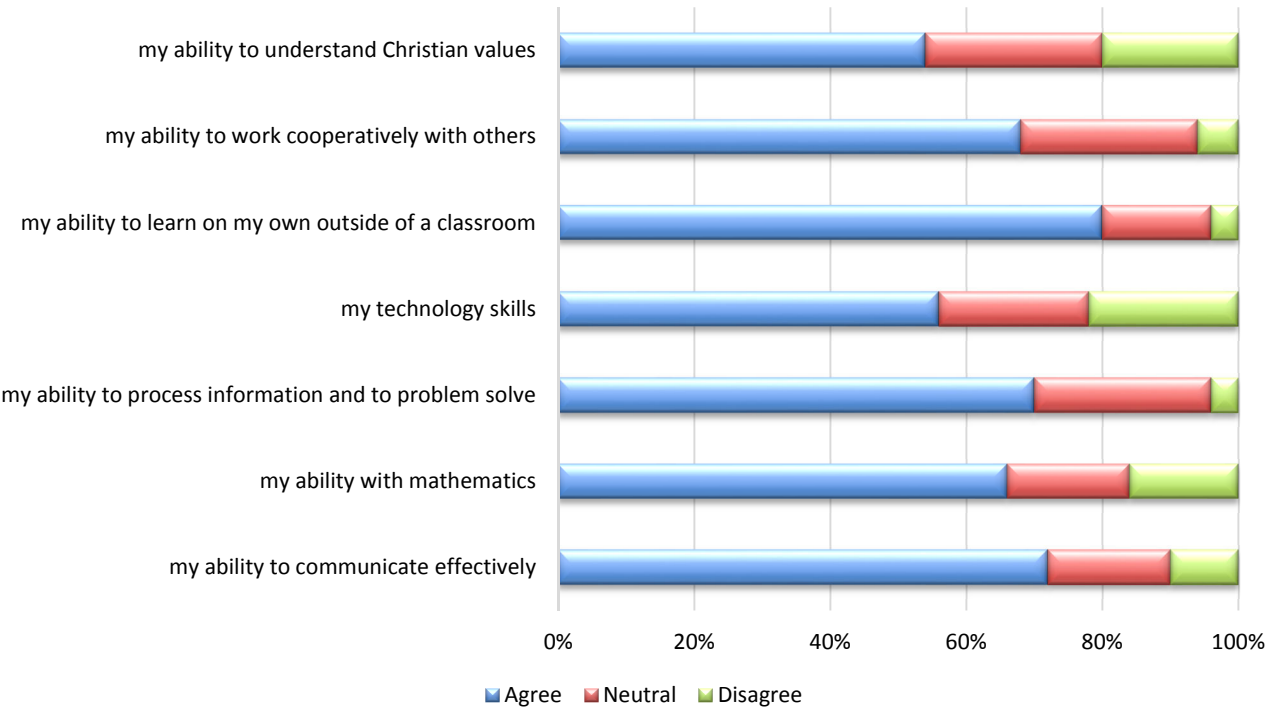
The results of the essential question shown below prompted a school-wide decision whereby all instructional staff is expected to more consistently post daily learning objectives and communicate the correlation of the lesson to the GLOs.

Grade	I know what I am supposed to be learning in my classes			Total
	Agree	Neutral	Disagree	
1st grade	22	6	1	29
2nd grade	18	7	0	25
3rd grade	22	5	2	29
4th grade	20	2	0	22
5th grade	16	9	1	26
6th grade	18	6	4	28
7th grade	27	9	2	38
8th grade	35	7	8	50



I feel ready for high school in reference to:	Agree	Neutral	Disagree
my ability to communicate effectively	36	9	5
my ability with mathematics	33	9	8
my ability to process information and to problem solve	35	13	2
my technology skills	28	11	11
my ability to learn on my own outside of a classroom	40	8	2
my ability to work cooperatively with others	34	13	3
my ability to understand Christian values	27	13	10
Total students surveyed: 50			

I feel ready for high school in reference to:



CHAPTER II

PROGRESS REPORT

Contributors

Jay Guidetti

Barbara Hitchcock

Suzanne Bergstrom

Heidi Moore

Patrice Lisy

Tammy Stradiotto



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.

One of the main components of the 2015-2018 school wide action plan was to strengthen church and school/community connections. Laurel Hall and Emmanuel Lutheran Church have experienced significant changes in leadership since the 2013 Full Study and the 2016 Mid-cycle Report and visit.

The long-standing senior pastor retired in 2012 and an interim senior pastor was appointed by the Synod to fill the role from July 2012 to June 2014. Without a new interim pastor available, the Pastor of Youth and Family Ministry, Pastor Tricia Lowe, was asked to assume the responsibilities until a new senior pastor could be called and approved. A new senior pastor was called in June 2015; however, the congregation did not approve the call and the elected call committee continued its work. In September 2015, a new interim pastor was appointed to continue the interim process and co-pastor with Pastor Lowe for the ensuing year or until a new senior pastor was called and approved. After another arduous yearlong process, a new senior pastor, Marty Hancer, accepted the call to lead the ministry at Emmanuel Lutheran Church in July 2016. Pastor Marty fully embraced Laurel Hall as an important ministry. His passionate involvement was the impetus for a strong connection between church and school.

In addition to the significant changes in the organizational structure of Emmanuel Lutheran Church, the principal of 20 years became terminally ill and passed away in March 2016. The vice principal assumed the role of interim principal while Emmanuel Lutheran Church created a search committee comprised of stakeholders from all areas of the organization to find and hire a new principal for Laurel Hall School. The senior pastor and interim principal shared the same vision for creating an integrated community and ministry. In July of 2017, Principal Jay Guidetti was hired to assume the position of principal for the school. He has continued to help build stronger connections between the church and school.

The senior pastor's notable presence and engagement in the daily life of the school, including numerous school community events, has had a positive impact on all stakeholders.

The school committee, under the leadership of the church council, is advisory in nature and influential in setting the overall vision of Laurel Hall School. The school committee, which is comprised of teachers, parents, administration, church members, and the senior pastor, meets quarterly to allow for open discussion of needs among the stakeholders. This collective dialogue has enabled a stronger, healthier relationship with the PTO, allowed for the reinstatement of the Associated Student Body, and established the Principal's Advisory Council. It has also helped

the Church Council create a written visioning document that defines the council's visions, goals, and actions for all ministries of Emmanuel Lutheran Church.

In September 2017, Laurel Hall hired Admissions and Communications Coordinator, Meaghan Malone. The coordinator's primary role is to build a robust admissions program and oversee the redevelopment of the school website. Website content has been updated, and the dissemination of the weekly school communication, *The Buzz*, has been redesigned to include images easily accessible on multiple devices. Updating the school brochure and video, and revamping the admissions portal are currently in process.

A human resources (HR) position was created and filled in August 2015 but has since been vacated as of July 2018. Church leadership is exploring alternative ways to deliver HR services, outlined in the current action plan in chapter 5.

Following the 2013 Full Study, Laurel Hall has made significant strides in the development of a K-8 STEAM program. During the summer of 2014, the library was converted into a project lab to be used across all grade levels for project-based learning. The Project Lab is used for collaboration, critical thinking and problem solving. Through Project Based Learning, students in grades 2-8 are challenged to solve problems in science, technology, engineering, the arts, and mathematics (STEAM). In the Project Lab, classroom curriculum is extended through activities, which inspire creativity and innovation in Laurel Hall students, while providing a deeper understanding of subject matter. Since this program is based on critical thinking and problem solving, it aligns with Common Core Standards. To facilitate this new program, the positions of project lab Coordinator and STEAM Coordinator were created and filled by current instructional staff members. In 2016, both positions merged into one. The Project Lab Coordinator became responsible for developing a collaborative partnership with teachers and empowering them to bring the STEAM program into their classrooms. In January 2016, implementation of STEMscopes became an integral component of the STEAM program, ensuring that all grades aligned with the Next Generation Science Standards (NGSS).

While Laurel Hall staff has always had the opportunity to participate in professional development opportunities, it has always been on an individual and voluntary basis. In 2017, more systematic professional development was implemented through collaborative dialogue between administration and instructional staff, the goal being to create more meaningful, targeted, and comprehensive professional development. This plan is ongoing and evolving.

In 2018, the school completed implementation of a K-8 McGraw-Hill/Glencoe math curriculum. The curriculum is comprehensive in its scope and sequence across all grade levels. The language

arts curriculum was also reevaluated, and Pearson Reading Street was chosen to replace the existing curriculum for K-5. It was phased in between 2015-2017. To further strengthen the writing component of the new curriculum, all K-5 instructors implemented a new supplemental writing program in 2018, *Write from the Beginning*, under the guidance of one of our kindergarten teachers. Middle School English curriculum was updated in fall of 2016, including a new online component. Demand for a foreign language program remained high, and in September 2018, middle school students were offered Rosetta Stone. It is completely individualized in pace and choice of studied language. Membean is a self-paced, online vocabulary program that was introduced in the 2014-2015 school year for grade 6-8. Its purpose and function is to build vocabulary skills for more advanced writing and to help prepare for standardized testing, such as MAP and the HSPT. In addition to the aforementioned STEMscopes, McGraw-Hill's iScience is a middle school interdisciplinary, interactive approach to bring greater engagement to the science program. It was implemented as a pilot program in 2017 for seventh grade and added to the sixth and eighth grade curriculum in fall of 2018.

In an effort to streamline and update school wide communication, Office365 was launched in 2015 for all staff and students. Laurel Hall also migrated from the Edline learning management system to Rediker's PlusPortals. All phases of the wireless plan have been completed. Due to the high degree of success of piloting iPads in the K-2 classrooms, the technology was extended into 3-5 classrooms. In addition, each middle school classroom received 4 Chromebooks and tech tubs to secure them. Across grade levels, older computer towers were replaced with Chromeboxes, and currently we have three carts that house 20-30 Chromebooks each, which are available for student use. Laurel Hall continues to explore the one-to-one initiative.

With regard to campus and facilities, all items on the action plan are either completed or in process. In addition, Laurel Hall identified and addressed several safety upgrades:

- Reconfiguration of fencing with privacy screening
- Safety gates with panic bars
- Numbered gates
- Removal of parking lot fence for visibility and carline flow
- Security buzzer entrance to front office
- Increased visibility entering and exiting campus
- Contracted with Securitas Security Services
- Expanded security presence at events
- Resurfaced track, resealed asphalt in play areas, reggraded and re-sodded field
- Upgraded filter systems for HVAC and added filtration units in all classrooms and offices
- Installed two outdoor air quality monitors

- Video surveillance system throughout campus
- Added Lock Blok© devices to doors in the two-story building
- Digital signage and greater visibility of school name and address

To keep stakeholders informed about the NoHo West project, email updates are sent to school families as needed. The traffic study was also commissioned and completed during the 2016-2017 school year.

The organizational budgetary and strategic plan was instituted in June 2017 to address tuition strategies, financial strategies, and initiatives. This includes the annual review and revision of financial policies and procedures.

The Admissions and Communications position (created in September 2017) and Outreach Coordinator position (created in October 2018) have been filled with the goal of increasing enrollment.

CHAPTER III

SUMMARY OF PROFILE DATA AND PROGRESS

Contributors

Suzanne Bergstrom
Heidi Moore
Jay Guidetti
Barbara Hitchcock



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.**

BACKGROUND

There have been dramatic changes to the Laurel Hall, ECC, and ELC community over the last six years. The organization was without a senior pastor for much longer than anticipated due to the availability of pastors seeking calls. In 2016, Pastor Marty Hancer accepted the unanimous call to Emmanuel Lutheran Church. He immediately began unifying the ministries of the church and created open dialogue within the community. In March 2017, Pastor Marty Hancer was diagnosed with cancer and subsequently passed away at the beginning of October 2017. While his time with the organization was brief, he left a lasting change in perspective and reinvigorated the community's sense of purpose with regard to the students' connection to being responsible citizens and emergent people of God. However, the lack of a senior pastor is again a top priority for the organization. In the intervening time period, there is a substitute pastor while the ELCA Synod establishes an Interim Pastor for Emmanuel and its ministries. The Interim Pastor will guide the community through the call process.

In addition to gaining and subsequently losing our senior pastor, the large commercial property adjacent to Laurel Hall School was sold to the development company Merlone Geier. They unveiled their plan to rework the property into a mixed-use format, with living, office, and commercial space. School governance looked at the NoHo West project as an opportunity to increase visibility and enrollment. However, the project has also caused stress within the school community. Parking and pick-up/drop-off procedures had to be reconfigured, which led to the perception of losing a sense of community because parents were no longer able to chat with one another on campus before and after school. Concerns about air quality were also raised. Laurel Hall addressed this concern by installing air quality monitors on campus. Merlone Geier worked closely with church representatives to curtail the negative impact of the large-scale construction. However, although very few existing families chose not to re-enroll due to the project, the loss of possible new enrollees cannot be calculated. As the project moves closer to

its date of completion, Laurel Hall stakeholders look forward to the proximity of new businesses and families.

MID-CYCLE COMMITTEE RECOMMENDATIONS

Governance and administrative processes were the focal point in the recommendations of the 2013 visiting committee. Laurel Hall's action plan moving forward after the 2013 self-study reflected the need to establish stronger infrastructure. Key components of this included a human resources position, clear job descriptions, communication of a clear hierarchy, and updating technology community-wide. By the mid-cycle report in 2015, the majority of the 2013 committee's recommendations were in place. Two of the four committee members of the 2013 team, including the chair, made up the mid-cycle committee. The three recommendations the mid-cycle committee made were:

1. The School Committee, administration, teaching staff, and ASB should work to decrease the student and parent perception of bullying as an ongoing problem.

Laurel Hall does not have the empirical data to prove the perception of bullying has changed. However, the assistant principal is directly involved in handling behavioral incidences. Her thoughts are as follows:

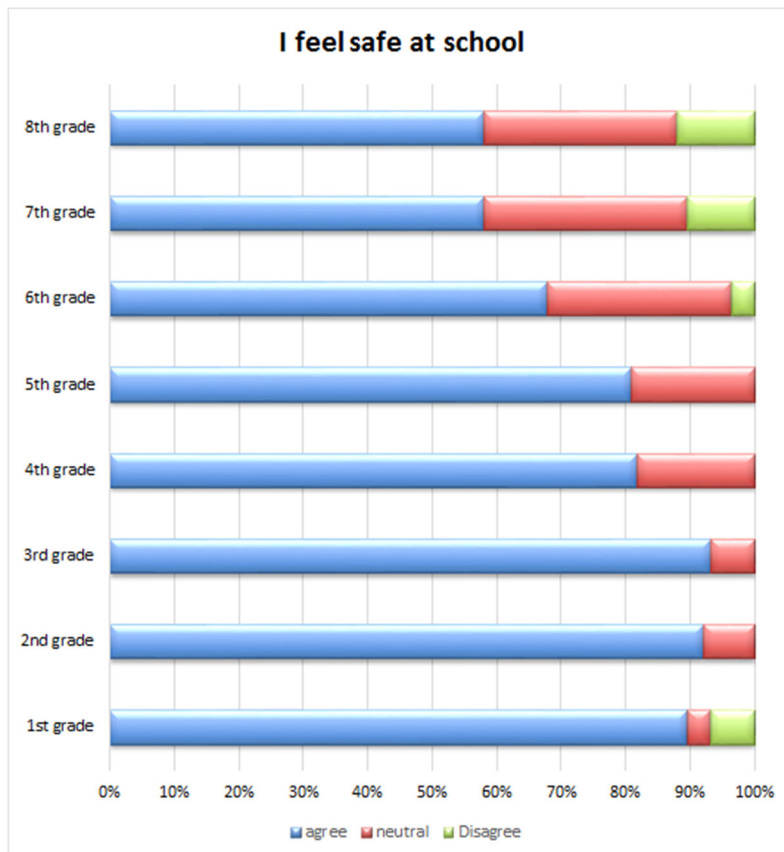
"The continued discussion regarding the on-going kindness mission/initiative at LHS by all groups and in classrooms has created continued discussion about what it means to be kind and what kind and caring behavior looks like. In discussions with students that have been referred to the school office due to inappropriate behavior the conversation nearly always turns towards kindness and what it means to be kind and build a kind community. The focus on building relationships with one another across the grade levels through mentoring and by students participating in opportunities such as peer mediation has helped to build a perception of a school that is kind and is taking strides to move away from bullying.

Middle school students have been observed coming to the aide of elementary students, as well as peers, in an effort to help out in a difficult situation such as someone falling down and dropping all of their items. When unkind behavior does occur, one-on-one meetings with students, parents, teachers and staff often reveal hurt feelings, unkind words, and occasionally physical or verbal altercations. Rarely do these situations indicate true bullying. Unfortunately, the word bullying often is used by students, parents and faculty to describe an unkind behavior or an unkind situation rather than behavior that is truly of a bullying nature. It is hard to

measure these conversations in a way that quantifies whether a situation is bullying or not. In my view, there has been very little true bullying at Laurel Hall.

On a recent admissions tour, the 8th grade student that serves as the ASB President, voluntarily shared with the prospective parent group that bullying does not occur at Laurel Hall. She expanded on her thought by adding that when there is a concern, students take steps to communicate about the issue so that it can be resolved to the satisfaction of all parties. This school year, a group of middle school students has been trained in peer mediation, which has aided in successful student-to-student communication. Additionally, the Laurel Hall faculty has had training and there is planned on-going training in restorative justice practices that complement the peer mediation efforts and the Responsive Classroom training that the faculty participated in during the 2017-2018 school year. The school's efforts to educate the entire community the last few years on bullying has helped to clarify what is and what is not bullying. Due to these efforts, the perception of bullying at LHS has lowered in the last few years."

Below is the student perception data that is collected through end-of-the-year surveys that all students take concerning their perception of safety while at school. Safety is a broad term and can encompass more than relationships with their peers. However, the data from their responses to this statement is a valid way to gauge schoolwide student perceptions.



The chart shows an obvious increase in the number of students that disagree or are neutral to the statement, “I am safe at Laurel Hall,” in the upper grades. This may directly correlate to their stage of cognitive development. However, it indicates that Laurel Hall needs to maintain a deliberate focus on all aspects of student safety, especially social-emotional safety.

4-8th graders are asked to respond to the more specific statement, “Students at Laurel Hall treat me with respect,” regarding how they perceive their peers’ actions. Please see the appendices for the complete data. On average 48% of 4-8th graders agree or strongly agree with the statement. 29% are neutral and 24% disagree or strongly disagree. Again, the percentage that disagrees with the statement indicates Laurel Hall must remain focused on its kindness mission and create a plan to promote positive peer interaction.

2. Parents and students do not indicate consistent awareness or thorough familiarity with EMBRACE (GLOs).

From meeting with the Parent Focus Group, it became evident that they knew their children were meeting the standards established in Laurel Hall’s GLOs and used the terms *effective communicators, critical thinkers. etc.*, but they did not connect them to the acronym EMBRACE. A brief explanation of the acronym, along with EMBRACE is in the parent/student handbook. It is also available on the website, as is a downloadable PDF of the fully articulated GLOs. The EMBRACE posters and GLOs are visible in all classrooms. However, Laurel Hall is not reaching all parents with these methods of communication. On the 2017-2018 Parent Survey 56.5% of parents indicated they were not aware of the GLOs – EMBRACE. However, after being able to download the chart and review it, 56% of parents indicated that they understood the Laurel Hall GLOs – EMBRACE. On the 2017-2018 Student Surveys (1st-8th grades) 65.9% of students indicated they understood the GLOs.

Other ways to communicate the meaning of EMBRACE and the GLOs have been discussed and the following ideas stem from those discussions:

- Focus on one of the letters of EMBRACE each week in classroom weekly newsletters, the Buzz, and school website
- Discuss EMBRACE and articulated GLOs at PTO meetings
- Have students create artwork and/or posters that have the students put the meaning of EMBRACE in their own words
- Create individual charts in age-appropriate phrasing and have students decide which learner outcome connects to the lesson.
- Post objectives for lessons that correlate or use language directly from the GLOs

Individual teachers and grade levels have instituted one or more of the above ideas in the 2017-2018 school year. The 2018-2019 Parent and Student Surveys will help determine if the ideas introduced this current school year are effective methods for educating parents and students about the GLOs – EMBRACE.

3. The Church Council should seek out revenue sources to raise teaching staff salaries, and scale information should also be made available.

Enrollment has a direct impact on the Church Council's ability to offer raises to teaching staff. Laurel Hall has been unable to replace the large outgoing 8th grade classes with comparable incoming kindergarten classes. The addition of a communications/admissions position and an outreach position show Emmanuel Lutheran Church's commitment to its ministries. Enrolling more students will afford the council the necessary monies needed to increase all teaching staff pay. In the meantime, Laurel Hall administration brought a salary proposal for teaching staff to the interim controller for presentation to the Church Finance Committee. Creating new teacher total compensation scales is part of Laurel Hall's current action plan, with the goal of making significant progress in creating a relevant and usable chart by September 2019.

Significant Changes that Impact Prior WASC Goals

A human resources (HR) position was created and filled in August 2015, which fulfilled a recommendation made by the 2013 visiting committee. However, it was vacated as of July 2018. Church leadership is exploring alternative ways to deliver HR services, outlined in the current action plan in chapter 5.

Job descriptions exist and are available to all staff on the Shared Drive of the school's network. However, they are in need of updating. Needs and timeline for completion are part of the current Action Plan.

A clear organizational chart, available to all stakeholders, is still needed. Making it available to everyone will improve understanding of school governance and clearly define lines of authority. Creation of an up-to-date chart is on Laurel Hall's current action plan with an expected date of March 2019.

Critical Learner Needs

Through much discussion, analysis of data, and results from chapter 4 of the self-study, it is evident that there are three main critical learner needs at Laurel Hall. Laurel Hall has identified **writing skills**, **math skills**, and **targeted teacher collaboration** as areas of need.

The elementary school has implemented a writing program called *Write From the Beginning* to help all K-5 students strengthen writing skills and structure. Since the program was first utilized at the start of the 2017 school year, there has not been enough time to determine the effects and results of the new curriculum. This is an ongoing critical learner need that will require time to develop and will be reassessed annually through writing samples that elementary teachers will submit to the curriculum coordinator in order to track progress. It is determined that teachers need more guidance in ensuring that all students are ready for the next grade level by the end of the school year and that all elementary students are well-prepared for the rigors of middle school writing expectations. It is a hope that *Write From the Beginning* will be a consistent and structured program to help reach this goal.

Laurel Hall's math MAP scores meet the norm but are lower than reading scores across the board in grades K-8. During an all-staff meeting in November of 2018, teachers collectively discussed and analyzed the MAP data and determined that math is an area of need due to these lower scores. Teachers express concern that students do not have enough practice with number sense such as math facts in addition, subtraction, and multiplication, and this is undoubtedly affecting the math scores. Consistent and meaningful math fact practice is a necessary foundation so that students can effectively work on more advanced math concepts and material. A new math curriculum was implemented in grades K-8, with grades K-2 being the last to receive the new instructional material. Much like the new writing curriculum, not enough time has passed since the program's inception in order to determine if there are any positive or negative changes in the overall math MAP scores. This will continue to be an ongoing critical learner need as well, and scores will be evaluated annually to track progress.

Through much discussion with the teaching staff and administration, it is evident that Laurel Hall needs to employ a more structured, consistent, and targeted teacher collaboration time. Teaching staff expresses concern that there is not enough communication between teachers of all grades, particularly those who are directly above and below, in order for all students to be adequately prepared for the next step in their educational careers. Teachers also express that they would like targeted collaboration time built into their schedules for more meaningful use. More effective collaboration time, greater focus on vertical articulation, and more frequent communication will aid in raising MAP scores as well. It will allow teachers time to analyze MAP

data, construct effective plans to address areas of need, and provide opportunities to more frequently assess progress between grade levels.

NWEA MAP Analysis

Laurel Hall uses NWEA MAP testing to help isolate areas of need and strength and to further guide instruction in math and English. MAP testing has been utilized since the 2012-2013 school year, and students are tested three times a year (fall, spring, and winter). Since its inception, MAP testing has taken place in the Technology Lab with a proctor, and homeroom teachers have, at times, been present to help oversee the process. For the 2018-2019 school year, MAP testing is still administered by a proctor; however, middle school students now test in their homeroom class with their homeroom teacher present, while elementary students still test in the Tech Lab. All homeroom teachers are also taking more time to discuss the purpose of MAP testing with students this year so that they feel more invested and understand how it can help them to succeed academically.

Spring 2017 RIT Means compared to Spring 2018 RIT Means:

Based on Mean Grade Level Scores

Using 2015 Norms adjusted for weeks of instruction

Reading 2016-2017

2017-2018

Grade	Spr Score Norm	Actual-Spr2017	Met	Spr Score Norm	Actual-Spr 2018	Met
1	175.7	190.8	Yes	177.5	186.1	Yes
2	187.4	194.3	Yes	188.7	201.1	Yes
3	197.9	207.8	Yes	198.6	201.1	Yes
4	205.3	209.9	Yes	205.9	216.4	Yes
5	211.2	220	Yes	211.8	215.5	Yes
6	215.3	220.6	Yes	215.8	218.7	Yes
7	217.8	220.9	Yes	218.2	223.7	Yes
8	219.8	227.4	Yes	220.1	222.6	Yes

Math

Grade	Spr Score Norm	Actual-Spr2017	Met	Spr Score Norm	Actual-Spr 2018	Met
1	178.6	187.2	Yes	180.8	186.1	Yes
2	190.3	197.8	Yes	192.1	204.6	Yes
3	201.7	202.8	Yes	203.4	199.7	No
4	211.9	206.5	No	213.5	212.7	No
5	220	217.5	No	221.4	215.1	No
6	224.2	224.5	Yes	225.3	226.3	Yes
7	227.8	227.2	No	228.6	230	Yes
8	230.4	236.9	Yes	230.9	231.3	Yes

Fall 2016 RIT Means compared to Fall 2017 RIT Means:

Based on Mean Grade Level Scores

Using 2015 Norms adjusted for weeks of instruction

Reading 2016-2017

2017-2018

Grade	Fall Score Norm	Actual-Fall 2016	Met	Fall Score Norm	Actual-Fall 2017	Met
1	159.9	170	Yes	160.7	168.4	Yes
2	174	184	Yes	174.7	194	Yes
3	187.7	199.5	Yes	188.3	197.3	Yes
4	197.7	203.9	Yes	198.2	208.6	Yes
5	205.4	212.3	Yes	205.7	212	Yes
6	210.7	217.4	Yes	211	219.4	Yes
7	214.3	220.1	Yes	214.4	221	Yes
8	217.1	225.6	Yes	217.2	223	Yes

Math

Grade	Fall Score Norm	Actual-Fall 2016	Met	Fall Score Norm	Actual-Fall 2017	Met
1	161.6	172.9	Yes	162.4	168	Yes
2	176.2	185.6	Yes	176.9	194.6	Yes
3	189.9	193.2	Yes	190.4	192.3	Yes
4	201.5	202.1	Yes	201.9	204.8	Yes
5	211.1	212.3	Yes	211.4	210	No
6	217.3	219.5	Yes	217.6	219.1	Yes
7	222.4	222.2	No	222.6	223.5	Yes
8	226.1	233.5	Yes	226.3	227.6	Yes

Over the course of the last 6 years of MAP testing, Laurel Hall has noticed a trend whereby the spring scores are significantly lower than the fall test results. Through careful analysis and all-staff discussions regarding MAP results, various explanations for this actuality have come to light. It is evident that the largest surge of growth in test results is in the first-grade due to students learning to read and being exposed to so much new material. However, teachers explain that older students feel more burned out for the spring test and might not have the same serious mind for it, since it falls so close to the end of the year, and they have already had two previous MAP testing sessions. The 8th grade winter MAP scores are also particularly low, possibly due to the high school application process and the standardized tests that they must take for admission. Teachers also stress that students must have the necessary practice, specifically in math, in order to do well on MAP testing. Lower school students need more repetition in math facts. The best way to address this issue is currently under review. The introduction to Common Core material might also be an explanation as to why math scores are lower than they should be, due to a shift in the academic language of the new material. However, there has not been enough time to determine if this might be affecting testing.

Fall 2017 RIT Means compared to Fall 2018 RIT Means:

Based on Mean Grade Level Scores

Using 2015 Norms adjusted for weeks of instruction

Reading 2017-2018

2018-2019

Grade	Fall Score Norm	Actual-Fall 2017	Met	Fall Score Norm	Actual-Fall 2018	Met
1	160.7	168.4	Yes	160.7	177.3	Yes
2	174.7	194	Yes	174.7	189.6	Yes
3	188.3	197.3	Yes	188.3	202.9	Yes
4	198.2	208.6	Yes	198.2	203.3	Yes
5	205.7	212	Yes	205.7	215.8	Yes
6	211	219.4	Yes	211	217.6	Yes
7	214.4	221	Yes	214.4	222.5	Yes
8	217.2	223	Yes	217.2	225.2	Yes

Math

Grade	Fall Score Norm	Actual-Fall 2017	Met	Fall Score Norm	Actual-Fall 2018	Met
1	162.4	168	Yes	162.4	176.3	Yes
2	176.9	194.6	Yes	176.9	188.7	Yes
3	190.4	192.3	Yes	190.4	197.5	Yes
4	201.9	204.8	Yes	201.99	202.5	Yes
5	211.4	210	No	211.4	214.3	Yes
6	217.6	219.1	Yes	217.6	218.8	Yes
7	222.6	223.5	Yes	222.6	226.4	Yes
8	226.3	227.6	Yes	226.3	232.8	Yes

There is an obvious increase in test results across the board for the fall 2018-2019; however, teachers are not entirely sure of the cause. Many teachers feel that it has been a significant help for students to test in their homeroom class this year with homeroom teachers who stress the importance of the testing process, such that it brings about a greater sense of motivation and thoughtfulness. There is a greater sense of responsibility on the part of the students to do well now that the test is presented and administered more comprehensively. Many other teachers wonder if high fall test results are simply indicative of fall testing, since it is the first session of the year. Now that Laurel Hall has the same K-8 math curriculum, teachers also wonder how long it will take to see more growth in that area, if at all. It has been suggested that perhaps it is more beneficial to test twice a year, either in the fall and winter or fall and spring, so that students are not as overwhelmed and are able to take the process more seriously. In general, Laurel Hall's MAP test results meet the norm, except for the spring math scores in grades 3-5 and 7. They also do not meet the Blue Ribbon norm, which is a possible future goal of Laurel Hall. Overall, MAP testing is very effective in helping to guide instruction

when carefully observed and used properly. Laurel Hall continues to monitor MAP testing progress and periodically reassesses how it can be used in the most effective ways possible.

IMPORTANT QUESTIONS

- How can Laurel Hall best inform parents and students of the harassment policy set in the Parent/Student Handbook and enforce said policy in incidences shown to break with the policy?
- Are the newly implemented ways of communicating the Laurel Hall General Learner Outcomes effective in regard to parent and student understanding?
- How does teacher pay affect student learning?
- Should MAP testing be changed to twice a year, instead of three times a year?

CHAPTER IV

SELF-STUDY FINDINGS



Chapter IV: Self-Study Findings

Category A: Organization for Student Learning

Contributors (see appendices)

Focus Group A

Parent Group

ASB Student Group

A1. School Purpose Criterion

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

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

Indicators with Prompts

Beliefs and Philosophy

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

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

Findings	Supporting Evidence
<p>The Emmanuel Lutheran Church Mission Statement, “Welcoming all people, Emmanuel Lutheran Church and schools love, teach, and serve through Christ,” is the foundation for Christian learning and teaching of school-wide beliefs and philosophies outlined in the General Learner Outcomes (EMBRACE) of Laurel Hall School.</p> <p>As a Christian school, students follow the Church Mission Statement in learning to become emergent people of God. Throughout grades TK-8th, students are involved in Bible classes, daily recitations of the monthly Bible verse, and a weekly Chapel service. These experiences work to instill and substantiate a feeling of community and fellowship. Parents cite a strong sense of community as a major factor in their choice of Laurel Hall as the school for their children. Prospective parents can view the Laurel Hall Website, which espouses the school’s vision for the spiritual development of students.</p> <p>Middle school’s associated student body (ASB) works to</p>	<ul style="list-style-type: none"> • Emmanuel Lutheran Church mission statement • General Learner Outcomes (EMBRACE) • Required community service • Community service Opportunities listed in weekly BUZZ Newsletter • Community service form with instructions on school website • Community service bulletin board • Weekly chapel service • Monthly Bible verse calendar • ASB charitable fundraising & contributions • Parent surveys • Laurel Hall website

promote responsible citizenship through organizing schoolwide campaigns and charitable drives, which provides opportunities for the community to demonstrate acts of kindness. Additionally, students in grades 6-8 are required to complete community service projects that teach young people the value of serving others through the example of Christ, helping them to become responsible citizens.

Purpose, Schoolwide Learner Outcomes, and Profile Data

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

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

Findings	Supporting Evidence
Laurel Hall is a tuition-based school. 89% of the families have an income of 100k or more. All students are fluent in English. These are indicators of the academic expectations of our community. As such, our school purpose and GLOs effectively reflect these expectations.	<ul style="list-style-type: none"> • MAP testing data • Parent surveys • Student & staff surveys • High school prep course • High school acceptance • 21st Century Skills assessment • NETS-S • School and community profile • Goal performance action plans • Field trip evaluation Forms • PlusPortals • Files in Curriculum Coordinator's office
Laurel Hall School curriculum and extra-curricular activities are based on the growth and development readiness for the next grade level. Curriculum-based field trips and projects, such as the 8 th grade Diversity Walk and the 7 th grade visit to the Museum of Tolerance, expose students to cultures and communities other than their own.	
On a school-wide basis, the curriculum is highly effective in advancing students from one grade level to the next and then onto college preparatory high schools. Laurel Hall students are admitted to private high schools based on their grades and MAP test results in grades 6-8, as well as their scores on the high school entrance exam and teacher and administrator recommendations.	
Additionally, some schools require personal interviews with the high school admissions committee representatives. These prerequisites effectively direct the development of Laurel Hall's General Learner Outcomes.	
Laurel Hall accommodates students with IEPs. IEP summaries are available to teachers on PlusPortals at all times, and full hard copies are kept on file in the Curriculum Coordinator's office.	
MAP testing and its corresponding trend data provide supporting	

evidence of strength and growth areas, both individually and by grade level, which dictates curricular emphasis in the classrooms. Analysis of Spring MAP data drives classroom instruction. Teachers use Fall and Winter MAP scores to assess student progress in low performing goal areas.

The implementation of Technology Curriculum and Assessment has been successful. The 21st Century Skills Assessment and NETS-S supply information on student learning and teacher learning and assesses their progress, which may then be used to adjust our GLOs, as needed.

Furthermore, yearly surveys of students, parents, and staff may be used to dictate any necessary changes to the school's purpose and GLOs. The student and staff surveys are most effective because ALL are required to participate. The parent surveys are optional and not as fully effective, as not all parents respond.

Involvement of All

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

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

Findings	Supporting Evidence
<p>The global mission statement was last updated in 2010 by the Congregational Council and is reviewed on a consistent basis.</p> <p>Since the development of Laurel Hall's General Learner Outcomes (GLOs) in 2012, the GLOs have been reviewed periodically by the teaching staff and administration for effectiveness. Parents and students are surveyed at the end of each year for their knowledge and feedback. Based on this feedback, a major change removed a requirement that all students be able to communicate in a foreign language. This requirement was removed because foreign language was made an elective course instead of a required course in the middle school.</p> <p>The effectiveness of the GLOs is demonstrated by the matriculation statistics of Laurel Hall students. Students are admitted into top college preparatory high schools and test into advanced courses.</p>	<ul style="list-style-type: none"> • Staff in-service agenda • PTO Meetings • General Learner Outcomes (EMBRACE) • Matriculation data • Parent and student perception surveys

Consistency of Purpose, Schoolwide Learner Outcomes, and Program

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

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

Findings	Supporting Evidence
<p>Laurel Hall encourages teachers to utilize individual teaching styles; however, curriculum is reviewed and standardized according to California State Standards and Common Core State Standards for each grade level.</p> <p>Teachers keep the GLOs in mind when planning lessons, tying the GLOs in and referencing them directly where applicable. The GLOs were developed based on Emmanuel Lutheran Church's mission statement.</p> <p>Teachers have regularly scheduled grade level meetings with peers and administration designed to ensure the consistency of implementation of curriculum and the GLOs.</p> <p>Teachers participate in peer observation and multi-grade level meetings as a way of assisting and promoting the flow of students' adaptability as they advance forward in the school's program. Through these meetings, Laurel Hall continually checks that students' needs are met both academically and personally. The mission statement and the GLOs ensure that Laurel Hall, as a Christian faith-based school, also addresses students' spiritual needs.</p>	<ul style="list-style-type: none"> • Lesson plans with GLOs notated • Grade level meeting Schedules with peers and administrators • Multi-grade level meeting schedules • Emmanuel Lutheran Church mission statement • Emails and calendar

Communication about Vision, Mission, and Schoolwide Learner Outcomes

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

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

Findings	Supporting Evidence
<p>Laurel Hall uses many means of communication with the community to foster school-wide knowledge and implementation of the mission statement and GLOs.</p> <p>The GLOs (EMBRACE) and ELC mission statement posters are visible throughout the school. They are posted in every classroom and in community/common areas (front office, staff lounge, work</p>	<ul style="list-style-type: none"> • EMBRACE posters • Mission statement posters • Parent/student handbook • PlusPortals • Parent surveys

room, etc.). The mission statement and the GLOs are available on PlusPortals and on the Laurel Hall website. The Parent/Student Handbook supports and reiterates both the mission statement and the GLOs through its guidelines and regulations.

- Student surveys
- Laurel Hall website

On the 2017-2018 Parent Survey 56.5% of parents indicated they were not aware of the GLOs (EMBRACE). However, after being able to download the chart and review it, 56% of parents indicated that they understood the Laurel Hall GLOs (EMBRACE). On the 2017-2018 Student Surveys (1st-8th grades) 65.9% of students indicated they understood the GLOs. Therefore, consideration should be given to implementing additional means and methods to more effectively educate parents and students about the GLOs and mission statement.

Regular Review/Revision

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

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

Findings	Supporting Evidence
<p>Laurel Hall reviews/revise the school vision, mission and GLOs on an ongoing and as-needed basis. The review process includes informal discussions, grade-level meetings, all staff meetings and year-end teacher surveys.</p> <p>Informal discussions with teachers and administration are an effective method to address student needs and parent concerns as they arise. Relevant issues are taken into consideration during the review/revision process. A major change removed a requirement that all students be able to communicate in a foreign language. This requirement was removed because foreign language was made an elective course instead of a required course in the middle school.</p> <p>Laurel Hall primarily addresses curriculum from the state and CCSS perspective, with the exception of the technology program, which is a national program based on NET-S standards. Curriculum is updated as dictated by state adoptions and the school's curriculum review schedule of 3-5 years. GLOs can then be revised accordingly.</p>	<ul style="list-style-type: none"> • Grade level meetings scheduled with peers and administrators • Mid-year/end of year meetings between teaching staff and admin • Reassignment of teachers to different grade levels/subjects • Staff In-service agenda • WASC preparation • High school admissions requirements • High school articulation nights • Teacher surveys • Common Core state standards

Local needs are effectively addressed by determining those skills necessary to matriculate to local private and public high schools. The skills needed inform the development and revision of the school's GLOs. Teacher placement is also reviewed annually. Placement is a deliberate decision made by administration. Needs of the school, needs of the students, and needs of the teachers are all taken into consideration.

A2. Governance Criterion

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

Indicators with Prompts

Clear Policies and Procedures

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

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

Findings	Supporting Evidence
The current governing body is the Emmanuel Lutheran Church Congregational Council. Laurel Hall School is considered a ministry of Emmanuel Lutheran Church.	<ul style="list-style-type: none"> The constitution of Emmanuel Lutheran Church, chapters 11-14 and chapter 1.02.01
1. There are clear policies & procedures regarding the selection, composition and specific duties of the officers, Congregational Council and nominating committee of Emmanuel Lutheran Church.	<ul style="list-style-type: none"> Interview with Council President Sue Clauss
2. There are clear policies & procedures regarding selection of Laurel Hall School Committee members. The selection of non-voting advisory members is not clear; however, according to School Committee members, by-laws are currently being revised.	<ul style="list-style-type: none"> School Committee meeting minutes Email from School Committee member

Pre-training of Potential Board Members

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

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

Findings	Supporting Evidence
There has been no specific training pertaining to the role as the governing body of Laurel Hall School. However, the Church Council realizes the importance of an informed educational committee.	<ul style="list-style-type: none"> Interview with Sue Clauss, Congregational Council President

Therefore, the current school committee members consist of educators, parents, school administrators, and current church members, and it acts as a liaison between the school and church council in an advisory role. Further, duties of the Congregation Council are outlined in the Constitution of Emmanuel Lutheran Church.

- The constitution of Emmanuel Lutheran Church of North Hollywood, chapter 12

Relationship of Policies

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

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

Findings	Supporting Evidence
The policies to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations is in the evidence. Emmanuel Lutheran Church of North Hollywood, Inc. includes Emmanuel Lutheran Church, Laurel Hall School, and Early Childhood Center, and because of this relationship all entities are supported as one. Emmanuel Lutheran Church is the governing body of the schools. The School Committee functions as the eyes and ears of Laurel Hall School and reports to the Congregation Council, who then acts either with a recommendation, council vote or congregation vote.	<ul style="list-style-type: none"> • Interview with Sue Clauss, Congregational Council President • Constitution of Emmanuel Lutheran Church of North Hollywood • Mission statement • Articles of incorporation • Congregational meeting minutes • LHS afforded gratis use of church property • Church loan to help meet school expenses • Weekly Chapel Programs/chapel offerings • Seasonal performances • Graduation programs • Fine Arts programs • Sports programs and facilities

Involvement of Governing Authority

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

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

Findings	Supporting Evidence
The School Committee collects data. There is a 5-year plan encompassing school goals. As a participant in the vision and	<ul style="list-style-type: none"> • Interview with Sue Clauss, Congregational Council

mission of the school, the Congregational Council has planned community outreach programs. The Congregational Council last updated the global mission statement in 2010. As a member of the senior staff (part of the governing authority) and as a representative of the church, previous ELC pastor, Pastor Tricia Lowe participated in the development of the GLOs. The School Committee regularly reviews the GLOs.

- President
- Constitution of Emmanuel Lutheran Church

School Community Understanding

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

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

Findings	Supporting Evidence
Our parent surveys indicate that our parents understand the Mission Statement of Emmanuel Lutheran Church, which is the mission statement of Laurel Hall School. Sue Clauss and Pastor Marty Hancer made presentations at PTO meetings, in which the church's role as a governing authority was clearly communicated. As evidence was gathered for this report, it became apparent that some staff was unclear as to the governing authority's role. In response to this revelation, Sue Clauss gave a presentation to all staff prior to the start of the 2018-2019 school year.	<ul style="list-style-type: none"> • Interviews with fellow teachers and Laurel Hall families • Parent surveys • Congregational President presentation • PTO meeting minutes

Relationship to Professional Staff

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

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

Findings	Supporting Evidence
Emmanuel Lutheran Church provides copies of the Mission Statement to all Laurel Hall staff. As evidence was gathered for this report, it became apparent that some staff was unclear as to the governing authority's role. In response to this revelation, Sue Clauss gave a presentation to all staff prior to the start of the 2018-2019 school year, in which she informed all staff of the Congregational Council's role in relationship to the school.	<ul style="list-style-type: none"> • Interviews with council members and Laurel Hall staff • Mission Statement posted in each classroom, website, and parent/student handbook

Board's Evaluation/Monitoring Procedures

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

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

Findings	Supporting Evidence
According to the Constitution of Emmanuel Lutheran Church, Laurel Hall School is considered an organizational group of Emmanuel Lutheran Church. As outlined in the ELC Constitution, the School Committee, which was not in place at the last review, is an actively functioning arm of the governing body. This committee meets regularly and reports to the Church Council regarding student academic performance, spirituality, and physicality, and submits recommendations for budgeting, financial management, staffing and governance.	<ul style="list-style-type: none"> • Constitution of Emmanuel Lutheran Church of North Hollywood • School Committee minutes • MAP test scores • Yearly budget • Regular budget Meetings/minutes

Complaint and Conflict Resolution Procedures

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

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

Findings	Supporting Evidence
The School Administration has made efforts to inform about/define sexual harassment in the work environment. Further, a team-building workshop indicated administration interest in improving interpersonal relationships. On the other hand, there is no outlined procedure in place for the reporting of conflict or complaint whether it be a staff, parent or student issue. While this is the case, with regards to conflict resolution, stakeholders generally go to the principal first, then the pastor and, lastly, to the president of the church council.	<ul style="list-style-type: none"> • Employee handbook • Parent/student handbook • Team building workshop • Sexual harassment online course • Discipline policy 2017

Evaluation Procedures

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

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

Findings	Supporting Evidence
According to the Constitution of Emmanuel Lutheran Church, Laurel Hall School is considered an organizational group of Emmanuel Lutheran Church. The constitution states that the Congregational Council shall prepare descriptions of the responsibilities of each committee, task force or other organizational group and shall oversee and have authority over all other boards, committees, task forces, action teams, or other entities of the congregation. The Congregation Council meets with	<ul style="list-style-type: none"> • Constitution of Emmanuel Lutheran Church of North Hollywood

Laurel Hall administration annually to evaluate the fulfillment of their employment. Teaching staff is evaluated by school administration through classroom observation. Administration meets bi-annually with individual staff members and conducts grade level meetings. The Congregational Council's role in hiring or firing school staff is budgetary in nature.

Evaluation of Governing Authority

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

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

Findings	Supporting Evidence
The Constitution of Emmanuel Lutheran Church states that it is the duty of the Congregational Council "to lead this congregation in stating its mission, to do long-range planning, to set goals and priorities, and to evaluate its activities in light of its mission and goals." In other words, the process for evaluating the governing authority is self-evaluation. Further, the Congregation has voting authority and the Southwest Synod has oversight of the ELC.	<ul style="list-style-type: none"> • Annual meetings of congregation of ELC • Constitution of Emmanuel Lutheran Church of North Hollywood • Southwest Synod constitution

A3. School Leadership Criterion

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

Indicators with Prompts

Defined Responsibilities, Practices, etc.

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

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

Findings	Supporting Evidence
Documentation exists that clearly defines staff expectations, reporting absences, general playground rules, staff lounge responsibilities, requests for a substitute, schedule of staff meetings, the general harassment policy, use of network policies, job assignments, grading/homework policies, role of administrative and program coordinators as it relates to the school community. This documentation is available to staff at any time via the shared drive on the server, and all teachers attend a session prior to the beginning of the school year where these policies and procedures	<ul style="list-style-type: none"> • Technology manual • Parent/student handbook • ELC employee handbook • Email correspondence • School calendar • Forms on shared drive on server • Harassment course • First Aid/CPR

are reviewed.

Existing Structures

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

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

Findings	Supporting Evidence
Internal communication by means of email and staff meetings has been effective. Elementary grades and middle school English meet weekly to discuss pacing and curriculum. Staff meetings are held on a monthly basis. Middle school departmental meetings are held biannually and as needed.	<ul style="list-style-type: none"> Email Reminders Handouts issued at faculty meetings Shared drive on server Administrative meeting notes
Forms and publications are available on the school server for use of facilities for curricular and extra-curricular events. There are grade level meetings and staff meetings that facilitate communication and planning. These all ensure that faculty and leadership are communicating and pursuing like goals. School leadership holds weekly administrative planning meetings where school calendar issues are resolved and approvals for field trips and other activities are granted.	

Involvement of Staff

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

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

Findings	Supporting Evidence
The school leadership has effective processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus on ongoing improvement of teaching that supports student learning. This is evidenced by meetings, in-services and workshops, conferences, and general staff interaction. General staff interactions include grade-level meetings with the principal, the assistant principal and curriculum coordinator to resolve or address educational, disciplinary, and social or emotional issues regarding our students. Regular communication and informal interactions with staff and administrators also support student learning.	<ul style="list-style-type: none"> Schedules of training/in-service programs Grade level and staff meeting agendas Curriculum Coordinator's notes MAP testing data MAP action plans GLOs (EMBRACE) Scheduled parent/teacher conferences and notated accommodations
Teachers meet with parents during Parent/Teacher conferences in the first trimester and at other times as determined by the teacher and the parents.	

School leadership effectively makes decisions to facilitate achievement as outlined in the GLOs. MAP testing data is also used to drive changes in planning and curriculum. MAP action plans are used by teachers to drive instruction and testing results show the degree to which instruction was effective.

Evaluation of Existing Processes

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

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

Findings	Supporting Evidence
On a weekly basis, Senior Staff meets, as does the leadership team, to discuss and review the existing processes for successful student learning and to make decisions regarding Laurel Hall. The Parent/Student handbook is reviewed and updated by the leadership team on an annual basis and as issues arise during the school year.	<ul style="list-style-type: none"> Principal's schedule Senior staff's schedules Parent/student handbook

A4. Staff Criterion

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

Indicators with Prompts

Employment Policies/Practices

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

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

Findings	Supporting Evidence
The Laurel Hall staff must meet certain specified requirements in order to be hired. Teachers are encouraged to have a teaching credential or a higher-level educational degree such as a master's degree. Also, teachers may be hired based on a level of expertise within a certain area, such as drama, arts, music or physical education. Teaching a sample lesson and providing a lesson plan may be required. Additional staff, such as the office, facilities, or the business office staff must demonstrate the ability to meet the job requirements based on education and experience.	<ul style="list-style-type: none"> Employee handbook Job description

Before an initial interview, resumes must be submitted and are then reviewed. During the initial interview process, organizational

policies and requirements are made clear, verbally, to the potential employee.

The employment policies and practices that are related to the qualification requirements of staff are discussed and made clear once the interview/hiring process begins.

Qualifications of Staff

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

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

Findings	Supporting Evidence
Laurel Hall implements effective procedures to ensure that staff is qualified based on education, background and training. All staff, including teachers, must go through an interview process with the administrator(s) for the position that is being sought. Résumés are reviewed, which include education and experience, along with any letters of recommendation or references. It is then determined whether the applicant is qualified to meet the job requirements of the position for which he/she is applying. Once hired, a follow-up process takes place, including but not limited to, classroom observation, to ensure that the employee continues to demonstrate their qualifications for the job.	<ul style="list-style-type: none"> • Resume and credential verification • Administrative notes pertaining to teacher interviews • Classroom observation notes

Maximum Use of Staff Expertise

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

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

Findings	Supporting Evidence
The administrator in consultation with the school board assigns staff members their positions. Assignments are made in accordance with educational background, training, credentials, experience and qualifications as well as an expressed desire to serve in that capacity.	<ul style="list-style-type: none"> • School board • Emmanuel Lutheran Church and school employee handbook • Objectives for instruction • Curriculum pacing outcomes
In terms of orientation, each new teacher assigned receives a new staff orientation. In addition, he or she has the benefit of the previous teacher-created objectives for instruction and pacing outlines for all curriculums. Grade and subject-specific continuing education opportunities are also available to each teacher.	<ul style="list-style-type: none"> • Lesson plans • Facility orientation minutes • Classroom observation • Parent and student surveys • Human resource records

The administrator makes assignments to a committee, project, or task in consultation with the faculty. The talents and effectiveness of each staff member are considered when choosing an instructor for specialty, fine arts, and elective classes. Some of these offered include, but are not limited to tutoring, mock trial, computer programming, yearbook, dance, cheerleading, and drama. In addition to physical education, our athletic program offers a variety of after school sports, which includes flag football, basketball, soccer, cross-country, volleyball, and track and field. Our music program offers choral music, beginning and intermediate hand bells, strings, band, guitar, drum corps, and instructional music. Feedback through a parent and student survey is used as a tool to determine the classes offered. The administration has been effective in assigning the best staff members in each position to maximize student learning.

Defining and Understanding Practices/Relationships

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

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

Findings	Supporting Evidence
Clear communication exists that defines staff expectations, and responsibilities, operational practices, and relationships of leadership and staff. This includes decision-making processes regarding safety in the workplace, the reporting of absences, general playground rules, staff lounge responsibilities, requests for a substitute, schedule of staff meetings, attendance and punctuality, standards of conduct, the general harassment policy, use of network policies, job assignments, grading/homework policies, role of administrative and program coordinators as it relates to the school community. This information is provided to all staff at the beginning of each school year.	<ul style="list-style-type: none"> • Staff calendar • Technology manual • Employee handbook • Parent-student handbook • Job descriptions

Staff Actions/Accountability to Support Learning

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

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

Findings	Supporting Evidence
----------	---------------------

Laurel Hall provides a wide range of professional development opportunities for its faculty. The choice to engage is sometimes left to the individual while at other times engagement is required by the principal. Financial support is available for educators to pursue professional development opportunities and/or advanced degrees. However, at the time of this report there is no measurable consequence for choosing not to pursue these opportunities, and no measurable salary incentive for doing so.

- NWEA website
- MAP scores
- Grade level meetings
- Weekly parent letters
- Common lesson plans and assessments
- Action plans

Teaching staff analyzes student MAP test scores to determine effectiveness of current practices and needs of students on an on-going basis. Elementary grade levels and middle school math and English teachers use the scores to create action plans going forward into the school year. These plans are updated tri-annually. Individual student scores are disaggregated by teachers to support student learning.

Grade level meetings are held weekly to ensure that all lesson objectives and benchmarks are being met and paced appropriately for learners. Through these meetings colleagues collaborate with and offer support to each other.

Support of Professional Development

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

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

Findings	Supporting Evidence
Laurel Hall supports professional development with time, personnel, and fiscal resources. Teachers are provided with opportunities to attend conferences, seminars, and workshops to enhance student and teacher learning. If teachers wish to attend these educational opportunities, approved and trained substitutes are provided. In addition, Laurel Hall provides built-in professional development days for teachers to participate in without the consequence of taking a personal or sick day from work. Professional development days may be scheduled before the school year begins, after school has been dismissed, calendared days, or during a built-in minimum day. For example, before 2018-2019 school year started all staff participated in:	<ul style="list-style-type: none"> • Faculty meeting schedule/staff calendar

- CPR and First Aid Training
- Team Building Workshop (Fulcrum)
- Cooperative Learning Workshop with Dr. Malone

Supervision and Evaluation

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

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

Findings	Supporting Evidence
The school's supervision and evaluation procedures are somewhat effective in promoting professional growth of staff.	<ul style="list-style-type: none"> List of seminars implemented by and on the Laurel Hall campus
Teaching staff is evaluated by school administration through classroom observation. Administration meets bi-annually with individual staff members and conducts grade level meetings. Areas of strength and weakness are discussed in these meetings with the intention that follow-up observations will reflect growth.	<ul style="list-style-type: none"> Certificates submitted by staff members after completing seminars, classes, in-services, etc. School calendar

A wide range of professional development opportunities is provided by Laurel Hall in which the faculty engages. These occur as on-campus seminars and include, but are not limited to, effective classroom management, mindfulness, cooperative learning, and inclusion of all students. The Seesaw program has been presented as a way to use technology in the classroom. Laurel Hall has implemented Rosetta Stone for the Middle School students. This program makes it possible for the students to choose a foreign language and learn it online.

The IT Department at Laurel Hall takes the time to acclimate new staff members with PlusPortals. This is where teachers list assignments and homework, and post grades.

At various times during the year, the administration will pass on to teachers and staff information about seminars, online courses, and other opportunities that could be utilized to enhance performance or further one's education. However, whether a teacher takes advantage of any of these is up to the individual. At the time of this report there is no measurable consequence for choosing not to pursue these opportunities, and no measurable salary incentive for doing so.

Measurable Effect of Professional Development

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

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

Findings	Supporting Evidence
----------	---------------------

There is no formal process for measuring the effect of professional development on student performance. However, classroom observations and surveys indicate that the implementation of new strategies and methods learned during professional development has positively impacted student learning. Based on their technology training, all teachers have integrated technology into their curriculum and use technology on a regular basis for instruction. Classroom observations show a high level of student engagement during instructional time using technology, such as the SMART Board and document cameras.

- Chromebooks and iPads
- Classroom observations
- Instructional strategies
- Formal and informal survey

A5. School Environment Criterion

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

Indicators with Prompts

Caring, Concern, High Expectations

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

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

Findings	Supporting Evidence
Laurel Hall consistently demonstrates caring, concern, and high expectations for all students in an environment that honors individual and cultural differences by stressing the importance of respect throughout the students' daily activities. The school offers a variety of support opportunities to all staff, students, and parents.	<ul style="list-style-type: none"> • Teacher in-service • Asst. principal schedule of mediation with at-risk students, TK-5 • Middle school advisory • Dr. Jessum schedule • Class schedule
In support of students at risk, the assistant principal of TK-5 and the Resource Specialist schedule appointments with the student, parents, teachers, and IEP representatives to meticulously ensure that all students are given an opportunity to thrive in the Laurel Hall learning environment.	<ul style="list-style-type: none"> • Weekly parent prayer group • Parent-teacher conferences • Parent – student surveys • Kindness campaign • Red Nose Day
During the school year, teachers and staff are given in-service opportunities, which emphasize diversity and social issues such as bullying, learning differences, understanding social awareness, and developing kindness within the community. Along with these types of opportunities, teachers are invited to join the Parent Prayer Group when time allows and are encouraged to send prayer requests.	

Teachers ardently strive to create lessons with the diversity of learners in mind, so that students can be actively engaged in learning and have the opportunity to master skills and concepts. Lessons are given orally, in written form, and may call for some type of movement, such as answering questions at the SMART Board. Students with Individual Education Plans (IEPs) or recognized learning differences (504 Plan) are given some accommodations in the classroom. Furthermore, for those times when a student needs extra emotional support, an appointment may be scheduled with Dr. J. Jessum, a licensed family therapist and counselor, who is on campus once a week.

Students are held to high ethical standards. Bible classes, Chapel services, ASB, and Middle School Peer Mediation Advisory opportunities help pupils become emergent people of God and responsible citizens. Missions such as the Kindness Campaign and Red Nose Day emphasize the expectations that Laurel Hall holds for its students.

As partners in their child's learning, Laurel Hall encourages parent involvement in a variety of ways. They have the option of attending the weekly Parent Prayer Group and joining students at weekly Chapel. In addition, when a parent has a concern regarding his/her student, he/she may schedule a conference with the teacher and/or administration. At the end of each school year, parents may participate in a survey that helps administration shape the following school year.

Parents, students, and staff are made thoroughly aware of Laurel Hall's expectations in the Parent-Student Handbook, which is provided in electronic form to each family.

Student Self-Esteem

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

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

Findings	Supporting Evidence
Laurel Hall appropriately promotes student self-esteem by recognizing curricular and extra-curricular achievement both in and out of the classroom.	<ul style="list-style-type: none"> • Presidential academic honors • Academic achievement Awards at graduation • Middle school honor roll • Sports awards • Field trip • Chapel programs
Schoolwork is regularly displayed throughout the classroom and hallway bulletin boards. Slideshows of student work are also periodically displayed on the website and in the end of the year newspaper. Teachers use a variety of methods to recognize	

respectful behavior in the classroom with certificates and special class events.

Student-led chapel programs, seasonal music programs, and the sports programs allow students to perform in a non-threatening environment, building self-esteem and self-confidence. Programs like the Sports Awards Nights, talent shows, and Eight Grade Achievement Awards acknowledge that Laurel Hall values the gifts that students bring to our school.

- Art displays
- Campus bulletin boards
- Fine arts programs
- Music programs
- EMBRACE poster
- Elementary & middle school talent shows

Overnight school trips in 4th-8th grades allow students to engage responsibly in a variety of settings outside the classroom. These trips foster independence and empower students to be self-confident individuals.

In Middle School, academic success is acknowledged through the Honor Roll and Presidential Academic Achievement Awards. Eighth grade students with a 4.0 GPA for their 7th & 8th grade years have the opportunity to become valedictorian for their graduating class. Campus bulletin boards and digital signs reinforce that Laurel Hall values each member of its community.

Mutual Respect and Communication

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

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

Findings	Supporting Evidence
Laurel Hall offers numerous opportunities for growth in mutual respect and effective communication among all individuals in the community by providing its many publications, resources, and collaborations.	<ul style="list-style-type: none"> • EMBRACE posters • Posted mission statements • Parent-student handbook • PlusPortals (LHS homepage, class pages, calendar, flyers, forms, etc.)
Comportment policies are in place for students, parents, and staff so that the expectation for all parties is to behave respectfully towards one another and is at the forefront of all communication.	<ul style="list-style-type: none"> • Email • Weekly Buzz • Grade level meetings • Grade level meetings with peers and administration
The EMBRACE poster and Mission Statement are posted in every classroom and around campus. PlusPortals (LHS homepage, class pages, calendar, flyers, forms, etc.), Parent Student Handbook, and Weekly Buzz give parents, students, and staff ample means of communication as to what is expected and what is happening on the Laurel Hall campus.	<ul style="list-style-type: none"> • Multi-grade level meetings (grade above/grade below) • Parent teacher conferences • PTO • PTO minutes
With immediate access to voicemail and email, parents, students, and staff are easily able to communicate between home, school,	<ul style="list-style-type: none"> • Parent-student surveys • Weekly newsletters

and among themselves.

Parents have rated how useful they find different methods of communication from school, and Laurel Hall has made the necessary adjustments. For example, flyers and publications are emailed and/or found on Plus-Portals in response to parent requests to keep Laurel Hall “green” and to ensure that the information gets to every household. Weekly newsletters are sent via email.

Parent-Teacher conferences are scheduled annually or as needed to keep parents abreast of student academic life.

The Parent-Teacher Organization calendared meetings update the Laurel Hall community of current events. PTO minutes are available in the front office and via email. Room parent coordinators email each class about special grade level events.

Among staff members, communication is kept open with email, calendared staff meetings, grade level meetings, bulletin boards, staff mailboxes, and yearly staff surveys. Grade level meetings with peers and administrators, as well as multi-grade level meetings with the grade above and grade below, keep the teachers of different grades informed and involved with each other’s curriculum.

Teacher Support and Encouragement

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

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

Findings	Supporting Evidence
Laurel Hall effectively supports and encourages teachers to utilize their own style of teaching while offering options for learning and growing.	<ul style="list-style-type: none"> • Conferences/conventions • PTO budget • School budget • Grade level meetings
In-house technology training, the appointment of a technical support liaison and yearly in-service workshops give teachers a level of confidence to apply new skills in the classroom. Resources are provided through Plus-Portals, the Smart Exchange and other online sites are widely used.	<ul style="list-style-type: none"> • PlusPortals • Class Dojo • Seesaw • Staff interviews
Teachers are encouraged to attend periodic educational conferences in order to learn innovative approaches to enhance student learning. For example, all teachers attended back-to-school workshops on cooperative learning, team building, Class	

Dojo, and Seesaw. These workshops have proven effective for teachers to learn new strategies and techniques to implement in their classroom.

In speaking with staff, it is agreed that periodic grade level meetings allow them valuable time to work with their peers, share creative ideas, and develop innovative teaching techniques.

Safe, Clean, and Orderly Environment

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

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

Findings	Supporting Evidence
Laurel Hall does have policies, codes, procedures, and resources that ensure a safe, healthy, and nurturing environment. Specific school policies outlined in the Parent-Student Handbook ensure that the Laurel Hall community at large understands procedures and expectations of parents, students, and staff. Laurel Hall has a full-time health assistant to oversee the daily health needs of students and staff. These needs include adherence to the Los Angeles County Health Department immunization policy and health code policies as applied to contagious illnesses. The Laurel Hall facilities staff ensures that all fire and health codes are followed, which includes a monthly fire drill and/or earthquake drill. All fire extinguishers are inspected and re-charged annually. All teachers have an emergency evacuation plan, and each classroom has an emergency backpack stocked with basic first aid supplies and student emergency forms. School wide emergency plans are updated and practiced yearly. Evacuation maps are prominently posted in each room. According to the Facilities Manager, Laurel Hall also has a three-day supply of emergency food packs for all staff and students along with a large supply of basic first aid kits.	<ul style="list-style-type: none"> • Parent student handbook • Interview with facilities manager • Emmanuel Lutheran and Laurel Hall School emergency plan • Playground rules/policy • California Food Handler certificate • Annual inspection reports • Annual inspection and correction of fire extinguishers

All L.A. City Health codes are followed with respect to food preparation, restroom, Hydration Stations and drinking fountain maintenance, functionality and cleanliness. The contracted lunch program personnel are Serv-Safe certified, and all food storage requirements are met. Laurel Hall provides Dust Sentry PM 2.5 monitors for long term outdoor monitoring, which gives Laurel Hall access to continuous and real-time particulate data of the Air Quality on campus.

Technology/Internet safety is taught to students through the

program Learning.com. Additionally, all online student activity is monitored at all times, and students are only able to log on to the school's Wi-Fi via a student account. The internet is filtered for student safety on all technological devices. Staff goes through technology training at the beginning of each year where technology safety practices are reviewed. IT keeps staff updated on any safety concerns that arise over the course of the school year.

Playground Rules/Policies are reviewed periodically with students. Qualified supervision of all designated play areas is provided during all recesses.

Laurel Hall provides a nurturing environment that is conducive to learning in the following ways: The Assistant Principal mediates with at-risk elementary students and intervenes along with our resource Specialist on behalf of students with academic challenges such as IEPs, and social challenges such as conflict resolution. On a weekly basis, Laurel Hall provides an on-campus, licensed therapist that supports students, teachers, and parents dealing with emotional issues. As a community, Laurel Hall has recently embraced the subject of kindness in the following ways: teacher and parent seminars tailored to promote Laurel Hall's Community of Kindness.

A6. Reporting Student Progress Criterion

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

Indicators with Prompts

Reporting Student Progress

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

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

Findings	Supporting Evidence
Laurel Hall's General Learner Outcomes were developed with the California State Standards in mind; therefore teachers can use the GLOs as a basis for defining curricular objectives and monitoring student progress of these objectives. All core curriculum textbooks and resources are California State adopted.	<ul style="list-style-type: none"> • California state standards • Curriculum and assessment • MAP testing • Electronic progress report issued periodically • Annual parent teacher conferences
In the classroom, teachers are attentive observers of individual	

student responses when curriculum is being taught. In-class discussion allows teachers to determine if learners are actively engaged in the lesson, evaluate individual communication ability, and consider critical thinking. Writing exercises also let the teacher assess a child's communication effectiveness and critical thinking skills. Assigned homework, class work, and subject tests enable the teacher to evaluate the individual's comprehension of curriculum and if he/she has mastered a skill and/or concept.

- Parent-student handbook
- General Learner Outcomes EMBRACE
- Reading street weekly assessments K-5
- Interview with assistant principal, Barbara Hitchcock

Additionally, student progress is monitored by school-wide standardized MAP testing, formative and summative classroom assessment, anecdotal records, and proficiency in core subjects such as math and language arts as determined by grade level standards. Specialty teachers consistently assess their student's mastery of skills in their individual artistic area.

Real-time posting of student grades gives frequent feedback to students and parents as to how a student is academically progressing.

The Church Council meets once a month and the School Committee meets quarterly. The principal provides a written report and verbal updates to the written report at each meeting. In the report and in the course of the discussions, the principal covers student achievement of the academic standards and the school-wide learner outcomes.

Monitoring of Student Growth

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

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

Findings	Supporting Evidence
Effective procedures are in place to ensure understanding of student progress toward the expected school-wide learning results and curricular objectives.	<ul style="list-style-type: none"> • MAP testing • Annual parent teacher conferences
Academic policies, student expectations, and grading scales are outlined in the Parent-Student Handbook.	<ul style="list-style-type: none"> • Parent-student handbook • Goal performance action plans

Laurel Hall's General Learning Outcomes, which align with California State Standards, are an effective daily measurement of student progress toward curricular objectives. Classwork, homework, and tests give immediate feedback, which allow teachers to tailor lessons to student needs.

Staff meets periodically to review Goal Action Plans by grade level and/or subject as measured by the MAP testing. This evaluation of the results has been very effective in driving teachers in curricular objectives.

Frequent communication between teacher, student and parent is effective in ensuring that students and parents understand a pupil's progress toward the GLOs and curricular objectives. Formal and informal student guidance, communication with parents through email, phone messages, parent-teacher conferences, graded assignments, and the posting of grades on PlusPortals ensure that students and parents understand individual progress toward GLOs and curricular objectives.

Other school community members such as the principal, assistant principal, and resource teachers are given pertinent, case-by-case data that effectively allows understanding of student progress towards GLOs and curricular objectives. Such data is used to determine the best way to meet student needs.

Modifications Based on Assessment Results

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

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

Findings	Supporting Evidence
Analysis of MAP Test results, student proficiency, and assessment have led us to make changes in the following areas. The Kindergarten through 5 th grade reading program was updated to Reading Street, which integrates all language arts into one curriculum. Laurel Hall now has a consistent Common Core math curriculum school wide. STEMscopes, a Web-based science curriculum, which is continually updated, has allowed us to stay current in the ever-changing science world. This curriculum addresses differing learning styles using many modalities. The Project and Science Labs effectively allow our students the space and resources to practice project-based learning. Rosetta Stone, a middle school pilot program, allows students to learn a language of their choice at their own direction.	<ul style="list-style-type: none"> • Team building • Student engagement • Project Lab/science lab • Reading Street (K-5) • STEMscopes (K-5) • McGraw Hill Common Core Math (K-8) • Rosetta Stone (6-8 Elective foreign language)

Laurel Hall's commitment to its staff led to a variety of professional development opportunities including team building and student engagement. Teachers are encouraged and supported to pursue individual

professional development opportunities, which they in turn share with fellow staff members.

A7. School Improvement Process Criterion

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

Indicators with Prompts

Broad-based and Collaborative

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

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

Findings	Supporting Evidence
<p>The school planning process is broad-based, collaborative and has the commitment of all stakeholders.</p> <p>Each week the Laurel Hall senior staff, which includes the pastor from Emmanuel Lutheran Church, the Laurel Hall School principal, the assistant principal, the ECC Director and the business administrator, come together to discuss school-wide issues. In addition, there is a weekly planning and calendaring meeting that includes senior staff and other pertinent staff members to review and discuss facilities scheduling. Furthermore, there are weekly administrators' meetings and quarterly coordinators' meetings for both short-term and long-term planning of school programs and events as well any necessary problem resolution. Additionally, the Laurel Hall staff meets with administration to discuss school-wide issues, planning, and the calendar. Teachers have the option to meet and discuss with their grade level educators or subject area educators and/or with administrators for curriculum planning, any necessary problem resolution, and any individual student academic or behavior issues. The Associated Student Body (ASB) meets on a weekly basis to plan student events and charitable participation. Once a month the Parent-Teacher Organization meets to discuss Laurel Hall community issues and fundraising. PTO also has sub- committees for large events such as homecoming, jog-a-thon and the annual gala.</p>	<ul style="list-style-type: none"> • Senior staff meeting agenda • School calendar • Administrators' meeting agenda • Coordinators' meeting agenda • Laurel Hall staff meeting agenda • ASB meeting agendas • Committee agendas • PTO meeting and minutes

School Plan Correlated to Student Learning

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

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

Findings	Supporting Evidence
<p>All action plans include a section on the General Learner Outcomes (EMBRACE) that correlates to each plan's focus.</p> <p>For example, curriculum and student-based learning are supported by the Laurel Hall data analysis action plan, which directly correlates to the analysis of student achievement. Laurel Hall continues to develop and deliver an integrated and challenging curriculum designed for Laurel Hall students to EMBRACE learning that fully supports the whole child. A comprehensive STEM curriculum that inspires and challenges all students and also recognizes the necessity of creative thinking, problem solving, and aesthetic value has been implemented. The church council clearly articulates objectives and defines, where appropriate, new approaches to ensure an inclusive, diverse, vibrant, and connected community of learners, families, faculty, and staff in an atmosphere of Christian values.</p>	<ul style="list-style-type: none"> • General Learner Outcomes or EMBRACE • School action plans • STEM specialists K-8 • Church Council notes from monthly meetings

Systems Alignment

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

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

Findings	Supporting Evidence
<p>Laurel Hall has action plans in place, which support ongoing school improvement. There are specific plans in place for community outreach, kindness, professional development, technology integration, and data analysis. The goals of each of these plans demonstrate strategic planning for school improvement. At this time, teacher evaluation occurs through informal observations and meetings, and there is no formal documentation kept on file. The new principal has been visiting rooms more frequently. The school has purchased supportive teacher evaluation tools to be implemented in the 2018-19 school year. For example, as part of the professional development plan, Laurel Hall teachers are encouraged to continue their educational pursuit by attending workshops and taking classes that allow them to bring expertise</p>	<ul style="list-style-type: none"> • School action plans • Teacher survey responses • Peer observations • Administrative observation

and innovation to their classroom and teaching. Teachers attend ongoing in-services and participate in online tutorials for the new science, math, and language arts programs.

In addition, annual teacher surveys and peer observation give valuable input as to Laurel Hall's areas of strength as well as areas of growth. These surveys and observations provide an important part of the concrete roadmap that is used to form the strategic plans for school improvement.

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan

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

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

Findings	Supporting Evidence
Time has been allocated in the Laurel Hall calendar to accommodate opportunities to further implement our General Learner Outcomes as stated in EMBRACE. The goal is having a learning community that fully embraces the GLOs.	<ul style="list-style-type: none"> • School calendar • EMBRACE • Action plans • Fiscal budget • Rosetta stone

Funds were allocated for instituting MAP testing, giving Laurel Hall the ability to receive immediate results that are used to enhance current curriculum and to drive instruction. Additional funds have been allocated for technology improvements to update classroom resources (SMART Board, document camera, iPads, Chromebooks, etc.) and the replacement of consumable curricular resources. Rosetta Stone is another example where Laurel Hall funds were allocated to update and improve our foreign language program.

Division of personnel according to their individual strengths and expertise, such as teachers of STEM, fine arts, and physical education, allows for maximum student learning.

Each school wide action plan includes a section on allocation of resources such as time for meetings, budget support, and personnel. In addition, each plan includes a section on the General Learner Outcomes.

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

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

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

Summary (including comments about the critical learner needs)

Overall, Laurel Hall School has significant strengths in organization for student learning. The GLOs are clear, and curriculum across all grade levels is intentionally aligned to both California Common Core state standards and the GLOs. Annotation of lesson plans keep teachers focused on school-wide objectives and helps them inform students of expectations.

Procedures are in place for governing and oversight of Laurel Hall School administration and professional staff. The school committee provides opportunities for ongoing evaluation, support, communication, and implementation of programs and curriculum. Further, the development of the mission statement and adherence to its tenets aligns all stakeholders in the growth of the community. With all of this in place, it is recognized that the governing authority could be more visible and fully informed in the process of overseeing a pre-school through eighth grade school program.

Laurel Hall School vets candidate qualifications through the hiring process, which are discussed and made clear once the interview/hiring process begins. The leadership team assigns staff members their positions in accordance with educational background, training, credentials, experience, and qualifications as well as an expressed desire to serve in that capacity. Laurel Hall School has support of professional development with time, personnel, and fiscal resources. Teachers are provided with opportunities to attend conferences, seminars, and workshops to enhance student and teacher learning. Laurel Hall School offers a safe, nurturing environment, which offers a variety of support to all stakeholders as its students grow academically, spiritually, and socially.

The school planning process is broad-based and includes collaboration and commitment of stakeholders. The Laurel Hall School, ECC, and ELC administration meet weekly to discuss school-wide issues.

Prioritize the areas of strength and growth for Category A.

Category A: Organization for Student Learning: Areas of Strength

- Clear mission statement effectively implemented through daily student interactions.
- Strong sense of community tied to mission statement.
- Laurel Hall students successfully matriculate to private preparatory high schools.
- Annotations create consistency in addressing GLOs in daily lessons.
- As of 2018-2019, all grade levels have a consistent math curriculum.
- K-5 has a consistent language arts curriculum.
- Governing authority composition and duties are well defined.

- Representatives of the governing authority have toured classrooms, attended staff meetings to clarify their role, and are consistently viewing the educational process.
- School Committee members consist of educators and former Laurel Hall parents.
- Governing authority consults with School Committee to affect informed decision-making.
- School Committee implements ongoing refinement and development of GLOs.
- Governing authority has a five-year plan in place for implementation of school goals.
- Laurel Hall School implements effective procedures to ensure that professional staff is qualified based on education, background and training.
- Communication that defines staff expectations, responsibilities, operational practices, and relationships of leadership and staff can be found in the employee handbook at Laurel Hall School.
- Professional staff has integrated technology into their curriculum and use technology on a regular basis for instruction.
- Laurel Hall School offers a variety of support opportunities to all staff, students, and parents.
- The leadership at Laurel Hall School is deeply committed to promoting student growth academically, spiritually, and socially.
- Communication is more effective with the addition of PlusPortals and other environmentally responsible methods of communicating.
- Laurel Hall School has policies, codes, procedures, and resources that ensure a safe, healthy, nurturing environment.
- MAP testing has proved to be a powerful tool to target the critical learner needs and effectively drive instruction.
- Teachers create goal performance action plans, aligned with the General Learner Outcomes, in order to address areas of need.

Category A: Organization for Student Learning: Areas of Growth

- Developing cultural sensitivity and appreciation for diversity is an ongoing process campus-wide.
- Laurel Hall could benefit from more targeted teacher collaborative time to inform teacher strategies.
- Although there has been growth in the use and understanding of Laurel Hall's GLOs and mission statement, more effective methods to educate all stakeholders is necessary.
- Laurel Hall School needs more regular all-staff meetings with agendas and set purpose with minutes taken and distributed to all staff.
- Laurel Hall School needs a more clearly defined Bible curriculum across all grade levels.
- Emmanuel Lutheran Church Council and school committee members need more clarification on their roles in relation to Laurel Hall School.
- Communication with Laurel Hall's staff could be improved in the following ways: agendas and minutes for all staff meetings and more complete orientation for new staff members.
- More consistent use of our discipline policy and procedures as outlined in the parent/student handbook.

- Laurel Hall needs to create a formal process for measuring the effect of professional development on student performance and sharing successful strategies with colleagues.
- Stakeholders need easy access to the Parent/Student Handbook.

Category B: Curriculum, Instruction, and Assessment

Contributors (see appendices)

Focus Group B

Parent Group

ASB Student Group

B1. What Students Learn Criterion

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

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

Indicators with Prompts

Current Educational Research and Thinking

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

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

Findings	Supporting Evidence
Laurel Hall School staff maintains a viable and meaningful instructional program for students by keeping current with educational research in a variety of ways. Instructional staff engages in several professional development workshops at the start of the school year, which aim to motivate teachers and help to keep them updated on the most recent educational techniques and methodology. Teachers implement the new techniques and methodologies into the classroom setting where appropriate. For example, an elementary teacher led the writing workshop, "Write from the Beginning". Other elementary staff members helped to implement Class Dojo and Seesaw into the classrooms after attending a workshop in the spring of 2018. A comprehensive and long-range professional developmental plan for all staff is currently in progress.	<ul style="list-style-type: none"> • Annual professional development • Class Dojo/Seesaw workshop • Common Core curriculum (K-8) • MAP scores • Formal and informal assessments • Goal Performance Action Plans • Curriculum specialist • Academic continuum • Annual teacher and student surveys

Teachers utilize the most current curricular standards and MAP testing results to drive instruction and determine areas of

weaknesses and strengths. In addition to standardized testing, formative and summative assessments determine the effectiveness of the instruction. The faculty also uses Goal Performance Action Plans to isolate areas of need and determine the most effective way to address each area of concern. The curriculum specialist and elementary teachers communicate regarding curriculum effectiveness in order to decide whether changes must be made. Staff across grade levels collaboratively plans the academic continuum TK through eighth grade. The academic continuum aids both staff and students in understanding what subject matter needs to be taught and/or reviewed. Laurel Hall surveys teachers and students at the end of each school year to determine the perceived community impact of the curriculum.

Academic Standards for Each Area

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

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

Findings	Supporting Evidence
Laurel Hall School strives to offer curriculum that meets and exceeds both the California State Standards (CSS) and Common Core State Standards (CCSS). Much of the curriculum offered at Laurel Hall has both the Common Core State Standards and/or the California State Standards integrated within the curriculum guides and textbooks. Teachers know and drive instruction based on the grade level standards for classes taught and they are aware of both the Learning Continuum within and among grade levels and the school’s General Learner Outcomes (GLO). Teachers implement supplemental materials as needed for additional practice and content knowledge. Weekly newsletters, lesson plans, pre-year planning, teacher specific grade-level meetings, administrative meetings with grade-level teachers, and Continuum of Learning meetings facilitate the goal of a consistent and sequential curriculum among and between grade levels. In addition, workshops have become a part of staff development and take place prior to and during the academic year. Workshops focus on implementing current grade-level standards, classroom collaboration among students, integrating technology within the curriculum, and specific subject content seminars so teachers are best able to facilitate the learning process. Since curriculum is established based on the Common Core State Standards as well as the General Learner Outcomes, academic material consistently meets or exceeds standards.	<ul style="list-style-type: none"> • CSS • Staff development • STEMscopes • CCSS • Lesson plans • NGSS • General Learner Outcomes • Grade level meetings • Core curriculum textbooks • Continuum of learning meetings

Across the various subjects taught at Laurel Hall, both the standards and the General Learner Outcomes guide the chosen curriculum. The staff reviews curriculum regularly. Most recently, Laurel Hall selected McGraw Hill's, *My Math*, and Pearson, *Reading Street*, for math (K-8th) and English language arts (1st-5th). Both series are aligned with the required standards, allow for differentiated learning within the curriculum, and compliment Laurel Hall's General Learner Outcomes. The middle school builds upon the successful foundation cultivated during the elementary years. A solid literature and writing program facilitates continued progress in English Language Arts that exceeds the standards and aligns with the General Learner Outcomes in the 6th through 8th grades. Social Studies planning and curriculum center on necessary grade level content knowledge paired with Common Core State Standards for English and Language Arts that includes literacy, writing, speaking and listening skill acquisition specific to each grade level. Teachers consistently provide enrichment and activities beyond the standards in order to provide an academic program that engages learners with group activities, research, collaboration, and projects. The curriculum encourages students to develop critical thinking skills, learn key vocabulary, and investigate geography and historical topics with the use of visual imagery in the text, online, and through video streaming to make course content relevant to today's student. Laurel Hall takes pride in its science program that is an inquiry-based curriculum rich with activities and content that meets Next Generation Science Standards (NGSS). The science curriculum offers an online and comprehensive hands-on, student-driven learning program, and includes an extensive collection of support material, online videos, inquiry strategies, worksheets and textbooks. Stellar curriculum, along with integrating current standards and the General Learner Outcomes at Laurel Hall into lessons taught, result in clear and defined academic goals at Laurel Hall.

Congruence

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

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

Findings	Supporting Evidence
The General Learner Outcomes and academic standards form the basis for student learning. Teachers are cognizant of the current academic standards and incorporate General Learner Outcomes into their daily instruction. Teachers annotate lesson plans that provide a consistent framework for educational objectives. The	<ul style="list-style-type: none"> • Notation of GLOs in teacher lesson plans • California Common Core Standards • Student understanding of

General Learner Outcomes act as a means of unifying learning objectives throughout the grade levels. The General Learner Outcomes and academic standards also serve as the foundation for developing students who are effective communicators, creative builders, responsible citizens, actively engaged learners, critical thinkers, and emergent people of God.

the GLOs

- Teacher syllabi
- NWEA MAP scores
- Weekly tests
- Benchmark assessments

Student Work — Engagement in Learning

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

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

Findings	Supporting Evidence
Students at Laurel Hall are actively engaged in a standards-based curriculum, which coincides with the school wide General Learner Outcomes. Teachers tailor their lessons and assignments to encompass General Learner Outcomes while addressing the California State Standards and the Common Core State Standards. Teachers provide an engaging learning environment that incorporates technology and multiple learning styles into the standards-based curriculum to make the subject matter relevant and exciting for students. Students develop a conceptual understanding and become critical thinkers through investigation, modeling and collaborative conversation. Students have the opportunity to work both independently and collaboratively. Teachers use NWEA MAP scores, formative and summative assessments, independent and collaborative projects, and observation to demonstrate student skills are meeting and/or exceeding the California State Standards, the Common Core State Standards, and General Learner Outcomes. Student work demonstrates the ability of our students to communicate effectively, master skills and concepts, utilize the creative process, and think critically as they are actively engaged in the learning process.	<ul style="list-style-type: none"> • Standards-based curriculum • General learner outcomes • Common Core state standards • California state standards • Student work • Teacher observations • NWEA MAP scores • Formative assessments • Summative assessments

Accessibility of All Students to Curriculum

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

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

Findings	Supporting Evidence
Laurel Hall provides a rigorous, relevant and coherent curriculum to all students through various programs. Teachers incorporate	<ul style="list-style-type: none"> • Lesson plans • Subject based textbooks

differentiated curriculum to maximize learning for all students on the learning continuum from academically challenged students to students who excel in learning. Teachers facilitate learning by integrating various teaching strategies along with technology into the curriculum to address the various learning styles. Faculty and students have online resources linked directly to the curriculum, and technology that includes computers, Chromebooks, iPads, and interactive whiteboards to access additional resources.

Instructional practices and other resources offered at Laurel Hall help to facilitate success for students with additional needs. Teachers provide differentiated instruction in their classrooms through curriculum-based lessons. Supplemental instruction is available through a curriculum specialist. A special-needs liaison from Los Angeles Unified School District provides support to teachers regarding tools and recommendations to serve students with special needs. The school psychologist is available for assessment and assistance in social/emotional learning needs.

In addition to learning and exploring language arts, math, science and social studies, students are engaged in music, art, performing arts, sports and other programs that provide a well-rounded learning environment to enrich the many learning modalities of our student body as a whole.

- I-Pads
- Chromebooks
- Computer Lab (access to curriculum online)
- Technology Lab
- Interactive whiteboards
- Resource and Curriculum Specialist pull out schedule
- School psychologist referrals
- Los Angeles Unified School District liaison
- Observational notes

Acceptable Student Achievement

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

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

Findings	Supporting Evidence
Laurel Hall School uses defined performance indicators to evaluate student achievement. NWEA MAP scores, formative and summative assessments, student achievement as reflected in their progress reports, and student work samples provide evidence students are meeting and/or exceeding academic standards and General Learner Outcomes. Teachers integrate current academic standards and General Learner Outcomes into daily lessons. Student learning objectives and General Learner Outcomes are posted in each classroom. NWEA MAP test results indicate students are proficient in math and reading. Teachers develop Goal Performance Action Plans based upon the NWEA MAP data analysis to ensure continued student achievement. Teachers refine lessons based on ongoing evaluation of student achievement through formative and summative assessments. Standards-based instruction provides many opportunities for students to	<ul style="list-style-type: none"> • GLO outcomes • Teacher's lesson plans with GLO annotations • NWEA MAP testing • Goal Performance Action Plans • Teacher's guides (Reading Street, My Math, STEMscopes) • Report cards • Formative and summative assessments • Rubrics • Project-based learning

demonstrate mastery of skills. The standards-based assessment results and rubric scores reflect the students' ability to apply the skills and concepts of the lesson. Individual and collaborative projects, student work samples, and student communication about experiences and knowledge gained indicate a high level of critical thinking and application.

- projects
- Student work samples

Integration Among Disciplines

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

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

Findings	Supporting Evidence
Staff at Laurel Hall integrates skills within different subjects, allowing for concepts taught across the curriculum. The curriculum facilitates this integration of multiple disciplines. Teachers incorporate current standards and General Learner Outcomes into their lessons and programs. Teachers apply knowledge, skills and competencies to more than one subject area simultaneously. Examples of cross-curricular or interdisciplinary teaching are found throughout science, math, language arts, social studies, Bible and technology. Across all subjects, students engage in inquiry-based learning to develop their critical thinking skills using observation, questioning, collecting and analyzing data to draw and communicate reasonable conclusions. They are required to qualitatively and quantitatively interpret data and explain its meaning while also learning to effectively support a position with research and cite appropriate evidence. The integration among disciplines includes reading and comprehension skills applied across all subjects; social studies lessons involving reading, math, and language arts skills; science labs involving measurement and communication skills; and Bible lessons with a focus on history, literature, writing and art. More specific examples include the Greek and Renaissance Festivals in which students research history and geography, write, collaborate and culminate with a hands-on demonstration of what they learned. The Fourth Grade Donut Shop includes an operating, marketing and financial plan. Outsourced curriculum and field trips enrich the learning experiences of students. In preparation for the Renaissance Fair, students are immersed in a Theatricum Botanicum program that provides them with background and skills from the Renaissance era. In the Walk Through California, students actively participate in a lively retelling of California's history. Students attend AstroCamp, which involves three days of outdoor, hands-on	<ul style="list-style-type: none"> • Schedule of grade-level planning meetings • Informal observations of students • Renaissance Festival • Greek Festival • CIMI trip • Astro Camp • El Camino Pines • 8th grade East Coast trip • Theatricum Botanicum (6th grade field trip; 7th grade workshop) • Diversity Project • The Living Wax Museum • California Science Center field trip • Museum of Tolerance • 4th grade fiesta • The Dickens Feast • Parker Anderson roster

science activities, covering astronomy, weather, physics, and geology. Laurel Hall enriches their after-school program by offering addition classes such as Lego Robotics, cooking, sewing and Animal Invasion with Parker-Anderson and other companies.

Curricular Review, Revision, and Evaluation

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

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

Findings	Supporting Evidence
Laurel Hall reviews the curriculum every three to five years by subject. The principal initiates the review process with the elementary and middle school curriculum advisors. The curriculum advisors contact publishers with California state- adopted programs for grade level samples of core subject matter for teachers to review. The curriculum advisors schedule teacher in-services with publishers to discuss the specific components of their respective programs. Key criteria for a new curriculum are critical thinking, technology integration, teacher resources, engaging texts and consumables, and ease of implementation across learning modalities and instructional levels. Teachers and administration jointly select updated curriculum based on these criteria. Regular review enables teachers to apply current and relevant material that challenges students.	<ul style="list-style-type: none"> Curriculum review schedule

Collaborative Work

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

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

Findings	Supporting Evidence
Laurel Hall staff monitors curriculum design and student work to ensure that academic work is engaging, meets current standards, and incorporates the General Learner Outcomes. Collaborative strategies are a vital component and implemented among and across the various grade levels. Elementary teachers and middle school teachers of the same grade meet formally weekly and informally throughout the week to discuss curriculum, educational strategies, student work, and goals. Grade level teachers plan	<ul style="list-style-type: none"> Grade level meetings Meetings between faculty and administration Learning continuum meetings Professional development Lesson plans

lessons together and communicate in an ongoing fashion regarding projects, tests, student progress, field trips, and activities to ensure that students have a balanced workload. Specialty teachers meet at least once per trimester with one another and keep teachers informed of any special events or projects. The faculty also collaborates with teachers in the grades above and below their level to gain an understanding of the skills necessary for the next grade level and the level of the students within the grade. Another component unifying collaborative efforts is that teachers discuss, use, and implement the curriculum and standards to plan lessons that foster the General Learner Outcomes. Dialogue among staff creates a dynamic environment in which lessons are refined based on student need and readiness as demonstrated by NWEA MAP test results, and an ever-unfolding desire to help students achieve their highest potential.

- CSS
- CCSS
- Student work and projects

The principal and administration have meetings with grade levels to ensure continuity among and between grade levels. Staff development and seminars also help keep teachers current on modern techniques and methods. Additionally, the curriculum specialist ensures that instruction follows curriculum and that there is continuity in the learning process. Administration consistently visits classrooms and observes student work and accomplishments. A dedicated effort is made to understand each student's needs and to apply the curriculum in a manner relevant to the students.

The faculty is knowledgeable of current standards and standardized testing results, and adjusts curriculum design as needed. When math test scores were lower than desired, a collaborative effort was put in motion to focus on math at each grade level. For example, in first grade, the curriculum was extended to include Mad Dog Math to help students memorize math facts. Another example of curriculum adjustment occurred when the fourth grade content standard regarding state mission history changed to facilitate a clearer understanding of the relationships between the missionaries and the Native Americans. Fourth grade teachers collaborated with administration and the curriculum specialist to modify the curriculum to reflect a more updated approach to teaching the mission era, focusing on the historical aspects, and including a more sensitive approach to the topic. Additionally, Common Core State Standards necessitated new curriculum in some subjects that led to various collaborative staff development opportunities and a refinement of past scope and sequence. Teachers also supplement with resources as needed to maximize the learning experience for students.

Increasingly, students are taking an indispensable role in

facilitating their learning experience. Open-ended and project-based learning have provided students with opportunities to guide their learning and to be an integral part of curriculum design. Students have the opportunity to observe peers and other children in the school perform or share projects with other classrooms or with the entire student body. Chapel, dance, and music programs offer additional ways in which the students shape the learning experience that is part of the continuum and design.

Curriculum includes a sequence of learning experiences that build throughout the academic year and link the learning goals from year to year.

Policies — Rigorous, Relevant, Coherent Curriculum

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

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

Findings	Supporting Evidence
<p>Laurel Hall employs a thorough and effective process by which key stakeholders assess curriculum in relation to the school's policies. Curriculum reviews occur every three to five years, and as the California State Board of Education approves new and/or updated statewide academic standards for content and student performance and/or adopts curriculum frameworks.</p> <p>Laurel Hall makes modifications to curriculum to ensure student achievement of current standards and General Learner Outcomes following the review of new and/or updated standards and curriculum frameworks. Elementary teachers engage in periodic discussions with the curriculum specialist to determine the efficacy of various programs. Recommendations from these discussions are passed on to administration for review and action. Changes to the curriculum are communicated to all stakeholders. In-service training is available to teachers regarding the utilization of new curriculum programs including online aspects. School administration evaluates the effectiveness of the curriculum across the learning continuum through classroom observations. The curriculum specialist reviews student work samples to monitor appropriate growth. Students participate in surveys at the end of each school year that include curriculum questions allowing administration to gauge progress and achievement from the student's perspective. Additionally, teachers and students complete curriculum evaluation forms pertaining to the usability of</p>	<ul style="list-style-type: none"> • Logs of curriculum meetings with curriculum advisor • Teacher attendance records of in-service training • Student survey results • Administrative classroom observation notes • Student work comparison notes • Curriculum evaluation forms • Lesson plans • Administrative meeting notes • School Committee meeting notes • Church Council meeting notes

the curriculum.

Articulation and Follow-up Studies

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

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

Findings	Supporting Evidence
<p>Each year, administrators attend articulation events hosted by local private high schools to become familiar with current expectations and trends for high school entrance and success. In addition, discussions take place regarding the middle school curriculum establishing a collegial relationship between Laurel Hall and the high schools. The administration has attended events at Notre Dame, Providence, Marymount, Chaminade, Crespi, Louisville and Campbell Hall high schools this year. Consistent feedback from high schools indicates freshmen from Laurel Hall are well prepared, and the schools appreciate Laurel Hall students.</p> <p>The majority of Laurel Hall students matriculate to private college preparatory high schools. Many of those high schools inform the administration of Laurel Hall students who have achieved honors at entrance. Informal discussions with alumni and their parents at open campus events provide insight as to how the educational foundation obtained at Laurel Hall has aided in their success.</p>	<ul style="list-style-type: none"> • Articulation meeting list of attendance • High School Attendance Chart • Honors at entrance • Academic scholarships • Informal observations • Informal discussions with high school Representatives • Community profile

B2. How Students Learn Criterion

The professional staff a) uses research-based knowledge about teaching and learning; and b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes.

Indicators with Prompts

Research-based Knowledge

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

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

Findings	Supporting Evidence
Teachers use California state-adopted textbooks and supplemental resources aligned with the California Common Core Standards. During planning, teachers incorporate the General Learner Outcomes and the lesson objectives to hold students accountable for individual learning. Teachers annotate plan books with the General Learner Outcomes. Collaboration within grade levels takes place on a regular basis to improve instruction. Analyzing test results at grade level meetings helps improve instruction. Teachers develop lessons to reteach targeted concepts.	<ul style="list-style-type: none"> • Teacher observation • Professional development schedules • Lesson plan books • Teacher's guides • California state adopted curriculum • NWEA MAP scores/action plans
Teachers use a variety of research-based instructional strategies to differentiate instruction to address each student's different learning styles and to allow for higher-level thinking. Some of these strategies include the use of manipulatives, oral practice, hands-on educational games, think pair share, role playing, teacher demonstrations, written practice, choral reading, close reading, editing and presenting, project-based learning, activities to connect student learning to the world outside the classroom and collaborative groupings.	
The faculty attends professional development seminars that focus on current educational theory, multi-sensory teaching methods, various instructional strategies, a focus on learner styles, and technology to remain current with instructional content and research-based instructional methodologies.	

Planning Processes

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

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

Findings	Supporting Evidence
Laurel Hall teachers use California state-adopted curriculum and supplemental materials as resources to guide their strategic lesson planning. During planning, teachers review previous formative assessments and NWEA MAP results in conjunction with current state standards and General Learner Outcomes to structure lessons. As with formative assessments, NWEA MAP testing provides immediate feedback, allowing teachers to address gaps in learning and measure growth of individual students. Individual student action plans can then be developed and implemented. The curriculum includes differentiated instruction enabling the teacher to reach every student to achieve proficiency. Lessons planned engage students and facilitate the learning process. Students engage in inquiry-based learning to develop their critical thinking skills using observation, questioning, collecting and analyzing data to draw and communicate reasonable conclusions. They are required to qualitatively and quantitatively interpret data and explain its meaning while also effectively supporting a position with research, citing appropriate evidence.	<ul style="list-style-type: none"> • California state adopted curriculum • Annotated teacher lesson plans • Grade level meetings • Content cluster action plans • MAP testing • MAP/action plans • NEED short/long term grade level planning • NEED vertical articulation (multi-grade level planning)

Professional Collaboration

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

B2.3. Prompt: *Comment on 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
Administrators and faculty use various collaborative strategies to examine curricular design and student work to enhance learning and refine teaching skills. Schoolwide staff meetings, grade level meetings, and cluster grade level meetings provide opportunities for the staff to discuss and strategize about curriculum. Collaboration between teachers, administrators, and the	<ul style="list-style-type: none"> • Monthly meetings • Grade level meetings • NWEA MAP results • Professional development certificates • STEMscopes science

curriculum review specialists includes sharing successes and challenges as well as an evaluation of student assignments and projects. Administration meets monthly with grade level teachers, provides additional feedback from and to other grade levels, and serves as a vital link on the learning continuum between grade levels to maintain a relevant and cohesive curriculum design. The curriculum specialist meets routinely with teachers, which encourages collaboration regarding curriculum evaluation and needs and how to implement and enrich curriculum. Implementation of consistent curriculum across grade levels in grades K-5 has significantly contributed to an effective scope and sequence and maximized learning for students at Laurel Hall.

curriculum

- Meetings with curriculum advisor

In addition, the review and discussion of NWEA MAP scores among teachers, administrators, and the curriculum specialists is an ongoing and significant factor in the evaluation of student learning and curriculum design. NWEA MAP results and data gathered during meetings enables the administration, teachers, and the curriculum review specialist to work together to determine strengths and challenges.

The staff participates in professional development throughout the school year to enhance and expand knowledge in curriculum, current standards, student learning styles, and technology. Last year, teachers at Laurel Hall attended the CUE Conference of Spring 2018 and learned technology-based teaching strategies that they brought back to Laurel Hall and shared with the rest of the staff.

Increasingly, instructional strategies have focused on facilitating student learning through discovery and inquiry. Through project-based learning, collaborative opportunities, and STEM based activities, students engage in a more independent and student-driven fashion. The addition of the STEMscopes science curriculum in 2017-2018 allows for more hands-on and in-depth experiments and inspires critical thinking among the students. Another aspect of this curriculum is that it provides many opportunities for teachers to further challenge their students through the “Extend the Lesson” sections in the curriculum. Across the curriculum in all grade levels, students are active participants in the learning experience. Ongoing communication among the staff and an extensive analysis of student work indicate that students have a rich learning environment that includes critical thinking, problem solving, and an application of acquired knowledge to new situations.

Professional Development

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

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

Findings	Supporting Evidence
<p>In preparation for a new school year, teachers attend workshops to be more effective, enhance their knowledge of current trends and best practices, build unity among faculty, and update first aid and CPR certifications. For the 2018-2019 school year, the workshops included:</p> <ul style="list-style-type: none"> • Student Engagement and Active Learning Led by: Laurel C. Malone of North Carolina Central University. Topics included Cooperative Learning, Brain Friendly Instruction, and Assessment & Accountability • Team Building Led by: Fulcrum Adventures Topics included: Setting the Tone of Teams, Thinking Differently, Embracing Change, Collaboration & Team Bonding, and Timing & Communication • Communication with Families Led by Brittany Walker and Denise Para - Laurel Hall teachers Topic: Class Dojo • Digital Student Portfolios Led by Brittany Walker and Denise Para - Laurel Hall teachers Topic: SeeSaw • Writing Led by Mily Tovar - Laurel Hall teacher Topic: Write From the Beginning • First Aid/CPR Led by EMS Safety Services Topics: First Aid and CPR Training and Certification 	<ul style="list-style-type: none"> • Professional development plan • LAUSD communications

In addition to these workshops, teachers attend conferences and workshops throughout the school year. Teachers are encouraged to seek out educational conferences on an individual basis such as those offered through both California State and LAUSD Offices for

Private Schools. Teachers have the opportunity to pursue advanced degree programs increasing their knowledge and experience to bring new approaches and skills to the classroom.

Professional Development gives teachers the opportunity to stay current with teaching strategies, learn innovative approaches to enhance student learning and bring an added dimension to the classroom by providing engaging and formative activities to improve student learning. Professional development allows teachers to maintain and expand the skills and knowledge they need to ensure students are meeting current standards and General Learner Outcomes.

Challenging and Varied Instructional Strategies

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

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

Findings	Supporting Evidence
At Laurel Hall, teachers use a variety of instructional strategies that effectively engage students at a high level of learning. Based upon Common Core strategies, while acknowledging that each student has a unique learning style, lessons incorporate a variety of methods and techniques to provide students with a balanced palette of learning. Smaller class sizes at Laurel Hall lead to more personal attention and frequent interaction between the teacher and the student. Students feel comfortable participating in a wide variety of academic opportunities that include processing, interpreting, and applying information learned across the curriculum. Inquiry-based instruction encourages students to collaborate and brainstorm with peers. Additionally, hands-on activities provide kinesthetic learning for students who best learn through activities that demonstrate the concept or skill taught.	<ul style="list-style-type: none"> • Lesson plans • Curriculum • Curriculum Specialist duties • Curriculum projects • Specialty and elective classes • General Learner Outcomes • Field trips • Formative and summative assessments

Laurel Hall also has a curriculum specialist available to evaluate and pinpoint learning challenges for students in need of support. Enrichment is provided to help students bolster confidence and realize learning potential. The curriculum specialist facilitates the tools necessary for a student to be a more active participant in the learning process. With the added support, a student can attain a solid academic foundation and become an intrinsic part of a dynamic learning environment.

Throughout the educational experience at Laurel Hall, students are motivated to develop further critical thinking skills beyond the classroom. As an extension of Ancient Greek studies, sixth grade students present performances of Greek Mythology, such as *Iphigenia in Taurus* and Shakespeare's *A Midsummer Night's Dream*. Fifth grade students do an in-depth state report that involves extensive research and multiple resources, with findings that include the physical features, history, economy, important parks and locations, and symbols of the state. The final report includes a detailed PowerPoint presentation to the class. Fourth grade students conduct research and prepare Native American reports in collaborative groups and present their findings.

Increasingly, technology is woven purposefully and carefully into the curriculum and has a powerful impact on learning. Teachers at Laurel Hall frequently attend workshops and training, so they are equipped with the skills necessary to teach the ever-changing technology of today's world. Interactive white boards, Chromebooks, iPads, and computers are used to provide immediate visual imagery and text-based research that effectively cultivates learning and engagement. In addition, a computer lab, technology lab and project lab are available and routinely used by all grade levels.

Based on the General Learner Outcomes, students at Laurel Hall are given a wide array of enrichment opportunities as part of the curriculum. A noteworthy selection of classes including art, fine arts, and music are offered. Students master certain skills and partake in performances for the school community. Students also participate in chapel presentations and are part of the praise team. Engaging field trips are an integral part of the academic program and provide experience related to the topics and concepts taught. Some field trip opportunities that effectively engage students at Laurel Hall include the Museum of Tolerance, Washington DC trip, ASTROCAMP, Sacramento, Underwood Farm, and the Reagan Library.

Laurel Hall endeavors to facilitate learning experiences that engage students at all levels. Curricular and enrichment experiences are rooted in the standards and the General Learner Outcomes and include a variety of instructional strategies. Formative and summative assessment results are additional indicators that students are engaged in the learning process. Within the classroom and beyond, the Laurel Hall community inspires student engagement.

Technological Integration

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

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

Findings	Supporting Evidence
<p>Technology is integrated into the curriculum and is utilized by the teachers to enhance the concepts taught. Technology is an integral part of the classroom and creates a dynamic learning environment. Most classrooms are equipped with 2 – 3 computers, an interactive whiteboard, and a document camera. All middle school classrooms also include a “tech tub” with four Chromebooks and the elementary classrooms are equipped with three iPads for student use. In addition, multiple Chromebook carts, housing from 20 - 30 Chromebooks, are available to classrooms for student use. The project lab, computer lab, and tech lab are available for class and individual student use on assignments and collaborative projects. Laurel Hall students have scheduled time in the computer lab. Teachers use the Easy Tech curriculum to teach and enhance instruction of technology.</p> <p>Students use a combination of desktops, Chromebooks and iPads to assist in research and computer-based student projects at home and at school. Laurel Hall students in 4th through 8th grades are also given Office 365 accounts which provides access to Outlook, One Drive, Word, Excel, PowerPoint, One Note, SharePoint, Teams, Class Notebook, Sway and Forms both at home and at school. Online curriculum is available to both elementary and middle school for English, math and science, allowing students to access textbooks from home and use interactive tools to augment the learning process. In grades 6-8, students use Membean, an online and self-paced vocabulary program, to broaden vocabulary, and strengthen comprehension and writing skills. Music classes use iPhones to record their performances and listen back to evaluate their work. In middle school, students use technology to complete collaborative research and PowerPoint and Prezi to create presentations. Students use digital response for review and assessment of material. Teachers use document cameras to show language arts examples for revision and analysis of student writing, giving immediate feedback. Elementary science labs use document cameras to direct ideas and examine objects projected on the larger interactive whiteboard. Students taking the yearbook elective use digital media cameras and software throughout their coursework, resulting in a completed piece of work for the school community. As a school, students use both the primary and intermediate versions of the Grolier database for research-based</p>	<ul style="list-style-type: none"> • Chromebook tubs in middle school • 3 Chromebook carts (project lab, tech lab, MS science room) • K-5 classroom iPads • Tech lab • Project lab • Computer lab • Senteo clickers • Document cameras • SMART Board • Class Dojo • Elementary and middle school online curriculum (English, math, science) • Membean • PlusPortals

projects.

Laurel Hall utilizes Rediker's PlusPortals and grading program as its primary communication and grading system. Students and parents receive communication regarding school events, classroom activities, homework assignments, and grades through PlusPortals. Elementary classrooms also use Class Dojo, an online program, to communicate with parents and students regarding updates on students and to share pictures of ongoing activities during the day.

Evidence of Results based upon Challenging Learning Experiences

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

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

Findings	Supporting Evidence
Students are provided with a variety of opportunities to demonstrate critical and creative thinking, problem solving, and the application of knowledge and skills. Teachers use the General Learner Outcomes daily to assist students in recognizing and understanding quality performances and work products, as well as tasking students to set challenging, achievable goals and personal plans for learning. Grade appropriate assignments and projects guide students through the process of critical and creative thinking, problem solving, and knowledge and skill attainment. In science, early elementary students use critical thinking and creative strategies to move objects in the Push/Pull Unit. In language arts, students engage in the creative process to write and illustrate rhyming stories that effectively communicate a plot and a moral lesson. The third grade planet project demonstrates each student's ability to research and communicate information effectively while learning independently. Using effective research and communication skills, fifth graders complete an analysis of a biographical character culminating in a performance at the Historic American Living Museum. Fifth grade also works collaboratively to demonstrate knowledge attained and problem solving skills as they work together to create Native American presentations. The Dickens Feast and Greek Festival are examples of middle school students engaged in active learning and producing quality performance. During the Dickens Feast, students demonstrate knowledge of Victorian etiquette and dress, and perform traditional carols and a dance. At the Greek Festival, students perform one of two plays – <i>Trial of Socrates</i> and <i>A Midsummer Night's Dream</i> . Students take an active role in all aspects of production, including memorizing lines, stage directions, and problem solving. Middle school students also create Identity Masks	<ul style="list-style-type: none"> • Student work, projects and performances • Common Core State Standards • General Learner Outcomes

and Bio-Poems, which allow them to reflect upon themselves and their faith. Many projects are performance-based and require research and planning, integration of knowledge and ideas, comprehension, collaboration, practical application, execution and evaluation. The experiences at Laurel Hall prepare students to anticipate the future and be innovative problem solvers.

Student Understanding of Learning Expectations

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

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

Findings	Supporting Evidence
At Laurel Hall, the teachers post the daily lesson objectives that directly correlate to the California Common Core State Standards in classrooms. Teachers open their lessons utilizing the objectives to convey clear expectations of the lessons taught in a given area of study. In addition, teachers use the General Learner Outcomes to emphasize the skills the students are accountable for learning. Students are aware of grading scales and rubrics are often provided for specific skills that must be demonstrated.	<ul style="list-style-type: none"> • California Common Core State Standards • General Learner Outcomes • Unit pre tests • Unit post tests • Teacher discussions • PlusPortals

Before beginning a new area of study, teachers assess student understanding of concepts previously taught. As teachers transition into a new unit of study, they articulate expectations. In the primary grades, teachers inform students of expectations through verbal instruction, visual presentation, modeling, and examples of completed assignments. In middle school, student expectations are rubric-based and clearly state the performance standards required. Often the rubric and expectations are teacher-student created, applied, and evaluated. Additionally, in all grades, expectations on reports, assignments, and research projects are collaborated in class with students. Weekly newsletters are emailed and posted on PlusPortals. Both students and parents can monitor grades and performance through PlusPortals, thereby facilitating a shared community understanding of academic performance standards and expectations.

Student Perceptions

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

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

Findings	Supporting Evidence
<p>Laurel Hall students are motivated to achieve success and demonstrate a high regard for meeting goals and expectations. Report card grades and standardized test scores reflect student achievement. In discussions, students indicated a strong level of support within the school community from their homeroom teacher, specialty teachers, and support staff. From the first day of school, classroom teachers routinely outline expectations with students and share them at Parent Information Night. The staff at Laurel Hall is committed to facilitating student achievement at every level.</p> <p>At Laurel Hall, teachers display lesson objectives in their classrooms. Teachers explain the purpose of the objective along with the corresponding standard(s) and the expected results. Greater attention to the General Learner Outcomes has led to an increased understanding by the students of what the goals and expected outcomes are for each assignment. During Project Lab, all middle school students worked collaboratively by grade on a GLO hands-on project. Students created artistic EMBRACE posters with each GLO defined in their own words and then distributed them to classrooms for display. In the upper elementary grades, students have General Learner Outcome stickers with grade level appropriate language on their desks for reference. Through discussions, students indicate understanding the objective of the lesson, what is expected of them, how it meets specific General Learner Outcomes, and why it is important. Additionally, each year the school conducts student perception surveys regarding their understanding of lessons and General Learner Outcomes.</p> <p>The student-teacher interaction facilitates not only an understanding of what the standards represent, but also how the General Learner Outcomes form the foundation of the goals for our students at Laurel Hall School. Student understanding of both the standards and the schoolwide learning outcomes continues to grow, evolve, and facilitate student progress.</p>	<ul style="list-style-type: none"> • Display of lesson objection • Display of General Learner Outcomes • Teacher discussions • Student surveys • Student perception discussions

Student Needs

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

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

Findings	Supporting Evidence
Teachers address the variety of ways in which students learn through multiple approaches. The faculty at Laurel Hall consistently looks for ways to make the learning environment more interactive, integrate technology into the learning experience, and use collaborative learning strategies when appropriate. Various teaching methods include hands-on activities, cooperative learning, learning centers, manipulatives, “think, pair, share” activities, and interactive lessons are used to engage students. Opportunities for hands-on learning exist through the many interactive lessons taught in the classroom as well as in project lab and science lab. Additionally, learning centers in the class help enrich, challenge and reinforce key concepts in what the students are currently learning. The math curriculum includes differentiated learning activities within each lesson, providing support to students of all levels.	<ul style="list-style-type: none"> • Individual lesson plans • Teacher observations • Student work samples • Tracking student progress via resource specialists • Teacher discussions

Laurel hall meets the individual needs of students in a multitude of ways. Teachers provide time for students to come in before school, at lunch or after school for extra assistance. Students with learning disabilities, including those with an IEP or 504 Plan, are accommodated with modified assignments and extra resources needed to ensure academic success. Students can also receive additional help from resource specialists in language arts and math. One-on-one help and tutoring are also available to accommodate learning. Open-ended and project-based learning allow students at Laurel Hall to perform to their level of ability while simultaneously learning from others in the group and developing an overall sense of team. Students hone individual talents as well as learn from others to develop or improve skills. Students work together building skills and connecting academic situations to the real world while differentiating the learning experience for each student. These individual and collaborative learning experiences incorporate the multiple intelligences into lessons learned.

Student Use of Resources

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

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

Findings	Supporting Evidence
<p>Laurel Hall School provides students with a wide assortment of quality resources to provide a well-rounded learning experience. In addition to quality textbooks in each classroom, technology is integrated into the curriculum to enrich the effectiveness of lessons taught and to engage learners as active participants. Within the classroom, technology abounds and includes interactive white boards, student computers, a document camera, Chromebooks, and iPads. Starting in elementary school, students are taught various media skills to take a proactive approach to self-guided and collaborative projects. Additionally, beyond the scope of the classroom, students regularly use the computer lab, the technology lab, and the project lab. Both the classroom technology and the labs provide internet-based research options and learner-based applications that support practice for skills, differentiated learning and collaborative projects. Open-ended and project-based learning, coupled with the array of technology and digital media, provide a dynamic learning environment for students.</p>	<ul style="list-style-type: none"> • Technology resources • Tech Lab • Media Lab • Computer Lab • Project Lab • Lesson plans • Electives • Classes • Performance events • Field trips • Community service

Additional collaborative activities that include the larger Laurel Hall community are student chapel presentations, student praise team service, classroom productions, oral reports, music performances, dance recitals, choral singing, plays, band, drum corps, yearbook, student council, holiday performances, and athletic teams. These activities provide students with learning experiences that enrich learning well beyond the scope of textbook curriculum. After school and enrichment programs through Parker Anderson provide collaborative and interactive programs such as Lego Robotics, Minecraft, cooking, and science activities. They enrich and enhance the learning experience, are in line with current standards, and effectively help students achieve Laurel Hall's General Learner Outcomes.

Laurel Hall has a dedicated interest in providing a variety of specialty classes that include art, fine arts and music. All students are immersed in a variety of classes to identify interests as well as talents. Students in 6th- 8th grades have many diverse electives to choose from each year. Specialty teachers teach electives that involve collaboration and teamwork to meet goals and performance opportunities that broaden student awareness of the world beyond traditional areas of study.

Laurel Hall exposes students to a variety of field trips that foster responsible citizens, effective communications, and actively engage students in learning. Some of the trips include the LA Zoo, the Chumash Museum, Music Center, Science Center, Reagan Library, Sacramento, ASTROCAMP, Catalina, and Washington D.C.

In the larger community, students are actively engaged in community service programs and service-oriented endeavors including peer tutoring, outreach and volunteer work. Students in 5th grade consistently share both educational and enjoyable experiences at the Emmanuel Early Childhood Center. Experiences at the preschool foster a sense of responsibility and provide opportunities for students to be effective leaders.

B3. How Assessment is Used Criterion

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

Indicators with Prompts

Appropriate Assessment Strategies

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

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

Findings	Supporting Evidence
<p>Teachers use a multitude of both informal and formal assessment strategies in order to measure student progress toward acquiring a specific body of knowledge or skills. Informal assessment strategies used throughout the classrooms at Laurel Hall include:</p> <ul style="list-style-type: none"> • Anecdotal notes and observations made during small group, whole group and independent work time. Teachers informally assess students understanding their assignments by observing conversations or student work. • Asking “check for understanding” questions periodically during a lesson on any subject. By asking these types of questions, teachers can take a quick assessment of knowledge learned during the lesson. • Reviewing the objective before and after the lesson taught with the students. By introducing the objective, students have a clear understanding of the learning goals for that lesson. Also, by reviewing the objective at the end of the lesson, teachers can see if the goal was met via whole group discussion with the students. 	<ul style="list-style-type: none"> • Teacher observation Notes • Lesson plans • Teacher interviews • Language arts curriculum • Math, science, and social studies curriculum assessments • Rubrics (small group and individual projects) • NWEA MAP results

In addition to informal assessments, formal assessments are used to measure student progress of a specific body of knowledge or skill. These formal assessments include:

- Weekly language arts tests, to assess student progress toward

mastery of targeted vocabulary, word analysis, reading comprehension and writing skills presented throughout the unit.

- Chapter tests given at the end of each chapter in math, science, and social studies to assess student mastery of skills and concepts.
- Essays requiring students to demonstrate their level of learning by responding to a prompt.
- Individual and collaborative group projects assigned to students throughout the year. These projects cover specific concepts and subjects that the students are learning. Teachers monitor student progress through observational notes and assigned checkpoints. A formal rubric is used to assess the final project and covers student knowledge, comprehension of concepts, organization and effective communication.
- NWEA MAP testing once a trimester. Teachers use the results from these assessments to reassess their teaching as well as student learning. Action plans are created to facilitate additional instruction to address student needs.

At Laurel Hall, teachers are responsible for assessment documents and proctoring their classes for curriculum-based assessments. To maintain the integrity of curriculum-based assessments:

- Only teachers have access to assessment documents prior to an assessment.
- Teachers review all assessments to ensure they are based on the material presented.
- Teachers do not return assessment to students until all students have the assessment.
- Teachers review and enforce strict grade level appropriate guidelines during the assessments.
- Teachers monitor students to ensure students' eyes are focused on their own tests, and students are not talking or passing information.

In addition to the curriculum-based assessments, students complete the NWEA MAP online-standardized test once each

trimester. Students do not have advance access to the online assessment. The grade level teacher along with the assistance of an additional staff member, administer and proctor the assessment. To maintain the integrity of the NWEA MAP Test:

- Teachers review and enforce strict grade level appropriate guidelines during the assessments.
- Teachers monitor students to ensure students' eyes are focused on their own tests, and students are not talking or passing information

Basis for Determination of Performance Levels

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

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

Findings	Supporting Evidence
<p>The basis upon which grades, student growth, and performance levels are determined at Laurel Hall are specific to each grade level. In the pre-elementary grades, which include Transitional Kindergarten and Kindergarten, letter grades of P, D, or NP are given for each subject:</p> <ul style="list-style-type: none"> • P Proficient • D Developing • NP Not Proficient <p>In the elementary grades, letter grades of E, G+, G, G-, S+, S, S-, N, or U are given for each subject:</p> <ul style="list-style-type: none"> • E Excellent • G Good • S Satisfactory • N Needs Improvement • U Unsatisfactory <p>In grades 4-8, the grading scale is:</p> <ul style="list-style-type: none"> • A 89.5 - 100 • B 79.5 - 89.4 • C 69.5 - 79.4 • D 59.5 - 69.4 • F 0.00 - 59.4 	<ul style="list-style-type: none"> • Elementary grading scale (K-3) • Middle school grading scale (4-8) • Honor roll • Cooperation and work habits • Elementary baseline test in language arts compared to final test • Rubrics for writing assignments and presentations • Homework for practice • Sample formal and informal assessments • Online curriculum assessments to drive instruction • Membean • Rosetta Stone • GLOs • Culminating projects in elementary grades • Greek Festival in 6th grade (culmination of material) • Renaissance Festival in 7th

For grades 4-8, cooperation and work habits are as follows: E = Excellent G = Good S = Satisfactory NI = Needs Improvement U = Unsatisfactory.

Honor roll is also available for students in grades 6-8 who maintain a specific grade point average for all trimesters. These grading scales and practices help motivate the student, monitor student growth, and determine areas of strength and weakness in an age appropriate fashion.

A variety of factors are taken into consideration when evaluating student growth and overall performance. Elementary students are given a baseline language arts assessment at the start of the school year to help gauge proficiency and guide teaching. This baseline assessment is compared to an end-of-year evaluation to determine growth. The online curriculum in math and language arts for both elementary and middle school provide various diagnostic tests and practice exercises to help reveal skill level and growth of the individual student as well as the whole class. Rubrics are utilized school-wide for writing assignments and projects to clearly communicate expectations and requirements to students. Culminating projects throughout the year in both elementary and middle school grades illustrate an evident growth in comprehension and performance level, as students work to piece together the concepts of complete units of material prior to moving on to the next level. Membean, a self-paced, online vocabulary program used in the middle school to build vocabulary proficiency, helps to strengthen writing and prepare students for upcoming standardized testing. Laurel Hall teachers can track growth and performance level on a weekly basis through this program. Similarly, Rosetta Stone, a self-paced, online foreign language program, is available to all middle school students and provides the same level of observation and tracking. Additionally, NWEA MAP testing every fall, winter, and spring, help guide teachers in driving instruction as areas of strength and need in both math and language arts are clearly defined. Along with formal and informal assessments to determine comprehension, homework is assigned for practice so that teachers can measure how well students are grasping the concepts presented in class.

Teachers discuss the school's General Learner Outcomes with the students on a regular basis and ask them to make connections between the GLOs and content presented. This also aids in determining student growth and overall performance according to the school's General Learner Outcomes and academic standards.

Laurel Hall also recognizes the significance of keeping the parent

grade (culmination of material)

- MAP testing
- Parent-teacher conferences every spring
- Report cards every 6 weeks
- Communication with students and parents
- PlusPortals to see live grades

community involved in their children's academic lives in order to assist in monitoring and motivating students. Consistent communication between parents and teachers is ongoing. Formal parent-teacher conferences are held every fall. Report cards are distributed every 12 weeks. Grades are live throughout the school year for immediate parent access.

Laurel Hall has procedures and practices in place to ensure student growth, and overall performance is evaluated in an effective manner.

Demonstration of Student Achievement

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

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

Findings	Supporting Evidence
Student work samples, formative and summative assessments, student achievement as reflected in their progress reports, and NWEA MAP scores provide evidence that students are meeting and exceeding academic standards and General Learner Outcomes. Teachers at Laurel Hall are committed to ensuring students meet and exceed the academic standards and General Learner Outcomes. A diverse array of assessments is used across grade levels, enabling teachers to thoroughly evaluate the extent to which students meet and exceed academic standards and General Learner Outcomes. Achievement is measured by evaluating formative and summative assessments. Teachers use ongoing formative assessments to provide information to adjust teaching and ensure all students achieve targeted standards-based learning goals.	<ul style="list-style-type: none"> • Student work • Rubrics / grading scales • Teacher observations • Teacher interviews • NWEA Map scores • Progress reports / report cards

Formative assessments include:

- Assignments aligned with daily lessons allowing students to demonstrate their understanding of concepts presented.
- Written responses that analyze learned and presented material, demonstrating student awareness, understanding of content, and integration of concepts.
- Cross-curricular individual and cooperative learning group projects, providing opportunities for students to expand their knowledge base, demonstrate critical thinking skills

and convey their ability to effectively communicate findings. Many of the skills entailed in successfully completing the project cannot be assessed through traditional assessments. Throughout the collaborative process, teachers monitor the students as they make inferences, bridge ideas and demonstrate character traits that enable them to work cooperatively. The final presentation of the project provides an assessment of student knowledge, their ability to effectively communicate, and their overall grasp of the concepts.

- Observation of students during group discussions provides opportunities for the students to demonstrate their understanding of the material presented. It also gives insight into individual learning needs and progress that cannot be obtained through traditional written tests.
- Student communication regarding experiences and knowledge gained allows students to share their understanding of material in an informal forum.

Summative assessments are given periodically to gauge student learning relative to academic standards and General Learner Outcomes at a particular point in time.

These assessments include:

- End-of-chapter and/or unit tests
- NWEA MAP tests

Teachers purposely create meaningful lessons, articulate objectives, and set clear parameters for student learning outcomes. Student understanding of the objectives and the General Learner Outcomes allows them to take ownership of their learning and achieve success.

Correlation

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

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

Findings	Supporting Evidence
At Laurel Hall there is a strong correlation between academic standards, the school wide learner outcomes, and the manner in which both are approached and assessed. The General Learner	<ul style="list-style-type: none"> • Textbooks • California State Standards • GLOs

Outcomes form the foundation of the academic goals, while the standards are the specific objectives in each lesson. Teachers use instructional strategies that correlate to the General Learner Outcomes and State Standards by utilizing multiple pathways including cooperative learning, direct instruction, project-based learning, and informal/formal assessments, which support active learning and provide opportunities for critical thinking and effective communication for students of all levels.

- Content cluster action plans
- MAP test results
- Lesson plans

Formative and summative assessments in core subject areas correspond to the curriculum, which correlates directly with the California State Standards and the General Learner Outcomes. Teachers create lesson plans to align with the applicable General Learner Outcomes. Students EMBRACE learning by taking an active role in the learning process. Students participate in a wide variety of academic opportunities that include processing, interpreting, and applying information with knowledge they have acquired through various instructional strategies.

In addition to curriculum-based assessments, NWEA MAP standardized testing is used to objectively determine both individual and whole group instructional readiness. Based upon the knowledge of individual student and the class, teachers develop action plans to incorporate the appropriate instructional strategies to maximize learning potential for each student.

Modifications/Decisions based on Assessment Data

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

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

Findings	Supporting Evidence
Assessment evaluation is a critical component of factors considered when evaluating curriculum and schoolwide goals. Assessment data at Laurel Hall is collected in a continual manner and includes NWEA MAP results, formative and summative performance results, and additional grade-level assessments.	<ul style="list-style-type: none"> • NWEA MAP assessments • Formative assessments • Summative assessments • School budget • Professional development

NWEA MAP offers a variety of standardized test results available to teachers and administration. MAP measures student achievement and growth over time and readily demonstrates student, classroom, and schoolwide strengths and areas in need of growth. MAP reports provide normative data that allows teachers and

administrators to more accurately see achievement of individuals, classes, and the entire school compared to the national average. Additionally, MAP results provide data that indicates the learning readiness of a student for a particular skill or concept. In this manner, MAP provides knowledge that informs instruction based on reliable data and helps to determine the instructional needs of each student with regard to the current standards. In collaboration with the staff and administration, decisions about curriculum and learning goals are refined and honed. Schoolwide data collected from MAP reports helps drive curriculum decisions and ensures that academic potential is maximized.

Classroom formative and summative assessments are also effectively used to make decisions about curriculum. Teachers analyze results and have a solid understanding of student and class performance level in relation to the subjects taught. Through assessment review, teachers can identify students who are proficient and those who need more time to grasp a skill or concept. Curriculum can then be modified or differentiated according to learning readiness. Grade level teachers collaborate with one another, with teachers in other grades, and with administration to note strengths and areas of needed growth across the continuum based on the analysis of collected assessment data.

Assessment performance analysis is a major component in professional development choices, resource allocation, and decisions regarding curriculum. A prime example at Laurel Hall was the enhanced focus on math and reading/language arts when the curriculum needed to be updated to provide alignment with current standards. Professional development included seminars demonstrating how to use the new math and reading program. Assessment analysis and results also help to prioritize curriculum needs and resource allocation. A portion of the budget is set aside and available for new curriculum and needed professional development. New curriculum, as well as the integration of digital media across the curriculum, has necessitated technology training for teachers, subject-specific professional development, new and updated teaching strategies training, and training in understanding NWEA MAP scores and reports.

Student Feedback

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

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

Findings	Supporting Evidence
At Laurel Hall, student feedback is an integral part of monitoring student progress academically, technologically, emotionally, spiritually, and socially. Student feedback from surveys, ASB, and the Principal Committee allow students to be involved in the decision-making process. Classroom discussions, peer discussions, and individual teacher/student conferences are additional opportunities for student feedback and participation. Teachers monitor student input regarding beneficial instructional approaches so that a dynamic learning environment exists from year to year. Information from students has prompted teachers to collaborate more when scheduling projects, presentations, papers, tests and assignments so that students can better balance multiple school responsibilities.	<ul style="list-style-type: none"> • The Principal Committee • ASB • End-of-year student survey • Informal teacher / student discussions • MAP testing • Test results • Peer discussions/editing

Ongoing communication with students is vital to an environment that meets the needs of 21st century learners who seek to understand the world they are part of, to communicate and collaborate with others, to evaluate and utilize information, and to think both creatively and critically. In recent years, students have become much more aware of the General Learner Outcomes, their importance to the mission at Laurel Hall School, and their relevance to standards in fostering academic, social, and spiritual growth in students. Surveys indicate that, coupled with learning objectives being stated in classrooms, a greater understanding of the general learner outcomes has made learning more relevant to students.

In addition to being part of the dialogue regarding General Learner Outcomes, upper elementary and middle school students are involved in examining and reflecting on their individual NWEA MAP results. NWEA MAP provides a student-led process for setting learning goals. Setting their own learning goals and formulating a plan to improve areas in need of growth provide invaluable opportunities for students to participate in the learning process.

Teacher Monitoring

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

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

Findings	Supporting Evidence
Teachers at Laurel Hall effectively monitor student progress over time using student feedback, teacher observation, group and individual presentations, digital media projects, daily class assignments, written and oral tests, student writing, formal and informal discussion, homework, comprehension exercises, anecdotal evidence, report cards, and NWEA MAP standardized test results. Teachers maintain electronic and physical files on student work and progress. On a regular basis, teachers also collaborate regarding curriculum, academic successes, and challenges. Additionally, at the start of a new school year, pertinent records are passed along as well as progress and needs of the incoming students.	<ul style="list-style-type: none"> • Electronic gradebook • NWEA MAP scores • STEMscopes • Student surveys • Student work • Student/teacher informal and formal discussions • NWEA MAP results • Informal alumni feedback

Students provide information and feedback through yearly surveys, classroom evaluations, formal and informal discussions. Many teachers ask students to fill out an evaluation or reflection at the end of each quarter, including strengths and challenges regarding the classroom experience. Student feedback is a vital component and includes evaluations, surveys, daily assignments, and assessments, and is part of the monitoring process. Through record keeping, monitoring student progress, feedback and collaboration, teachers are better able to evaluate the effectiveness of student learning and the progression through the academic standards. The effectiveness of these methods is evident through NWEA MAP as well as GPA and students' overall demonstration of their knowledge throughout the course of each school year. Students generally test well into their school of preference upon leaving Laurel Hall. Alumni students have consistently informed Laurel Hall that they are well prepared for the next level of learning.

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

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

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

Summary (including comments about the critical learner needs)

Laurel Hall is a dynamic learning community that embraces the whole child academically, socially, and spiritually. The school is committed to promoting student growth and success through an effective curriculum delivered by a dedicated and nurturing staff. Laurel Hall has a significant number of strengths in the areas of curriculum, instruction, and assessment, which allow the school to target overarching critical learner needs.

As a result of data collection and analysis, new curriculum is in place to address needs in math. NWEA MAP scores indicate foundational math skills are an area of needed growth in number sense and problem solving. Formative and summative assessments are used to monitor student achievement and guide instruction. A dedicated staff, including resource specialists, is available to meet students' needs. More formal planning and communication between all grade levels will help to solidify the learning continuum and better address areas of needed growth in math.

Improving writing skills is another critical learner need. Write from the Beginning, a comprehensive K-5 writing program, is being utilized to support the writing process. Professional development, better communication, and more collaboration will facilitate improved writing skills across all grade levels.

Laurel Hall is committed to providing a well-rounded program that meets student needs through vertical articulation and continuity across the learning continuum.

Prioritize the areas of strength and growth for Category B.

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

Areas of Strength:

- Laurel Hall School has a dedicated and nurturing quality staff.
- Laurel Hall has an interest in routinely updating curriculum.
- Teachers effectively tie curriculum to the General Learner Outcomes, the California State Standards, and Common Core State Standards.
- Laurel Hall provides a well-rounded educational program that includes comprehensive academics, fine arts, athletics, and a variety of electives.
- A wide range of instructional strategies and tools, including technology, are available in order to

address all modalities of learning.

- Small class sizes benefit instruction.
- Resource specialists are available to students who need additional instruction.
- Formative and summative assessments facilitate instruction.
- Student work and projects both facilitate and demonstrate student learning.
- Laurel Hall encourages professional development and provides a variety of opportunities.
- NWEA MAP assessments track student needs and guide instruction.
- PlusPortals allows parents and students access to live grades as assignments are posted and other relevant information relating to individual classrooms and the school.

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

Areas of Growth:

- Time must be allotted for formal planning and communication between all grade levels to solidify the learning continuum from TK-8th grade.
- There is a need for consistent application of behavioral expectations and discipline management policies to allow the academic program to be most effective.
- Social studies and Bible curricula need to be updated.
- Science curriculum needs to be supplemented with content that has a clear scope and sequence.
- Laurel Hall School needs to adhere to established criteria, which determines the students who most effectively can be served.
- Laurel Hall needs to continue to add and update the technology resources available.
- Goal Performance Action Plans are focused on trends and do not provide relevant information on the current class.
- Additional training is necessary to understand the reports and data available through NWEA MAP.

Category C: Support for Student Personal and Academic Growth

Contributors (see appendices)

Focus Group C

Parent Group

ASB Student Group

C1. Student Connectedness Criterion

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

Indicators with Prompts

Adequate Personalized Support

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

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

Findings	Supporting Evidence
<p>Laurel Hall makes available extensive services to support students. Health services are provided by a full-time health office assistant. The health office provides such services as first aid for students and staff, and also keeps accurate and updated immunization records for students and staff. The health assistant supervises the daily administration of medications for students as required. In addition, the health office has a process of notification in place by distributing letters of information to all members of an affected class in the event of an infectious outbreak (lice, strep throat, conjunctivitis, etc.) The health office has oversight of classroom emergency first aid bags and monitors the supplies for emergency situations.</p> <p>Laurel Hall School provides guidance on the high school application process to students and their parents. In addition, Laurel Hall hosts an annual high school information fair and conducts mock interviews. Individual meetings with the assistant principal are available as needed to answer specific questions.</p> <p>Laurel Hall retains a school psychologist on campus one day per week. Students can meet with the psychologist individually, in small groups or with their families. The psychologist provides tools for coping, dealing with peers, creating positive relationships and fostering social-emotional learning.</p>	<ul style="list-style-type: none"> • Student Immunization Form • Staff TB Immunization Form • Contagious illness letters • Emergency bags • Storage bin of emergency supplies • Assistant principal schedule • School calendar • Mock interview schedule • LH school website • Psychologist appointment schedule • Parent-student handbook • Math resource specialist schedule • Elementary resource Specialist schedule • Intervention and referral process outline • SST and IEP meeting documentation • LAUSD consultation logs

Laurel Hall has many services to provide support to students. These include a math resource specialist who works specifically with 3rd – 5th grade students. Classroom teachers recommend students needing additional assistance. The class meets once a week in small groups comprised of 3-6 students. Together as a group, they work on concepts they are having difficulty with by using educational games and technology to reinforce what is being taught in the classroom.

- Health office

Laurel Hall also provides academic support to teachers and students through the Elementary Resource Program. The resource specialist provides teachers with specific strategies and adjustments to the curriculum for students who have varied learning styles. The resource program is a pullout program comprised of small groups of 1-5 students, meeting once or twice a week for 40 minutes, during the school day. Classroom teachers make referrals when specific skills are identified such as needing ongoing instruction and practice in language arts. Classroom teachers obtain permission from parents before students begin working with the resource specialist. Pre-assessments are given to determine the specific skills to be taught. Continual monitoring through to the post-assessment phase ensures that the individuals' instructional needs have been met. The program serves as an extension of the classroom, strengthening and building skills and confidence.

As part of the intervention and referral process, the principal sets up Student Success Team (SST) meetings for students who are struggling academically or behaviorally. These meetings include the student's teachers, parents, and the student when appropriate. SST summary forms are completed including the student's strengths, teachers' and parents' concerns, interventions in place, and strategies going forward to provide support for the student's success in and out of the classroom.

Some students may be eligible for monthly classroom observations by the LAUSD consultant assigned to our school. The consultant provides additional strategies for continued success in the classroom. Consultation Logs sent by the consultant to the parents and teachers indicate measures of progress by the students. Periodic formal and informal meetings with teachers take place to monitor students' progress and to ensure that accommodations and goals are effectively being met.

School Support Systems

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

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

Findings	Supporting Evidence
<p>The support services available at Laurel Hall are well coordinated and effective. Individual feedback from parents is the primary indicator of the success of the services provided.</p> <p>According to the 2018 parent survey, 80% of the parents feel that they can talk to the principal when they need to and 83% feel they have a good working relationship with the administration. In addition, 86% of parents feel that live grading reports are very useful and that their child's teacher keeps them well informed. Also, 61% percent indicate that the teachers give them useful information as to how to improve their child's progress and, when needed, refer them to additional sources.</p> <p>Accommodations and recommendations from IEPs and private evaluations are documented by the resource specialist and made available on PlusPortals for reference by teachers and administration. Teachers refer to the recommendations to provide the instructional strategies that will best fit the student's needs and provide feedback to the resource specialist and parents in regard to which strategies and accommodations are best serving the student. The LAUSD consultant who visits the school affirms that Laurel Hall teachers and administration work with students having learning differences to achieve continued academic, social and emotional success.</p>	<ul style="list-style-type: none"> • Parent surveys • Interview with Resource Specialist • Interview with LAUSD consultant • SST and IEP meeting documentation

Strategies Used for Student Growth/Development

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

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

Findings	Supporting Evidence
<p>The school leadership team and staff use a wide range of effective strategies to develop a student's learning through a personalized</p>	<ul style="list-style-type: none"> • Principal's schedule • Instructional strategies

approach to learning and a connectedness to their environment.

Teaching staff participated in classroom observations both on and off campus and Peer Teacher Learning Walks with the Principal.

Students are engaged in ways that challenge their abilities individually, in small groups and collaboratively in classroom discussion. Teachers employ differentiated instructional techniques that address multiple intelligences. Technology integration including interactive SMART Board activities, bring your own device policies, Chromebooks and iPads facilitate and promote connections to the learning environment across the grade levels and throughout the curriculum. Online access through Pearson Realize and McGraw Hill's ConnectED allow students to access textbooks and utilize practice and enrichment resources both at school and at home.

Teachers present warm, inviting classroom environments; each classroom provides a safe and nurturing learning atmosphere that helps to connect the student to the learning process. Teachers and students also use Class DoJo as a tool to communicate in real time with parents about the activities and learning that is taking place in the classroom.

Teachers and Staff take part in additional workshops including Responsive Training and Team Building. In August of 2018, The Team Building Workshop offered by Fulcrum Adventures introduced learning strategies and domains for use in the classroom and familiarized attendees with both collective and individual learning strategies. All teaching and office staff participated in Student Engagement Training with Dr. Laurel Malone, who left many resources for use in the classroom.

Survey

- MAP testing results
- Student surveys
- Parent surveys
- ConnectEd
- Pearson Realize
- Class Dojo
- Responsive training
- Team building

Support Services and Learning

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

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

Findings	Supporting Evidence
The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning within and outside the classroom in a variety of ways.	<ul style="list-style-type: none"> • Elementary language arts resource specialist • Math resource specialist • School psychologist

The school provides services through an elementary resource specialist and a math resource specialist. These specialists work directly with students, as well as advise the teaching staff on methods to assist with individual student needs. In addition, the curriculum for math and language arts provides an online component available to all students and leveled to meet their personal needs for either intervention or enrichment. As a means of monitoring growth and need, MAP Testing is implemented once per trimester and results are aggregated to afford students the best possible individualized learning program.

- Teaching assistants for grades TK-1
- MAP testing
- ConnectEd
- Pearson Realize
- School calendar
- Fitness standards

Counseling and emotional support is provided to students, parents, and staff through the services of the school psychologist who is on campus once a week from October through May.

Leadership provides teaching assistants in Transitional Kindergarten through first grade to provide additional support, instruction and care. Their presence and interactions help to maintain a harmonious and effective learning environment.

Leadership provides off campus day and overnight field trip opportunities to connect and enhance classroom instruction to real life situations and discovery. Through the fine arts program, leadership provides students the opportunity to culminate their learning achievements and showcase their abilities through concerts, musical productions, art shows, living wax museum, world market, project lab events (Greek Festival, Renaissance Faire), Honor Roll, and Presidential Academic Awards.

The Physical Education curriculum and after school activities provide an outdoor setting for students to participate in team sports and physical conditioning while fostering skills, sportsmanship and self-esteem. Students can participate in after school sports, cheer, and all students participate in the Hornet Fitness Award Program using the national and presidential fitness standards. Laurel Hall holds an annual awards assembly to recognize students reaching those standards.

Co-Curricular Activities

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

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

Findings	Supporting Evidence
The co-curricular programs at Laurel Hall are designed and aligned with the school's General Learner Outcomes. Co-curricular programs in general music, dance, drama, instrumental instruction and art engage students in the process of setting challenging yet achievable goals. Concert performances, dramatic presentations and art shows help students recognize the standards of their craft. Model UN, Associated Student Body (ASB), yearbook, newspaper, and the Principal's Advisory Council are all collaborative activities that foster effective communication skills.	<ul style="list-style-type: none"> • School calendar • BUZZ weekly e-newsletter • Laurel Hall Instagram page • Yearbook • The Stinger-newspaper • Concert/musical programs • ASB minutes • ASB Instagram page

The Laurel Hall Athletic Program stresses the mastery of physical skills and concepts within the framework of a team setting. The athletics administration and coaching staff challenge student athletes to fully engage in both personal and team improvement. Sportsmanship and concern for others is a vital part of all athletic instruction at the school.

Off-campus field trips actively engage students in learning and inquiry outside of the classroom. Grade specific trips include: the 4th grade trip to Sacramento, 5th grade participation in Astro Camp, the 6th grade trip to El Camino Pines, the 7th grade trip to Catalina Island and the 8th grade trip to the East Coast. Other co-curricular events include the Renaissance Festival (7th grade), the Greek Festival (6th grade) and the Living Wax Museum (5th grade). All of these activities encourage group collaboration as well as exposing students to different environments and cultures.

Student Involvement in Curricular/Co-Curricular Activities

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

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

Findings	Supporting Evidence
Co-curricular activities are an important part of the student experience at Laurel Hall. Music and art classes are offered at all	<ul style="list-style-type: none"> • Concert programs • Extra-curricular/co-

grade levels, with participation mandatory in grades K-5. Beginning in the 3rd grade, students have the option of joining the string program. Band and bell ringing are offered to students beginning in the 4th grade. From the 6th grade on, young musicians can participate in the drum corps and the guitar ensemble. Traditionally, the spring musical involves 7th and 8th grade students, though the program in 2018-2019 will be open to 6th graders as well.

curricular chart

The co-curricular chart (p. 22) highlights student participation in co-curricular activities. The chart tracks participation numbers and those numbers as a percentage of the total students eligible for each activity. Nearly half of all eligible students participate in athletics and over 56% play in a musical ensemble. In many cases, students participate in multiple co-curricular activities. Regardless of enrollment size, Laurel Hall remains committed to providing its students with a broad choice of co-curricular activities throughout the school year.

Student use of support services, particularly foundational learning in grades K-5, is monitored closely. The elementary resource specialist provided support to 11% of the elementary students in 2015-2016, 14% in 2016-2017, and 19% in 2017-2018. This data is also valuable feedback for classroom teachers as they set their curricula for each school year.

Student Perceptions

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

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

Findings	Supporting Evidence
From the June 2018 student surveys, it was found that in grades first through eighth grades, on average, 90% responded that they feel safe at school, that they belong, and they enjoy learning. They feel that their teacher(s) are good and care about them.	<ul style="list-style-type: none"> • Student perception surveys • Student surveys • School psychologist appointment log
The school psychologist consistently reports that the students that he works with are engaged and actively seek his continued services throughout the school year. Students actively request to meet with the resource specialists for math and language arts. Students report that the opportunity to meet with the specialists provides them with greater confidence and success in the classroom.	<ul style="list-style-type: none"> • Resource student log • SST and IEP meeting documentation • Peer mediation training materials • Peer mediation meeting schedule
In the fall of 2017, the new principal established student support teams involving school administration, teachers, parents and	

students in order to successfully address academic, behavioral and social-emotional wellbeing.

In addition, in fall 2018, the school principal has begun training middle school students to be peer mediators in order to enable students to resolve conflicts amongst themselves.

C2. Parent/Community Involvement Criterion

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

Indicators with Prompts

Regular Parent Involvement

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

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

Findings	Supporting Evidence
<p>Laurel Hall administration and teachers actively create partnerships with the school, parents, and the larger community in the learning/teaching process using multiple strategies and processes.</p> <p>Communication between school and parents is vital to ensure that parents are active partners in the teaching/learning process. Laurel Hall School effectively uses several communication strategies when informing parents and community of academic, social and extracurricular activities. The PlusPortals system for school-wide communication on all levels is integral to this process. It also makes it possible for parents to have nearly all the information they need or want in one location. The school website also offers information to both parents and the community regarding school programs, calendars, and events, as well as information on the admissions process, school tours, videos showcasing school events and programs, and a photo gallery.</p> <p>Parents are notified of their student's learning progress via PlusPortals on a continual basis. Once teachers have posted grades, the parents are able to view both individual assignment grades and grades in subject areas. At the end of the first six weeks of school, parents meet with teachers for parent-teacher conferences and receive a progress report for that time period. Final report cards are issued for each of the three trimesters of the school year and are e-mailed to parents.</p> <p>Parents receive regular communication via the weekly Buzz e-newsletter, which is now distributed every Friday afternoon via e-mail using Mail Chimp. The Buzz has been updated to include photos of various academic and activity photos from that week on campus. Teachers and students also use Class DoJo as a tool to communicate in real time with parents concerning the activities</p>	<ul style="list-style-type: none"> • PlusPortals • BUZZ weekly e-newsletter • Classroom newsletters • Principal emails/email blasts • Room parent emails • School calendar • Parent surveys • PTO fundraising plan • PTO parent surveys • 3 Year facility upgrade plan • PTO minutes • PTO budget • PTO calendar • Track-it-Forward logs

and learning taking place in the classroom. Elementary teachers communicate with weekly newsletters about classroom news, activities, assignments and general calendar type of announcements. Principal emails, and e-mail blasts are used to convey important and up to the minute school communications.

According to the respondents of the most recent parent survey, 97% cited the weekly e-newsletter as the most effective form of communication. In addition, 80% of the respondents indicated that the PlusPortals pages were an effective tool regarding school communication, and 86% found that live grading reports were very useful.

Emmanuel Lutheran Church and Laurel Hall partner with parents in the enhancement of the students' overall school experience. The parent community has been extremely generous in this area. The Laurel Hall PTO was instrumental in the most recent athletic field upgrade during the summer of 2018, made possible through PTO sponsored fundraising. The upgrades included replacement of the tartan track, new sod and a new sprinkler system on the field and surrounding grassy areas. The basketball courts, bleacher awnings and other black top areas were also replaced or re-surfaced. Hydration stations and/or water fountains were replaced or added as part of this refurbishment project as well. The PTO also committed in partnership with the school to embark on a 3-year plan for a continued upgrade of the outdoor facilities, including a major refurbishment of the Kinder Village space.

Parents are encouraged to attend various ELC and LHS activities including: Sunday worship at ELC, music concerts, Christmas programs, sports awards ceremonies, team sports games, homecoming, and the jog-a-thon.

The Parents' Prayer Group meets weekly to pray for students, teachers, staff, and the community. Beginning in the fall of 2018, the group began meeting in an available classroom in order to be more connected to the school.

Parents can volunteer in many different areas and have direct involvement by participating in the PTO, class parties, field trips, fall and spring book fairs, sports team parents, room parents, sports program task force, arts task force, and the middle school musical amongst many other opportunities.

Parents are engaged in various fundraising opportunities under the guidance of PTO. In the fall of 2016, the PTO instituted a 25-hour service requirement for each family to encourage involvement in the school community. Fundraising opportunities include

Homecoming, Jog-A-Thon, Gala, CPK Night, and other restaurant nights.

Use of Community Resources

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

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

Findings	Supporting Evidence
Laurel Hall School very effectively seeks out and connects with community resources to support student learning in a variety of ways. From social awareness and grade level curriculum support to parent/staff education and school financial support, the teachers, administrators and church leaders successfully partner with community resources. Every area of our GLOs is supported through these efforts.	<ul style="list-style-type: none"> • School calendar • Field trip evaluation form • PlusPortals • Laurel Hall website • Chapel schedules

Emmanuel Lutheran Church is an in-house community resource and provides various opportunities for students to learn & grow. ELC partners with other community resources to enhance the student's awareness of local and global issues. For example, someone from Lutheran Social Services speaks during chapel once per year to encourage students to participate in the monthly food drives to benefit the LSS Food Pantry. There is also a stuffed animal drive in December that also benefits LSS, and once a month on Sunday morning, students gather to make sandwiches for the LSS pantry. Students have many ways to support charities, which helps strengthen their values and become emergent people of God. Currently, chapel donations are supporting our local Meals on Wheels organization. For the past two years, organized by ELC and the city, students and families participated in a neighborhood cleanup day. Last year, students organized a walk out and march around the neighborhood in protest of gun violence. A survivor of a shooting was invited by the students to talk at this event. Students learn that even children can make a difference in our world.

Laurel Hall fully takes advantage of the broad range of educational resources available in our community. Many off-campus activities are planned throughout the school year, including:

- The Kindergarten Field Trip to the Farm in the spring coincides with the language arts unit on farms and the life science curriculum.
- The first grade goes on a field trip to the LA Zoo, which ties into the science curriculum about animals.

- The third grade takes advantage of trips to the La Brea Tarpits to augment the STEMscopes science segments on fossils and animal and plant extinction.
- The fifth grade attends the Blue Ribbon Children's Festival at the Music Center where they experience a live professional performance of music and dance. They also have an opportunity to learn some choreography and join in.
- The sixth grade goes to the Will Geer Theatricum Botanicum for student workshops and a performance of *A Midsummer Night's Dream*.

Overnight education programs are offered in 4th-8th grade, including: 4th Grade Sacramento Trip, 5th Grade Astro Camp, 6th Grade El Camino Pines, 7th Grade Marine Science in Catalina and the 8th Grade Historic East Coast Trip.

Participation in The Great California Shake Out Earthquake Drill is a life safety drill conducted across the state of California and is designed to engage students, teachers, staff, and administration regarding emergency response actions during the drill. Following the drill, a discussion debriefing the effectiveness of the drill takes place. The entire staff is also trained in CPR, the use of AEDs, and first aid.

TK through third grade students attend an assembly by Environmental Defenders, Rock the Earth, a program by the Los Angeles County Public Works, which teaches and inspires students to be environmentally conscience.

The school utilizes outside sources to support staff and students like Responsive Classroom, which is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness. Class Dojo is a communication resource for students, parents, and teachers. Dr. Malone held a cooperative learning workshop at the beginning of the year for teachers and Fulcrum Adventures gave an interactive workshop on team building and leadership development for the entire staff. Laurel Hall has also established a good relationship with a nearby school, Campbell Hall, and has been included in its parent education programs and acquainted with several professionals through these programs. Laurel Hall holds an annual High School fair, which provides contacts and information for parents and students as they transition into high school.

Laurel Hall has cultivated long -term business partnerships, such as Remo and Vic Firth, who have provided percussion equipment and

discounts for the drum line and music classes. Dr. To is a local dentist who comes to give dental care instruction and toothbrushes to younger elementary classes. There is a spring book fair that comes to campus to encourage reading. Other local businesses sponsor the musical, gala and yearbook through advertising. Local area restaurants sponsor fundraising nights by giving a portion of sales back to the school. These include: California Pizza Kitchen, Chuck E. Cheese and Menchie's.

Parent/Community and Student Achievement

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

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

Findings	Supporting Evidence
Laurel Hall School ensures that the parents and school community understand student achievement of the expected schoolwide learning outcomes through the school's programs. The EMBRACE schoolwide general learner outcomes are clearly communicated by posters that are displayed in every classroom and administrative offices. The Parent-Student Handbook includes a section on student expectations. The handbook is posted on the school website for student, parent, and staff reference.	<ul style="list-style-type: none"> • PlusPortals • Elementary weekly newsletters • Parent-student handbook • School calendar • Parent surveys

Within the first three weeks of the school year, parents attend a Parent Information Night in their child's classroom to learn more about grade level and classroom expectations for the school year. In the past, the school has had a special orientation for incoming 6th grade parents and students to learn about the expectations of the middle school programs. In the 2018 school year, however, it was determined that with the small class sizes, the orientation to middle school could be managed in the first few days of school and the parents' needs could be met through the information night.

Teachers post course expectations for each class on their Plus Portal class web pages as well as assignments and tests, which parents can access at any time. Elementary classes include expectations as they relate to homework, projects, and other class assignments. On the most recent survey, 84% of parents feel that they understand the standards their child is supposed to meet. In addition, 68% indicate that the teachers keep the parents well informed about how their child is doing in school and 61% feel that the teachers and school give useful information about how to improve their child's progress.

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

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

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

Summary (including comments about the critical learner needs)

Laurel Hall provides a wide variety of resources and opportunities to students, encompassing their academic and social-emotional wellness. Laurel Hall believes that when students are physically and emotionally supported, their ability to learn is enhanced. This includes collaboration between teachers and staff to provide the best overall learning environment for each student. Involving parents in the teaching/learning process leads to awareness and support of student success and school programs.

Prioritize the areas of strength and growth for Category C.

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

- Math resource and elementary resource specialists individually support students in their academic growth.
- The school psychologist provides counseling to students, parents and staff to foster social emotional learning and student support.
- The health office is staffed full-time.
- Co-curricular and off-campus activities are an integral part of the learning environment.
- Teaching assistants are an important part of foundational instruction in grades K-1.
- Laurel Hall provides guidance on the high school application process to students and their parents.
- Laurel Hall faculty participates in professional development opportunities.
- The relationship between Laurel Hall and Emmanuel Lutheran Church is an important partnership, which enhances the students' awareness of local and global social issues.
- Laurel Hall effectively utilizes community resources to enrich student learning.
- Laurel Hall employs numerous avenues for communication between parents, students and staff.

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

- Create a process for and educate students on requesting support services.
- Broaden relationships with community business resources.

- Establish a process for analyzing data and assessment scores in order to effectively differentiate instruction to meet the needs of all learners.
- Strengthen the partnership between parents and staff in the teaching/learning process.
- Foster an environment in which students are actively engaged in the learning process.

Category D: Resource Management and Development

Contributors (see appendices)

Focus Group D

D1. Resources Criterion

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

Indicators with Prompts

Allocation Decisions

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

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

Findings	Supporting Evidence
<p>The school fully allocates its resources to meet the vision, mission and student achievement of critical learner needs, school wide learner outcomes and academic standards. There is a direct correlation between the allocation of curricular resources and academic achievement. The school community, in conjunction with the church leadership, uses a wide variety of tools and resources in order to make decisions regarding the allocation of those resources.</p> <p>The tools and resources used in decision making regarding the allocation of resources include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Student standardized tests • Formative and summative assessments provided with purchased curriculum • Teacher observations, as well as anecdotal information shared at grade level meetings • End-of-year student surveys • Teacher surveys 	<ul style="list-style-type: none"> • Church/school budget • Church/school audit report • Church Council minutes • Church Executive Committee minutes • EMBRACE • Finance Committee minutes

In order to create a dynamic and highly academic program for the

students, resource allocation decisions are made with the “EMBRACE” general learner outcomes in mind. The decision makers strive to allocate resources that will ensure that Laurel Hall students are effective communicators, are masters of skills and concepts, use the creative process, are responsible citizens, are engaged in their own learning, possess critical thinking skills, and are emergent people of God.

The school leadership, with the support of the church, actively seeks the input of the staff and teachers regarding allocation decisions. Teacher and staff input are gathered throughout the school year at grade level and staff meetings, as well as through individual input from faculty and staff via conversation and e-mail to the school administration and church leadership. End of the school year surveys completed by school stakeholders are another tool that is used by the church and school leadership.

Practices

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

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

Findings	Supporting Evidence
The business office of the church and school develops an annual budget for the school using input from the school administration, department heads and teachers. The budget is then presented to the church finance committee for review and refinement. The final budget is determined by the finance committee and presented to the church council for consideration and revisions. The church council must accept and pass the final budget for it to be presented to the congregation members at the Annual Meeting for final voting and adoption. The congregation may make changes to the budget via motions and congregational vote. Once the budget is adopted, it is the budget for the fiscal year.	<ul style="list-style-type: none"> • Annual budget • Audit report • Congregational annual report • Congregational meeting minutes • Congregational constitution • Finance Committee minutes

Each month financial accounts are reconciled, and financial statements are prepared by the Business Office. The financial reports are reviewed by the Senior Staff. The Finance Committee, which consists of the Treasurer of the Church, the Financial Secretary of the Church, the Senior Pastor, Director of Finance and several congregation members at large, review the financial statements and reports of each month. The reports are then presented by the Treasurer for approval at the monthly Congregation Council meetings for review and approval. Annual

financial statements are presented at the Annual Congregation Meeting each June.

The Church has a unified budget for all its ministries including Laurel Hall School. An outside accounting firm does an audit of the accounting practices and financial statements every other year, per the church constitution. The audit verifies the financial statements and records and reviews the accounting practices to ensure that they are sound and that Generally Accepted Accounting Principles (GAAP) are being followed by the church and school.

Facilities

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

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

Findings	Supporting Evidence
<p>The current school facilities are more than adequate to meet the school's purpose and are safe, functional, and well-maintained. The school and church facilities team is involved in a wide variety of areas including: building and elevator maintenance and safety, safe campus food service, campus cleanliness, campus wide preventative maintenance and maintenance repair, special project implementation for class programs and school wide activities, and set-ups for various special projects and programs. Additionally, the facilities team is the liaison on the school's behalf with a number of companies and agencies such as city and county safety inspectors, company maintenance supervisors and inspectors, and the night cleaning crew. The facilities team is instrumental in ensuring that all monthly and special safety drills are carried out and are appropriately documented. They also maintain and test, as required, the school-wide emergency drill system.</p> <p>The facilities department is also charged with the daily repairs of the school facility as needed and it strives to meet these demands in a timely manner to ensure that all individuals are safe and that the facility itself is maintained with a high standard of safety in mind. The facility department is responsible for the maintenance of the building security system and the issuance of building codes to the staff and faculty.</p> <p>The facilities department strives to work cohesively with the staff and faculty, as well as other school and community stakeholders through the integration of the department in numerous special programs on both the class and community level. Every effort is</p>	<ul style="list-style-type: none"> • Schedule of monthly • Manufacturer equipment • Inspections • Maintenance records of building security alarm system • Maintenance records of emergency alarm system • Permits and city inspection reports • Daily maintenance schedule • Fire drill log • Nightly cleaning service schedule • Certifications for day and night crew • Maintenance repair request forms • Monthly and seasonal preventive maintenance schedule • Event scheduling forms • Annual facility department budget analysis

made to ensure that all activities are taking place in a clean and safe environment.

Instructional Materials and Equipment

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

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

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

Findings	Supporting Evidence
<p>The procedure for acquiring new textbooks or other instructional materials including manipulatives, laboratory materials, and technology software and hardware at Laurel Hall has primarily been done at the grade level. Teachers request from the administration an update of current instructional materials or the adoption of new instructional materials at their grade level meetings. The administrative team, which includes the principal, assistant principal and curriculum coordinator, will evaluate the request and provide sample materials for the grade level teachers' perusal. The administration will make recommendations to the Business Office so that funding for new materials will be included in the budget for the next school year. Typically, this has been done on a 5-year plan depending on the subject area. Some consumable items such as laboratory supplies are purchased annually.</p> <p>The school technology committee also provides input regarding technology needs and acquisition. The technology committee seeks input from the faculty about programmatic needs. The current procedure for attaining new curriculum is documented and available for staff. An elementary scope and sequence has been developed and is shared at grade level and vertical articulation meetings.</p>	<ul style="list-style-type: none"> • Annual budget • Budget line item - instructional materials • Budget line item - technology • Finance Committee minutes • Interview with administration • Technology plan

Well-Qualified Staff

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

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

Findings	Supporting Evidence
In recent years there has been little turn over in the Laurel Hall staff. A Director of Human Resources position was allocated in the budget in the 2015-2016 school year. The Director has overseen the posting and recruitment of staff using such Internet Job Board Agencies as Indeed and Edjoin. Recommendations for employment have also come from local universities, as well. Candidates are asked to complete an Emmanuel Lutheran Ministries Employment Application and submit a résumé and references, which are reviewed by the Director of Human Resources and school administration via a formal interview process.	<ul style="list-style-type: none"> • LH/ELC employment application • Continuing education approval form ▪ Promotional materials ▪ Budget line item - professional development ▪ School profile ▪ Focus Walk Thru program

Professional development (PD) opportunities are encouraged and supported by Laurel Hall. For the most part, the Assistant Principal provides information on various professional growth opportunities to staff via email. Faculty are encouraged to present to the administration PD opportunities that they feel will enhance their skills. Faculty members can submit a Continuing Education Form along with a description of the PD for approval by the administration.

PD opportunities are also offered on a regular basis throughout the school year through the Private School Offices of both the County Board of Education and the State Board of Education. Many of these PD opportunities are also funded through the NCLB program.

The administrative team has previously been trained on the use of Focus, a classroom walk-through observation program developed by A+ Educators. This is a program that focuses on whether students are actively engaged in the instruction on the classroom level. This a professional development tool that is used by both administrators and teachers for peer observation to evaluate the level of student engagement and whether the curriculum is guiding students to be actively involved in a learning environment which meets our general learner outcomes, “EMBRACE”. The next step will be to actively train more instructional staff in the process of conducting the “walk thru” evaluations.

Currently, Laurel Hall does not have a budget line item for recruiting or hiring staff because the administration has not found it necessary to actively recruit qualified faculty and staff.

There is a budget line item for supporting professional development opportunities for the faculty and staff.

Since 2017, recent professional development has focused on the social emotional component of education as a result of needs brought forth during one-on-one conferences with staff at the

beginning and end of the school year ear. That staff development has included:

- Responsive Classroom (responsiveclassroom.org)
- Social Emotional Learning (Dr. Jeff Jessum)
- Cooperative Learning (Dr. Laurell Malone)
- Corporate Team Building (Fulcrum Adventures)

D2. Resource Planning Criterion

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

Indicators with Prompts

Long-Range Resource Plan

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

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

Findings	Supporting Evidence
<p>A formal master resource is currently in place. Originally developed over the Summer of 2017, the resource plan is reviewed annually during the Spring budgeting season and updated for congregation approval along with the following year's budget in June.</p> <p>The review process begins with a comparison of the annual budget to actual performance. In March, the process of allocating resources for the upcoming school year begins with multiple discussions between school administration, facilities and the business services staff. Once a draft budget for the upcoming year is prepared, it is then incorporated into an updated three-year plan, extended for another year. Once this revised three-year plan is prepared, it is shared with the School Committee and Finance Committee for their input, and a final plan is presented to the Council for their suggestions in April. Once all received suggestions are compiled and integrated, the Finance Committee and Council approve the final plan in May for presentation to the Congregation for approval in June.</p>	<ul style="list-style-type: none"> • Annual budget • Master 3-yr resource Plan • Church Council minutes • Annual meeting minutes

Use of Research and Information

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

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

Findings	Supporting Evidence
<p>School leadership and staff continually gather a great deal of the research and data that informs the development of the master resource plan and on-going programs and campus facilities. Research includes examining enrollment trends and programs at the school compared with neighboring schools, as</p>	<ul style="list-style-type: none"> • Year-end surveys • Other schools' websites • School profiles • Master 3-year resource plan

well as tuition levels at similar private schools. Additionally, year-end surveys are conducted of faculty, parents, and students. Evidence-based research is critical to informing decisions and justifying the allocation of resources through the approval structure, including the School Committee, Finance Committee, Council and Congregation, in order to support student learning.

- School Committee minutes
- PTO minutes

Involvement of Stakeholders

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

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

Findings	Supporting Evidence
The stakeholders of the Laurel Hall School community are effectively involved in the school's future planning in a variety of ways. In order to develop the current three-year master plan, a congregation survey, followed by two congregation meetings, led to the initial master 3-year resource plan.	<ul style="list-style-type: none"> • Master 3-yr resource plan • Year-end surveys • Rediker • Weekly Buzz • Church Council minutes
Stakeholders include school administration, senior staff, teaching staff, school committee, church council, church congregation, PTO, students and task force groups.	<ul style="list-style-type: none"> • PTO meeting minutes • PTO financial reports
Based on year-end surveys, stakeholders indicate that they have a voice in the school's future planning. Stakeholder involvement is effective because of the school's ability to incorporate a variety of perspectives into programs, as evidenced in the success and preparation of Laurel Hall graduates.	

Informing

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

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

Findings	Supporting Evidence
As a private parochial institution, there is very little information sharing regarding the financial needs of the organization to public or governmental authorities. When opportunities for governmental programs or grants are available to private entities, they are pursued.	<ul style="list-style-type: none"> • Los Angeles Baptist Consortium Agreement for NCLB funding

Currently, the main interplay between governmental authorities

and the financial needs of the school is the use of the NCLB funds for PD opportunities and for pursuing advanced degrees for eligible faculty. This funding is received through the Los Angeles Baptist Consortium for Laurel Hall. The consortium works with both the school and the Los Angeles Unified School District (LAUSD) to ensure that, as a private school, Laurel Hall receives its share of the funding.

Marketing Strategies

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

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

Findings	Supporting Evidence
Currently, Laurel hall does not have a traditional Development Program as would be evident in private high schools.	<ul style="list-style-type: none"> • Admissions and outreach event attendance records • Enrollment data • School tour logs • Parent volunteer participation • PTO financials
<p>However, Laurel Hall added a fulltime Admissions Coordinator in September of 2017. In August of 2018, the Church Council Approved the hiring of an Outreach Coordinator, as well. Both positions evolved as a result of a concern about enrollment numbers. The Admissions Coordinator is adept in graphic design and the use of social media as a marketing tool. The Outreach Coordinator is a Laurel Hall parent with far-reaching ties to the local community, including surrounding potential feeder schools. One of the most effective marketing strategies has been “word of mouth” within both the school community and larger community. Effective communication and the use of the school promotional materials and tools have fostered a climate of positive and healthy sharing in the community. This has allowed for the ability to create community wide awareness of the various fund-raising activities that take place throughout the school year.</p> <p>In preparing a presentation to the Church Council, as of November 2018, the Outreach Coordinator reports that she has <i>“focused on rebuilding the relationships in the community, getting prospective parents to sign up for tours, and attending events that will increase Laurel Hall's visibility. Along with the Director of the Early Childhood Center she has visited a number of local preschools together to advertise both the ECC and Laurel Hall – the goal being to let our local counterparts know that we are accepting applications and that space is currently available. Due to prior lack of marketing, Laurel Hall School had “fallen off of the radar.” Additionally, there have been marked upgrades in social media presence.”</i></p>	

The key elements of productivity from September to November of 2018:

- Touring 11 preschools and meeting with directors about the TK and Kinder programs
- Hosting staff training for local nursery school teachers on the Laurel Hall campus
- Attending two school recruiting fairs
- Attending two seminars - Beyond the Brochure with Christina Simon & The Kindergarten Class with Kim Hasselhoff and Caden Chernoff
- Visiting four middle and high schools
- Hosting three school tours
- Improving & updating Laurel Hall's Facebook and Instagram page

In the absence of a sustained Development program, the school relies heavily on contributions from the Parent Teacher Organization. The PTO raised in excess of \$100,000 in the 2017-2018 school year and targeted that fund raising toward improvements in athletics' facilities, hydration stations and school equipment. The annual fund-raising activities such as the jog-a-thon, gala event, and many other smaller fund-raising efforts throughout the school year have been highly successful in raising funds that benefit the school programs in many areas.

The use of Rediker Student Information Systems, fliers (both the paper and electronic variety), evites, banners, and various open school and public meetings, have served to make the school community and the community at large aware of many school-based events and programs. The highlighted awareness has enabled both the school community and the community at large to come out and support these efforts with both human and financial resources, as well as goods in kind.

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

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

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

Summary (including comments about the critical learner needs)

In order to address all critical learner needs, support and resources must be available. The connection between the Emmanuel Lutheran Church leadership and the Laurel Hall School leadership is interdependent. Monthly Church Council meetings, quarterly School Committee meetings and weekly Senior Staff meetings include a wide representation of stakeholders who are instrumental in overseeing the execution of resources.

A three-year financial master plan ensures that funds are distributed appropriately based on the identified needs of the organization. Ultimately, school staff becomes an integral component of the decision-making process with respect to learner needs. These needs are determined and allocated based on evidence of learning and stakeholder input, insuring that a system of checks and balances is systemic to the organization.

Laurel Hall School is a safe, orderly, nurturing environment that fosters community and growth.

Prioritize the areas of strength and growth for Category D.

Category D: Resource Management and Development: Areas of Strength

- A former master resource plan is in place.
- There is a direct correlation between the allocation of curricular resources and academic achievement.
- The Church has a unified budget for all its ministries including Laurel Hall School and includes an annual audit.
- There is a high level of stakeholder involvement in the school's future planning; the budget development and approval are vetted through a wide range of stakeholders.
- The school leadership, with the support of the church, actively seeks the input of the staff and teachers regarding allocation decisions.
- Professional development is linked to student achievement.
- Professional development includes social emotional learning.
- There is little staff turnover.
- The current school facilities are more than adequate to meet needs of all learners and staff.
- Laurel Hall has a clean, safe, environmentally friendly, well-maintained campus.
- The school has added a full-time admission's coordinator and a full-time outreach coordinator.

Category D: Resource Management and Development: Areas of Growth

- In order to maintain the current level of service and support for students, staff and parents, retention rates must not fall below 90% and overall total student enrollment must increase.

- There needs to be a stronger relationship between the Business Office and the school staff. Regular budget presentations should be made available for all to stakeholders.
- A comprehensive employee manual must be developed and well-articulated to bolster staff confidence.

Prioritized Areas of Growth Needs from Categories A through D

Prioritize the growth areas from the four categories.

- **Laurel Hall should assess the need for establishing additional resources to support staff in serving students across the learning spectrum.**
- **Laurel Hall should provide more time for formal planning and communication between all grade levels to solidify the learning continuum from TK-8th grade.**
- **Laurel Hall should establish a timetable for updating curriculum.**
- **Laurel Hall should consistently uphold behavioral expectations and discipline management policies to allow the academic program to be most effective.**
- **Laurel Hall should develop a professional development plan.**
- **Laurel Hall should establish a process for analyzing data and assessment scores in order to effectively differentiate instruction to meet the needs of all learners.**
- **Laurel Hall should foster an environment in which students are actively engaged in the learning process.**
- **Laurel Hall should use more effective communication between all facets of the organization (i.e., governing body, administration, staff, parents) in order to create greater productivity.**

Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan.**
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.**

Action Plan Summary

Laurel Hall's revised schoolwide action plan is divided into six distinct sections that all affect the school community as a whole. Each action item listed below is crucial in maintaining the integrity and effectiveness of all of the school's programs.

Mission

Laurel Hall's mission is integral in communicating the school's purpose and vision to all stakeholders. Laurel Hall plans to continue rebranding and redeveloping the website in order to remain as clear and accessible as possible, while increasing a social media presence. The Communications Coordinator, admissions, and IT are all working together on this endeavor. The school also recognizes the importance of creating and disseminating an entity-wide organizational chart, approved by the church council, so that all stakeholders have a thorough understanding of the organization's structure, which has proven to be unclear to too many. Lastly, in relation to the school's mission, Laurel Hall wants to explore the benefit of earning Blue Ribbon status once again.

Community of Faith

Preserving a community of faith is essential in cultivating a positive and harmonious setting for students, staff, and parents at Laurel Hall. The church and school community must remain connected and involved with one another in order to provide cohesiveness and unity. The interim pastor and the school committee will continue to communicate regularly and plan events together.

Faculty and Staff

Through the self-study process, it has come to light that Laurel Hall faculty and staff need targeted teacher collaboration. Teachers have expressed a desire to work more closely with one another in a structured capacity in order to best prepare students below and above each grade level. This opportunity for vertical articulation will allow teachers to use their curriculum in a more meaningful manner to best serve the students. The administration is looking to add targeted collaboration time into the daily schedule and set a clear purpose for these scheduled meetings. The organization needs a comprehensive human resource plan that is more effective and efficient now that the previous HR position has been vacated. In addition to the aforementioned organizational chart, the most immediate needs are updated job descriptions, review of vacation and sick time policies, and development of new teacher compensation scales and packages. The administration is currently investigating the most efficient way to go about

this process, and the church council will need to approve the changes prior to implementation. Finally, a leadership team must be created in order to develop a more concrete and meaningful professional development plan for faculty and staff so that Laurel Hall remains current in all facets of the school community.

Curriculum

The majority of programs and curriculum at Laurel Hall are current; however, there are a few improvements that must be made. The new K-8 math curriculum will need to be assessed and evaluated annually, in conjunction with math MAP scores and teacher surveys, in order to determine its effectiveness. The Rosetta Stone online foreign language program for grades 6-8, implemented in September of 2018, will also need to be re-evaluated annually to gauge its usefulness. If the program proves to be successful, it will determine whether it is offered to 4th and 5th grade as well. Finally, a cohesive and consistent Bible curriculum needs to be implemented in grades TK-8.

Campus and Facilities

Laurel Hall's campus and facilities will always be a critical and on-going action plan item in order to provide a safe, useful, and welcoming environment for all stakeholders. A Project Lab director, whose sole position was to facilitate STEAM projects across all grade levels outside of the main classroom, operated the Project Lab space in its inception. That full-time position has since been vacated, and the project lab has been used in a variety of ways since that time. There is a current project lab director; however, it is not a full-time STEAM position as it once was. The Project Lab director and teachers determine its effectiveness and must evaluate the use and purpose of the Project Lab annually. The one-to-one initiative has been an on-going conversation at Laurel Hall, but it has not yet been plausible to employ due to financial restrictions. The feasibility and purpose of this initiative will continue to be discussed on an annual basis. The remaining facilities action items such as additional hydration stations, bathroom upgrades, Kinder Village play equipment upgrades, and paving/striping are either currently in progress or in the discussion/planning stages.

Finances and Planning

In the way of finances and planning, Laurel Hall would like to develop more comprehensive tuition strategies to best help families with annual payment. The church leadership and school administration are still in the developmental phase of this project, and the church council prior to implementation must approve it. It has also come to light that annual review and revision of financial policies and procedures is necessary in order determine what methods are most effective and advantageous. Through the self-study, it was discovered that the methodologies and programs used for tracking enrollment data to determine retention and attrition rates was flawed. Developing a streamlined and accurate method for tracking enrollment data is now a high priority action item.

Action Items: These are still being developed.

Action Items	Responsible Person(s)	Resources	Timeline	Follow-up
1. Mission				
Continue and complete rebranding	<ul style="list-style-type: none"> Admissions Communications Coordinator 	<ul style="list-style-type: none"> Recruit parent volunteers 	09/2019	Report progress to School Committee
Continue website redevelopment and increase social media presence	<ul style="list-style-type: none"> IT Director of Communications Coordinators 	<ul style="list-style-type: none"> Rediker Designated funds 	Ongoing	Report progress to School Committee and council
Complete entity-wide organizational chart and disseminate it to all stakeholders	<ul style="list-style-type: none"> Interim pastor Executive Committee School administration 		09/2019	Present to council upon completion before publishing
Explore benefit to Laurel Hall of earning Blue Ribbon status again	<ul style="list-style-type: none"> Administration with teacher leadership 		09/2019	Announce determination and plan for achievement to staff
2. Community of Faith				
Continue to focus on strengthening church and school/community connections until a fulltime senior pastor is called	<ul style="list-style-type: none"> Interim pastor School Committee 	<ul style="list-style-type: none"> Staff Volunteers 	Ongoing	Report progress to School Committee
3. Faculty and Staff				
Institute targeted teacher collaboration to enhance academic achievement	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> School calendar Daily schedule 	09/2019	Set clear purpose for scheduled meetings
Institute targeted student discipline meetings between administration and teaching staff to ensure behavioral standards are consistently met	<ul style="list-style-type: none"> Administration Teaching staff 	<ul style="list-style-type: none"> Daily schedule 	09/2019	
Establish comprehensive human resources protocol	<ul style="list-style-type: none"> Church Council Interim pastor Principal 	<ul style="list-style-type: none"> Budget 	08/2019	Communicate process to staff
Review and update job descriptions and define needs and	<ul style="list-style-type: none"> Human Resources 	<ul style="list-style-type: none"> Budget 	09/2019	Estimated completion

Laurel Hall - ACS WASC Self-Study Report

new positions				09/2019
Review vacation and sick time policies	<ul style="list-style-type: none"> Human Resources Principal Controller 	<ul style="list-style-type: none"> Budget 	09/2019	Church Council approval
Create new teacher total compensation scales and packages	<ul style="list-style-type: none"> Human Resources Principal Controller Finance Committee 	<ul style="list-style-type: none"> Budget 	Progress by 09/2019	Church Council recommendation followed by congregational vote
Create Leadership Team to develop a professional development plan	<ul style="list-style-type: none"> Principal Assistant Principal Curriculum Coordinator 	<ul style="list-style-type: none"> Scheduling Budgeting 	08/2019	Complete list of tactics for implementation
4. Program and Curriculum				
Establish timetable for updating curriculum	<ul style="list-style-type: none"> Curriculum Coordinator Principal 	<ul style="list-style-type: none"> Budget 	Ongoing	
Re-evaluate math curriculum on an annual basis with MAP results and teacher survey	<ul style="list-style-type: none"> Principal Teaching staff 	<ul style="list-style-type: none"> MAP scores Teachers 	09/2019	Annual follow-up
Re-evaluate 6-8 grade Rosetta Stone language program annually. Determine if program should be offered to 4 th and 5 th grade.	<ul style="list-style-type: none"> Principal Curriculum Coordinator 	<ul style="list-style-type: none"> Scheduling Budget 	06/2019	Survey results
Revise Bible curriculum for TK-8	<ul style="list-style-type: none"> Interim Pastor Administration Teaching staff 	<ul style="list-style-type: none"> Budget 	09/2020	
5. Campus and Facilities				
Re-evaluate use and purpose of Project Lab.	<ul style="list-style-type: none"> Principal Teaching staff 	<ul style="list-style-type: none"> Budget 	06/2019	Discuss effective use with teachers 06/2020
One-to-one initiative	<ul style="list-style-type: none"> IT Manager Principal Controller PTO 	<ul style="list-style-type: none"> TBD 	09/2019	Continual discussion on feasibility and purpose
Painting of 2 story eyebrow Parish Hall patio in concrete &/or pavers Parking lot/additional parking and seal coating and striping	<ul style="list-style-type: none"> Facilities Manager Controller 	<ul style="list-style-type: none"> Budget Designated funds 	TBD summer 2019	On completion

Laurel Hall - ACS WASC Self-Study Report

Field lighting (electrical is run) Eco friendly install turf in replacement of grass areas Drinking fountain upgrades Bathroom upgrades (4 of 8 complete) Athletic structure Reconfiguration of Kinder Village playground			In progress In progress 09/2020 09/2019	
6. Finances and Planning				
Revise tuition structure	<ul style="list-style-type: none"> • Controller • Principal • Finance Committee 	<ul style="list-style-type: none"> • Budget 	12/2019	Church Council recommendation followed by congregational vote
Evaluate Outreach position	<ul style="list-style-type: none"> • Controller • Interim pastor • Principal 	<ul style="list-style-type: none"> • Budget 	07/2019	Re-evaluate annually
Annual Review & Revision of Financial Policies & Procedures	<ul style="list-style-type: none"> • Controller • Finance Committee 	<ul style="list-style-type: none"> • Scheduling 	03/2016-ongoing	Council approval
Develop streamlined and accurate methods for tracking enrollment data	<ul style="list-style-type: none"> • Principal • Admissions • IT 	<ul style="list-style-type: none"> • Rediker 	Ongoing	Annual analysis and audit of data

Appendices

Appendices located in separate file
(Appendices Laurel Hall ACS-WASC 2019)

Includes:

Surveys

2018-2019 budget

Parent/Student Handbook

LHS class schedules

Focus Group roster

Home Group roster

Parent and Student Group rosters

GLOSSARY

Community – Unless specified ‘Laurel Hall community,’ community encompasses all stakeholders within schools and church.

CSS – California State Standards

CCSS – Common Core State Standards

ECC – Early Childhood Center

ELC – Emmanuel Lutheran Church

GLOs – General learner outcomes

PlusPortals – Laurel Hall’s web portal, which allows teachers and administration to share information such as lives grades, homework postings, school news, and useful documents with parents and students in a secure manner.

Rediker – The company that provides Laurel Hall’s administrative software.

SST - Student success teams